



Grades K-6

Social Studies Curriculum

2017

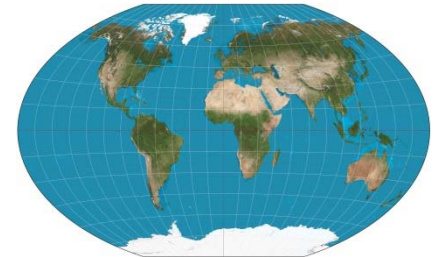


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KINDERGARTEN

In Kindergarten, the focus of the learning is rules and how they inform and impact our lives. Students investigate the rules that most closely affect them--school, class, and home rules. The units further investigate the responsibilities of community members and the choices we make. Students explore how being responsible affects decision-making with attention to individual "wants" and "needs." Students investigate changes in our schools and communities over time and look for similarities and differences. Students will explore the uses for maps and globes. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In Kindergarten, students engage in the study of themselves, their families, and their communities and learn how to participate and use effective citizenship skills. They will explore their classrooms, schools, neighborhoods, and home communities through an interdisciplinary approach. The study of themselves, their families, and their communities requires that students research and answer compelling questions.

This interdisciplinary study incorporates history, civics, economics, and geography and where students respond to the following compelling questions:

- Why Do We Have Rules in School?
- Why Do the Members of Our Classroom Have to Be Responsible?
- Why Can't We Get Everything We Need and Want?
- Which is Better, a Map or a Globe?
- How Have Schools and People Changed From the Past to the Present?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from one or more sources; evaluate a source by distinguishing between fact and opinion; and communicate and present conclusions using reasons to support their claims. (2015 *Connecticut Elementary and Secondary Social Studies Frameworks*)

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Liberty Bank *OR* Citizens Bank to take part in a Financial Literacy Course
- Classroom Visit: Connecticut Historical Society Colonial Kids <https://chs.org/education/classroom-outreach/>

KINDERGARTEN

INQUIRY UNIT 1: WHY DO WE HAVE RULES IN SCHOOL?

Objectives:

- Students will apply civic virtues when participating in school settings.
- Students will follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- Students will explain the need for and purposes of rules in various settings inside and outside of school.
- Students will explain how people can work together to make decisions in the classroom.
- Students will identify and explain how rules function in public.
- Students will describe how people have tried to improve their communities over time.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Why do we have rules in school?

Supporting Questions:

- What is a rule?
- Why are rules important?
- Why might rules change?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV K.4 Apply civic virtues when participating in school settings.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Make an anchor chart listing class rules. • Sort pictures into the headings Following Rules and Not Following Rules. • Design a page for a class book showing rules in various school settings. <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: What is the most important rule at our school?</i>
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.		
CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school.		
CIV K.7 Explain how people can work together to make decisions in the classroom.		

KINDERGARTEN

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV K.8 Identify and explain how rules function in public.	<ul style="list-style-type: none"> • Summarizing and note-taking • Cues, questions, and advanced organizers • Discussion/debate • Informational writing • Argument writing (oral) • Nonlinguistic representations • Technology integration 	<ul style="list-style-type: none"> • Construct an argument orally to the teacher that answers the compelling question working in small groups. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Act:</i> Create a book illustrating the most important rules at school.
CIV K.9 Describe how people have tried to improve their communities over time.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.		
INQ K-2.10 Construct an argument with reasons.		
INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		

KINDERGARTEN

INQUIRY UNIT 2: WHY DO THE MEMBERS OF OUR CLASSROOM HAVE TO BE RESPONSIBLE?

Objectives:

- Students will describe roles and responsibilities of people in authority.
- Students will explain how all people, not just official leaders, play an important role in a community.
- Students will describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- Students will apply civic virtues when participating in school settings.
- Students will follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Why do the members of our classroom have to be responsible?

Supporting Questions:

- What does responsibility look like in our classroom?
- What are my responsibilities at home and school?
- What would happen if I weren't responsible?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV K.1 Describe roles and responsibilities of people in authority.	<ul style="list-style-type: none"> ● Inquiry-based learning ● Direct instruction ● Academic vocabulary and language ● Modeling ● Questioning ● Close read ● Brainstorming ● Collaborative tasks ● Cooperative learning 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> ● Draw a self-portrait illustrating acting responsibly; share with a friend. ● Create a T-chart that lists responsibilities at home and in school. ● Complete a worksheet, classify information and defend their reasoning.
CIV K.2 Explain how all people, not just official leaders, play an important role in a community.		
CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		
CIV K.4 Apply civic virtues when participating in school settings.		

KINDERGARTEN

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers • Discussion/debate • Informational writing • Argument writing (oral) • Nonlinguistic representations • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Why do I have to be responsible?</i> • In small groups, construct oral argument using collected resources to answer the question as to why one has to be responsible; illustrate oral argument; and then display in a gallery walk to share with peers. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Create a class book of drawings demonstrating responsible behavior through their class jobs.
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.		
INQ K-2.10 Construct an argument with reasons.		
INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		

KINDERGARTEN

INQUIRY UNIT 3: WHY CAN'T WE GET EVERYTHING THAT WE WANT?

Objectives:

- Students will explain how scarcity necessitates decision making.
- Student will identify the benefits and costs of making various personal decisions.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Questions:

- Why can't we get everything we need and want?

Supporting Questions:

- What is the difference between what we need and what we want?
- How do goods and services meet our needs and wants?
- What happens when there isn't enough for everyone?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
ECO K.1 Explain how scarcity necessitates decision making.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify, sort, and explain their decisions after categorizing of a variety of images of needs and wants. • Illustrate “one good” and “one service” related to food and “one good” and “one service” related to school to determine a means by which they might acquire each of those goods and services. • Discuss a given scenario based on scarcity. Through small group discussions, brainstorm options people have when faced with scarcity; share
ECO K.2 Identify the benefits and costs of making various personal decisions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.		
INQ K-2.10 Construct an argument with reasons.		
INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		

KINDERGARTEN

Grade Level Expectations	Instructional Strategies	Evidence of Learning
	<ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing (oral) • Nonlinguistic representations • Technology integration 	<p>their options with the class.</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Why can't we get everything we need and want?</i> • In small groups, construct an oral argument to be shared with the teacher that answers the question about why I can't get everything that I want and need. Use evidence from learning and share ideas and reasoning with peers. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Students will generate list of needs or wants for the classroom. Students work in pairs to brainstorm a way to fulfill one of these needs or wants.

KINDERGARTEN

INQUIRY UNIT 4: WHAT IS BETTER, A MAP OR A GLOBE?

Objectives:

- Students will construct maps, graphs and other representations of familiar places.
- Students will use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- Students will use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Which is better, a map or a globe?

Supporting Questions:

- What is a map and what is a globe?
- What is the difference between a map and a globe?
- How would you decide to use a map or a globe?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO K.1 Construct maps, graphs and other representations of familiar places.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify characteristics of a map and a globe. • Create a Venn diagram charting the similarities and differences of a map and a globe. • Complete a sentence starter with illustrations: “I would use a _____ to _____.” <p><i>Summative Performance tasks:</i></p>
GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.		
GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

KINDERGARTEN

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Cues, questions, and advanced organizers • Discussion/debate • Informational writing • Argument writing (oral) • Nonlinguistic representations • Technology integration 	<ul style="list-style-type: none"> • <i>Argument: Which is better, a map or globe?</i> • In small groups, construct an oral argument to be shared with the teacher that is <i>supported with evidence</i> that responds to the compelling question. • Defend reasoning with evidence to a partner. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Create a map of a school to be used by families or visitors for an open house event.

KINDERGARTEN

HOW HAVE SCHOOLS AND PEOPLE CHANGED FROM THE PAST TO THE PRESENT?

Objectives:

- Students will compare life in the past to life today.
- Students will compare perspectives of people in the past to those in the present.
- Students will identify different kinds of historical sources.
- Students will generate questions about a particular historical source as it relates to a particular historical event or development.
- Students will generate possible reasons for an event or development in the past.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- How have schools and people changed from the past to the present?

Supporting Questions:

- How can we learn about schools in the past? What sources can we use?
- How has our school changed over time?
- How have people changed over time?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST K.1 Compare life in the past to life today.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Analyze primary sources (pictures, books) and share observations with peers. • Complete a sentence starter with illustrations. “Schools in the past _____.” and “Schools today _____.” • Create a Venn diagram showing the similarities and differences between children in the past and today. <p><i>Summative Performance Tasks:</i></p> <ul style="list-style-type: none"> • <i>Argument: How have schools and people changed from the past to the present?</i>
HIST K.3 Compare perspectives of people in the past to those in the present.		
HIST K.4 Identify different kinds of historical sources.		
HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.		
HIST K.8 Generate possible reasons for an event or development in the past.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

KINDERGARTEN

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>	<ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing (oral) • Nonlinguistic representations • Technology integration 	<ul style="list-style-type: none"> • In small groups, construct an oral argument to be shared with the teacher that answers the compelling question using evidence from the various primary sources. Share finding with partner groups and whole class. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Create a class book comparing photos of children and schools in the past to those of today. Write captions for photographs. (This book will be added to class library as a reference.)
<p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p>		
<p>INQ K-2.10 Construct an argument with reasons.</p>		
<p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>		

GRADE 1

In Grade 1, the focus of the learning is a study of people and places in the school community and the importance of rules in our community. Students explore the meaning and purpose of maps as they develop geographic reasoning and map literacy to better understand how people interact with the environment. The units further investigate how money is used and the choices people make with spending and saving their money. Students investigate how people make changes that affect their community, economy and how the past can inform those present decisions. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In first grade, students explore their place in the world, building on their work in kindergarten, and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today through an interdisciplinary approach. The study of how students fit into society requires that students research and answer compelling questions.

This interdisciplinary study incorporates history, civics, economics, and geography and where students respond to the following compelling questions:

- How Are Rules Made in School?
- If We Live in the Present, Why Should We Care About the Past?
- Who is Important in Our School Community?
- Can My Life Fit on a Map?
- What Choices Do We Make with Our Money?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from one or more sources; evaluate a source by distinguishing between fact and opinion; and communicate and present conclusions using reasons to support their claims. (2015 Connecticut Elementary and Secondary Social Studies Frameworks)

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Waterford Town Hall – meet members of the Waterford Public School community and learn about their roles
- A local business to investigate needs vs. wants and choices we make with our money (suggested locations: Big Y, pizza parlor, animal shelter, or any local businesses that would be relevant)In-house: students travel through their home school discussing rules in different settings
- Classroom Visit: Mohegan Educational Outreach “Indian Artifact Storytelling” one-hour program
www.mohegan.nsn.us/education/cultural-outreach
- Virtual Field Trip: “Thanksgiving” <http://www.plimoth.org/learn/just-kids/homework-help/thanksgiving/thanksgiving-history>
- Virtual Field Trip: Google Earth walking trip around school/neighborhood

GRADE 1

INQUIRY UNIT 1: HOW ARE RULES MADE IN A SCHOOL COMMUNITY?

Objectives:

- Students will apply civic virtues when participating in school settings.
- Students will follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
- Students will explain the need for and purposes of rules in various settings inside and outside of school.
- Students will explain how people can work together to make decisions in the classroom.
- Students will identify and explain how rules function in public.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- How are rules made in a school community?

Supporting Questions:

- What are the values/civic virtues we use to make school rules?
- How do members of my school community work together to make decisions and accomplish goals?
- Why do communities need rules and why should members follow them?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 1.4 Apply civic virtues when participating in school settings.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Brainstorm a list of civic virtues and how you would display them in a classroom. Create individual pieces, including writing and illustrations, to demonstrate understanding of a civic virtue. • Describe and/or illustrate how two or more members of a community might work together to accomplish a specific school community goal. • Develop a set of classroom rules as a class.
CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.		
CIV 1.6 Explain the need for and purposes of rules in various settings inside and outside of school.		
CIV 1.7 Explain how people can work together to make decisions in the classroom.		
CIV 1.8 Identify and explain how rules function in public.		

GRADE 1

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.</p>	<p>organizers</p> <ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<ul style="list-style-type: none"> • Choose one necessary classroom rule and describe why it should be followed and what would happen if the rule was not followed? <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: How are rules made in a school community?</i> • Select one rule in the school community and explain one’s understanding through speaking, writing, and drawing. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Select one of the goals identified in the Formative Performance Task for Supporting Question 2. Work cooperatively with other members of the school community towards accomplishing it. Identify and record (in writing, with photos and/or drawings) civic virtues that are practiced in the process.
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>		
<p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p>		
<p>INQ K-2.10 Construct an argument with reasons.</p>		
<p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>		

GRADE 1

INQUIRY UNIT 2: IF WE LIVE IN THE PRESENT, WHY SHOULD WE CARE ABOUT THE PAST?

Objectives:

- Students will compare life in the past to life in the present.
- Students will generate questions about individuals and groups who have shaped a significant historical change.
- Students will compare perspectives of people in the past to those in the present.
- Students will generate possible reasons for an event or development in the past.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- If we live in the present, why should we care about the past?

Supporting Questions:

- How can we learn and know about what happened in the past?
- How has our community changed over time? (What would be different about my life if I lived in the past?)
- How have events or developments from the past changed people’s lives in our community?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 1.1 Compare life in the past to life in the present.	<ul style="list-style-type: none"> ● Inquiry-based learning ● Direct instruction ● Academic vocabulary and language ● Modeling ● Questioning ● Close read ● Brainstorming ● Collaborative tasks ● Cooperative learning ● Identifying similarities and differences ● Summarizing and note-taking ● Cues, questions, and advanced organizers ● Discussion/debate 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> ● Students bring in their own historical evidence that tells a story about their family’s past and complete the “How We Learn About the Past” chart. ● Compare and contrast the past and present by finding evidence of change in photographs. Write or draw their understanding of the concepts “past” and “present.” ● Compare and contrast through class discussion and exploring resources life as a Native American and/or pilgrim to life as an American citizen in the present. ● Answer the compelling question focused
HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.		
HIST 1.3 Compare perspectives of people in the past to those in the present.		
HIST 1.8 Generate possible reasons for an event or development in the past		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		

GRADE 1

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>on the development of Waterford’s Recycling Program or the History of Waterford’s School System.</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: If we live in the present, why should we care about the past?</i> • Construct a written or illustrated argument supported with evidence that addresses the compelling question through whole-group exercise. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Explore the causes and effects of a major event that has transformed a local community. • <i>Assess:</i> Investigate what the people in a community are doing to confront and/or address the event. • <i>Act:</i> Invite a community leader to class to discuss the event.

GRADE 1

INQUIRY UNIT 3: WHO IS IMPORTANT IN YOUR SCHOOL COMMUNITY?

Objectives:

- Students will describe roles and responsibilities of people in authority.
- Students will explain how all people, not just official leaders, play an important role in a community.
- Students will describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- Students will describe how people have tried to improve their communities over time.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Who is important in your school community?

Supporting Questions:

- Who are the members of your school community?
- What are the roles and responsibilities of the school community members?
- How does a school community work?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 1.1: Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Create a “school community” flow chart including all members of the school community with examples of duties. Include community leaders (i.e. Superintendent & Board of Education) as well as students themselves. • Further develop your “school community” flow chart by including the specific duties of each member. • Generate a class list of problems at your school and have a class discussion regarding who can solve the problem? Support claims with evidence gathered
CIV 1.2: Explain how all people, not just official leaders, play an important role in a community.		
CIV 1.3: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.		
CIV 1.9: Describe how people have tried to improve their communities over time.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

GRADE 1

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>during the development of the inquiry.</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Who is important in our school community?</i> • Complete a web graphic organizer to address the compelling question using specific claims and evidence from sources. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Return to the list of problems from the Formative Performance Task #3 activity and make a class chart showing who is responsible for addressing each issue. • <i>Assess:</i> Choose one of the problems that the class would like to pursue. • <i>Act:</i> <ul style="list-style-type: none"> ○ Contact a school community member whose responsibilities include the problem the class decides to pursue. ○ Write thank you notes to people in their school community who they see as important.

GRADE 1

INQUIRY UNIT 4: CAN MY LIFE FIT ON A MAP?

Objectives:

- Students will construct maps, graphs and other representations of familiar places.
- Students will use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.
- Students will use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
- Students will explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Can my life fit on a map?

Supporting Questions:

- Why do maps have symbols and how do I use them?
- How does weather and climate where we live affect our lives?
- What are the other tools on a map and how do they work?
- How can I make a map of a real-life place?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 1.1 Construct maps, graphs and other representations of familiar places.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Identify three or four map symbols and explain how and why they are helpful. • Write or draw a comparison between how we live and how a student in a different location lives. • Complete an “I Notice/I Think” chart drawing inferences about the purpose of map features. • Based on a walking tour of the block or surrounding area, make a map of the area
GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.		
GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.		
GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.		

GRADE 1

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.</p> <p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Cues, questions, and advanced organizers • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>around the school.</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Can my life fit on a map?</i> • Draw a map depicting one’s life (including a map key, symbols and labels) and present it to a partner explaining its features and the information the map includes. • Construct a written or illustrated argument answering the compelling question using specific reasons and evidence identified during the inquiry. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Select another important place in one’s life and research the natural and manmade features in and around it. Create a map showing this place and include a title, symbols, map key, and compass rose. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Create a map with a title, symbols, and compass rose to show their ideas for using unused land. • <i>Assess:</i> Present ideas and maps to a school or local official for review. • <i>Act:</i> Conduct a fundraiser at the school with the help of the PTA or another group to raise money for supplies needed to create the selected project.

GRADE 1

INQUIRY UNIT 5: WHAT CHOICES DO WE MAKE WITH OUR MONEY?

Objectives:

- Students will explain how scarcity necessitates decision-making.
- Students will identify the benefits and costs of making various personal decisions.
- Students will describe the goods and services that people in the local community produce and those that are produced in other communities.
- Students will explain how people earn income.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- What choices do we make with our money?

Supporting Questions:

- How do families earn money?
- What do families choose to spend money on?
- Why do families choose to save money?
- What goods and services are produced in a community?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
ECO 1.1 Explain how scarcity necessitates decision-making.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • List an example and a non-example of a method for obtaining money. Create a T-chart comparing examples of how people earn or receive money versus other kinds of activities that do not generate money. • Brainstorm the choices families have in using their money and create a T-chart organizing responses into needs and wants. Create a book page that includes writing and illustrations identifying a specific need and specific want in one's
ECO 1.2 Identify the benefits and costs of making various personal decisions.		
ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.		
ECO 1.4 Explain how people earn income		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

GRADE 1

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Cues, questions, and advanced organizers • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>family.</p> <ul style="list-style-type: none"> • Draw and label a two-sided picture showing the pros and cons of saving money. • In a local newspaper, find a good and/or service provided. Present findings and explain one’s reasoning through drawings and/or the written word. <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: What choices do we make with our money?</i> • Construct an argument supported with evidence that addresses the question of how families make economic choices. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Participate in a class discussion about the pros and cons of spending for a short-term goal versus saving for a long-term goal. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Survey family members about how they spend their money. • <i>Assess:</i> Brainstorm a list of ways students can help their family save money. • <i>Act:</i> Create a poster to promote a money-saving strategy to be displayed outside the classroom.

GRADE 2

In Grade 2, the focus of the learning is a study of people and places and how they have changed over time. Students study of the importance of rules in one's community and the roles and responsibilities of people in town government. Further exploration of the units focuses on how communities are similar and different and how family life has changed over time. Students investigate how people make changes that affect their community, and how the past can inform present decisions. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In second grade, students will engage in the study of how people both past and present have made a difference in their community, country, and world as well as exploring how and what we decide to remember about the past. Through the study of family life, a comparison of communities, and famous people in history, students will explore multiple perspectives from the past and today through an interdisciplinary approach.

This interdisciplinary study incorporates history, civics, economics, and geography and requires that students research and answer compelling questions such as:

- Why Do We Have Rules?
- What is the Purpose of Waterford's Town Government?
- How Would Our Lives Be Different If We Lived In A Different Kind Of Community?
- How Has Family Life Changed Over Time?
- What Does It Mean To Make a Difference in Society?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from one or more sources; evaluate a source by distinguishing between fact and opinion; and communicate and present conclusions using reasons to support their claims. (2015 Connecticut Elementary and Secondary Social Studies Frameworks)

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Waterford Town Hall, Police & Fire Departments
- Mystic Seaport "Life in a Seaport Town" guided tour <https://www.mysticseaport.org/wp-content/uploads/Itinerary-Life-in-a-Seaport-Town.pdf>
- Virtual Field Trip: "Life in Urban, Suburban and Rural Communities" <http://vtrips.ccsd.edu/>
- Virtual Field Trip: "Monuments" <http://www.scholasticatravel.com/2014/02/24/washington-dc-virtual-tour/>

GRADE 2

INQUIRY UNIT 1: WHY DO WE HAVE TO HAVE RULES?

Objectives:

- Students will describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.
- Students will follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions a group.
- Students will describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
- Students will explain how people can work together to make decisions in the classroom.
- Students will identify and explain how rules function in public (classroom and school) settings.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- Why do we have to have rules?

Supporting Questions:

- What are my values and how do I show them?
- How do our rules reflect our values?
- What would happen if we did not have rules?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Complete “What Are My Values” quiz and identify three main values and then work in groups to role-play examples of various values. • Identify the values that reflect certain laws. • Create a two-sided argument chart with reasons for and against having rules and then role-play situations with and without rules in small groups.
CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions a group.		
CIV 2.3 Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.		
CIV 2.5 Explain how people can work together to make decisions in the classroom.		

GRADE 2

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.	<ul style="list-style-type: none"> • Cues, questions, and advanced organizers • Discussion/debate • Role-play • Informational writing • Argument writing • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Do we have to have rules?</i> • Construct an argument supported with evidence that addresses the question of whether rules are necessary. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Review the school rules in light of whether they reflect all students' values. • <i>Assess:</i> Discuss any rules that do not reflect the class values and consider whether there are alternative rules that would be more satisfactory. • <i>Act:</i> Write a letter to the school principal requesting a meeting to discuss any rules that could be revised.
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.		
INQ K-2.10 Construct an argument with reasons.		
INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		

GRADE 2

INQUIRY UNIT 2: WHAT IS THE PURPOSE OF WATERFORD’S GOVERNMENT?

Objectives:

- Students will describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.
- Students will follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.
- Students will compare their own point of view with others’ perspectives.
- Students will describe how people have tried to improve their communities over time.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- What is the purpose of Waterford’s town government?

Supporting Questions:

- Who are the leaders/groups that govern our community?
- How do the people in our town government help us?
- How do citizens participate in town government?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify the people in our Waterford’s town government. • Write a thank you letter to a government official thanking them for what they do to help us. • Make a “Citizenship Pledge” explaining two ways how citizens can fulfill responsibility and how it helps the community.
CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.		
CIV 2.4 Compare their own point of view with others’ perspectives.		
CIV 2.7 Describe how people have tried to improve their communities over time.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

GRADE 2

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p> <p>INQ K-2.10 Construct an argument with reasons.</p> <p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>	<ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument:</i> How does our government work together and with citizens? • Students will take on the roles of community members and government officials to role play and answer the question, “What equipment is right for the playground or park?” <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> The class will discuss community service opportunities, choose three ideas, and then vote on one idea to act on. • <i>Act:</i> The class will plan and execute the community work. They may involve the school in their project by advertising and promoting their community service. • <i>Assess:</i> The class will assess the effectiveness of their community service project via a rubric.

GRADE 2

INQUIRY UNIT 3: HOW WOULD OUR LIVES BE DIFFERENT IF WE LIVED IN A DIFFERENT KIND OF COMMUNITY?

Objectives:

- Students will describe the goods and services that people in the local community produce and those that are produced.
- Students will construct geographic representations of familiar places
- Students will use geographic representations to describe places and interactions that shape them.
- Students will use geographic representations to identify cultural and environmental characteristics of a place.
- Students will explain how the environment affects people’s lives.
- Students will explain how humans affect the culture and environment of places/region.
- Students will identify cultural and environmental characteristics of a place/region.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- How would our lives be different if we lived in a different kind of community?

Supporting Questions:

- What are the characteristics of an urban, suburban, or rural community?
- How are communities different and alike?
- What are the advantages and disadvantages of living in urban, suburban, or rural communities?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Create a PowerPoint with images of rural, urban, and suburban communities and correctly identify each type. • Create a collage (Venn diagram style) illustrating the similarities and differences between their community and another community. • Create a class T-chart comparing the advantages and disadvantages of each type of community.
GEO 2.1 Construct geographic representations of familiar places.		
GEO 2.2 Use geographic representations to describe places and interactions that shape them.		
GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.		
GEO 2.4 Explain how the environment affects people’s lives.		

GRADE 2

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 2.5 Explain how humans affect the culture and environment of places/region.	organizers <ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: How would our lives be different if we lived in a different kind of community?</i> • Construct an argument that addresses the question of how people's' lives are affected by where they live. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Act: Select a different kind of location in Connecticut and create a pen pal experience (see, for example, https://penpalschools.com/) so students can compare and contrast aspects of their communities.</i>
GEO 2.6 Identify cultural and environmental characteristics of a place/region.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		
INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.		
INQ K-2.10 Construct an argument with reasons.		
INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		

GRADE 2

INQUIRY UNIT 4: HOW HAS FAMILY LIFE CHANGED OVER TIME?

Objectives:

- Students will compare life in the past to life today.
- Students will explain perspectives of people in the past to those of people in the present.
- Students will identify different kinds of historical sources.
- Students will explain how historical sources can be used to study the past.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- How has family life changed over time?

Supporting Questions:

- What can you learn about the past through a family member?
- What artifacts could someone use to tell about the past?
- How was family life in the past different than life today?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 2.2 Compare life in the past to life today.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Interview a family member and draw a picture to show what you learned. • Brainstorm a class list of artifacts that would help tell a story about a family. • Complete “Then and Now” organizer by identifying the ways that families have changed over time. <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: How has family life changed over time?</i> • Create a group project, using
HIST 2.4 Explain perspectives of people in the past to those of people in the present.		
HIST 2.6 Identify different kinds of historical sources.		
HIST 2.7 Explain how historical sources can be used to study the past.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		
INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.		

GRADE 2

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p>	<ul style="list-style-type: none"> • Discussion/debate • Role-play • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>PowerPoint Museum Template, to show how family life has changed over time (i.e. transportation, school, toys, books).</p> <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Students will write individual stories after talking with older family members. Students' stories will be bound into a book titled, <i>Our Family Stories</i>, and shared with other second-grade classes.
<p>INQ K-2.10 Construct an argument with reasons.</p>		
<p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>		

GRADE 2

INQUIRY UNIT 5: WHAT DOES IT MEAN TO MAKE A DIFFERENCE IN SOCIETY?

Objectives:

- Students will generate questions about individuals and groups who have shaped a significant historical change.
- Students will compare different accounts of the same historical event.
- Students will generate possible reasons for an event or development in the past.
- Students will select which reasons might be more likely than others to explain a historical event or development.
- Students will engage in the inquiry process by responding to questions, using content, distinguishing between facts and opinions, and gathering information from one or two sources to construct an argument with reasons.

Compelling Question:

- What does it mean to make a difference in society?

Supporting Questions:

- How do different sources of information tell us about individuals and groups who made a difference in society?
- What are the characteristics (personality traits/actions) of famous/important people who have made a difference?
- What is the purpose of monuments?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Work with a partner to find two different sources about the same person to present to the class. Explain how both sources tell us about the topic. • Individually, brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference. As a whole group, compile a list of characteristics. • Create a list of monuments and explain their significance.
HIST 2.5 Compare different accounts of the same historical event.		
HIS 2.10 Generate possible reasons for an event or development in the past.		
HIS 2.11 Select which reasons might be more likely than others to explain a historical event or development.		
INQ K-2.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.		

GRADE 2

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ K-2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p>	<p>organizers</p> <ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: What does it mean to make a difference in society?</i> • Research an important person who has made a difference in our world. • Design a monument and describe how the monument connects to the life of the person. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • Explore different ways students can make a difference in their community. • Design monument and write a letter to the governor asking for a monument dedicated to someone who made a difference.
<p>INQ K-2.7 Evaluate a source by distinguishing between facts and opinion.</p>		
<p>INQ K-2.10 Construct an argument with reasons.</p>		
<p>INQ K-2.17 Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p>		

GRADE 3

In Grade 3, the focus of the learning is a yearlong study of Connecticut and local towns. Students will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns. The units focus on students acting as historians as they determine the relevancy of sources and how the perspective of an author influences the content of a source. Students examine Connecticut's development and place in history and its role in the making of America's story. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In third grade, students will engage in the study of how Connecticut has changed or stayed the same over time while examining the significance of Connecticut's contributions to America's story. Through the study of history and an analysis of multiple sources, students will explore perspectives from the past and today through an interdisciplinary approach.

This interdisciplinary study incorporates history, civics, economics, and geography and requires that students research and answer compelling questions such as:

- Why Live in Connecticut?
- Why Use Multiple Sources?
- How is Connecticut's Story Part of America's Story?
- What is a Citizen's Role in the Creation of a Law?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from multiple sources; determine the credibility of sources; and then communicate and present conclusions using evidence from multiple sources. *(2015 Connecticut Elementary and Secondary Social Studies Frameworks)*

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Denison Homestead Archeological Dig and Homestead Tour <http://denisonhomestead.org/denison-homestead/visitor-information/special-programs/>
- Connecticut River Museum "Valley Shipyard" or "River Dwellers" program <http://www.ctrivermuseum.org/programs-for-grades-3-6/>
- Virtual Field Trip: Interactive map of trades of historical Williamsburg <http://www.history.org/almanack/tourthetown/>
- Virtual Field Trip: Interactive board games, American history and Colonial life <http://electronicfieldtrip.org/freedom/frontPage.html>
- Virtual Field Trip: Life in a Colonial Town, Plimoth Plantation <https://vimeo.com/51948925>

GRADE 3

INQUIRY UNIT 1: WHY LIVE IN CONNECTICUT?

Objectives:

- Students will use maps of different scales to describe the locations of cultural and environmental characteristics.
- Students will describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- Students will explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Students will explain how human settlements and movements relate to the locations and use of various natural resources.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Why live in Connecticut?

Supporting Questions:

- How can we describe where we are located?
- What geographical factors encouraged or deterred early human settlements in Connecticut?
- Why do different parts of Connecticut draw different groups of people to settle?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced organizers 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Describe the regions of Connecticut using geographic tools and vocabulary. • Create a T Chart of “I Notice/I Think” drawing conclusions about geographic factors that encourage or deter human settlement in different regions of CT. • Interview an adult to investigate why he or she chose to settle in southeastern Connecticut.
GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.		
GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.		
GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.		

GRADE 3

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p> <p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p> <p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p> <p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> • Discussion • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Why Live in Connecticut?</i> • Construct an argument (e.g. detailed outline, poster, essay, etc.) that explains why people live in Connecticut using specific claims and relevant evidence from multiple sources. • Create a travel brochure that explains why people have chosen to settle in Connecticut. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>ACT:</i> Invite a local or state politician to visit the class in-person or via Skype to review students’ conclusions on why people choose to settle in Connecticut. • Discuss how community action could reverse deterrents and attract more citizens to move or stay in Connecticut.

GRADE 3

INQUIRY UNIT 2: WHY USE MULTIPLE SOURCES?

Objectives:

- Students will summarize how different kinds of historical sources are used to explain events in the past.
- Students will compare information provided by different historical sources about the past.
- Students will infer the intended audience and purpose of a historical source from information within the source itself.
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments.
- Students will use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Why use multiple sources?

Supporting Questions: -How do you determine if a source is useful?

- What role does perspective play in the creation of a source?
- How do you determine if a source is still relevant (today)?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Construct an argument for which source would be the best to use when researching whaling history. • Analyze the woodcarving and reflect on the artist’s perspective of the burning of Prudence Crandall’s schoolhouse. • Complete the Source Analysis worksheet to determine if the source is relevant today.
HIST 3.7 Compare information provided by different historical sources about the past.		
HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.		
HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.		

GRADE 3

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p>	<ul style="list-style-type: none"> • Summarizing and note-taking • Cues, questions, and advanced organizers • Discussion • Informational writing • Argument writing • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Why use multiple sources?</i> • Write a letter to a friend doing a project on Connecticut history and plans to use one book from the library. In the letter convince your friend why he or she should use multiple sources. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>ACT:</i> Choose a research topic on a famous historical figure. Create an index of multiple sources and explain why each one was chosen and how it will contribute to the effectiveness of the project.
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>		
<p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>		
<p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p>		
<p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		

GRADE 3

INQUIRY UNIT 3: HOW IS CONNECTICUT’S STORY A PART OF AMERICA’S STORY?

<p>Objectives:</p> <ul style="list-style-type: none"> - Students will create and use a chronological sequence of related events to compare developments that happened at the same time. - Students will compare life in specific historical time periods to life today. - Students will generate questions about individuals who have shaped significant historical changes and continuities. - Students will identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used. - Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event. <p>Compelling Question:</p> <ul style="list-style-type: none"> - How is Connecticut’s story a part of America’s story? <p>Supporting Questions:</p> <ul style="list-style-type: none"> - How have Connecticut industries contributed to national history over time? - How have historical Connecticut residents impacted Connecticut and national history? - How did inventions and technology contribute to Connecticut and national history?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Create a timeline that shows how the shipbuilding industry has contributed to national history over time. • Present either a song, poem, or short biography that proves a historical Connecticut resident had an impact on history. • Create an advertisement for Connecticut Magazine that features something invented in Connecticut. Explain the
HIST 3.2 Compare life in specific historical time periods to life today.		
HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.		
ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.		

GRADE 3

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>	<ul style="list-style-type: none"> • Cues, questions, and advanced organizers • Discussion • Informational writing • Argument writing • Creative writing (poetry, fiction, creative nonfiction) • Nonlinguistic representations • Technology integration 	<p>impact the item has had on life in Connecticut and beyond.</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: How is Connecticut’s story a part of America’s story?</i> • Create a timeline captivating five significant people, events, or ideas that represent part of Connecticut’s story. Explain how the people, events, or ideas contributed to America’s story. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Act:</i> Create and publish a book for the school on Connecticut history.
<p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>		
<p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p>		
<p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		

GRADE 3

INQUIRY UNIT 4: WHAT IS A CITIZEN'S ROLE IN THE CREATION OF A LAW?

Objectives:

- Students will distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
- Students will explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
- Students will explain how groups of people make rules to create responsibilities and protect freedoms.
- Students will identify core civic virtues and democratic principles that guide government, society, and communities.
- Students will identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
- Students will explain how rules and laws change society and how people change rules and laws.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- What is a citizen's role in the creation of a law?

Supporting Questions:

- How does Connecticut's government work?
- What strategies can citizens use to influence government?
- How are laws fair or unfair to all citizens?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences 	<p><i>Formative Performance Task:</i></p> <ul style="list-style-type: none"> • Create a concept map that demonstrates the level of Connecticut government and explains their roles. • Write an editorial for your school's newspaper explaining how students can get involved in government. • Choose a Connecticut state law and discuss whether the law is fair to all citizens of Connecticut.
CIV 3.2 Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.		
CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.		

GRADE 3

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</p>	<ul style="list-style-type: none"> • Summarizing and note-taking • Cues, questions, and advanced organizers • Discussion • Informational writing • Argument writing • Technology integration 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: What is a citizen's role in the creation of a law?</i> • Research and propose a new Connecticut state law. Submit a written or videotaped plan of action in order to promote the new law. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Act: Implement your plan for a new Connecticut state law and present results and progress to the class.</i>
<p>CIV 3.6 Explain how rules and laws change society and how people change rules and laws.</p>		
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>		
<p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>		
<p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p>		
<p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		

GRADE 4

In Grade 4, the focus of the learning begins with a study of the geographic regions of the United States. Following the examination of the regions, students then begin a study of early United States history from the indigenous peoples here prior to colonization through the American Revolution. The units focus on students further developing their skills as historians, skills introduced in the Grade 3, through the analysis and evaluation of a variety of documents, sources, and perspectives as they determine the relevancy and credibility of sources and how the perspective of an author influences the content of a source. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In fourth grade, after an examination of geographic region of our country, students will engage in the study of early United States history by analyzing major historical events or issues and then determining their significance in shaping America's story. Through the study of history and an analysis of multiple sources, students will explore perspectives from the past and today through an interdisciplinary approach.

This interdisciplinary study incorporates history, civics, economics, and geography and requires that students research and answer compelling questions such as:

- How Does Where We Live Affect How We Live?
- Why Did the Pilgrim-Wampanoag Friendship Go So Wrong?
- Did the French Lose Out in North America?
- What is a Revolution?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from multiple sources; determine the credibility of sources; and then communicate and present conclusions using evidence from multiple sources. *(2015 Connecticut Elementary and Secondary Social Studies Frameworks)*

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Bushy Hill Nature Center "Indigenous Studies" program <https://www.bushyhill.org/programs/school-programs/>
- Plimoth Plantation "Wampanoag Homesite" <https://www.plimoth.org/what-see-do/wampanoag-homesite>
- Freedom Trail, Boston, MA <https://www.thefreedomtrail.org/>
- Virtual Field Trip: Discovery Education Native American videos: People of the Forest, People of the Plains, People of the Northwest Coast, People of the Desert (via district subscription: <http://www.discoveryeducation.com/>)
- Virtual Field Trip: Liberty's Kids video (via district v-brick system)
- Virtual Field Trip: The Virtual American Revolution <http://virtualamericanrevolution.com/>
- Virtual Field Trip: The Winter Patriots <http://www.mountvernon.org/site/animated-washington/winter-patriots/>
- Virtual Field Trip: The American Revolution: The Beginning of Freedom <http://edtech2.boisestate.edu/estherbarney/502/virtualtour/start.html>

GRADE 4

INQUIRY UNIT 1: HOW DOES WHERE WE LIVE AFFECT HOW WE LIVE?

Objectives:

- Students will explain connections among historical contexts and people’s perspectives at the time.
- Students will construct maps and other graphic representations of both familiar and unfamiliar places.
- Students will use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- Students will describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- Students will explain how human settlements and movements relate to the locations and use of various natural resources.
- Students will identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- How does where we live affect how we live?

Supporting Questions:

- What are the regions of the U.S. and their geographical features?
- How did the geographical features affect the Native American settlements? (Eastern Woodland, Plains, Southwest, Pacific Northwest)
- How did the early Native Americans in the U.S. modify and adapt to their physical environments? (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture).

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify the regions and landforms throughout the U.S. (Google map--interactive maps) • Complete a graphic organizer that shows the opportunities and challenges that affected one particular Native American settlement (Iroquois, Sioux, Hopi, Haida). • Illustrate a day in the life of how one tribe (Iroquois, Sioux, Hopi, or Haida) modified and adapted to their physical environment. (i.e., use of
GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.		
GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		

GRADE 4

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note-taking • Cues, questions and advanced organizers • Discussion • Informational writing • Argument writing • Nonlinguistic representations • Technology integration-- interactive map tasks (PowerPoint, or SWAY) 	<p>natural resources to meet basic survival needs, to communicate, and to develop their culture).</p> <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument:</i> How does where we live affect how we live? • In an informational essay, describe how Native American cultures from all four regions developed differently because of their geography. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Using a PowerPoint or Sway presentations, demonstrate the ways in which the Iroquois, Sioux, Hopi, and/or Haida adapted to and modified their physical environments. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Brainstorm a list of the geographic opportunities and challenges in area neighborhoods and communities. • <i>Assess:</i> Discuss how individuals and communities can turn geographic challenges into opportunities. • <i>Act:</i> Arrange for a local official to visit the class to review the class conclusions and discuss possible community actions. • Arrange for a guest speaker from the Mohegan Sun Tribe to come to speak the class about local cultural traditions.
GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.		
ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.		
INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.		
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.		
INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		

GRADE 4

INQUIRY UNIT 2: WHY DID THE PILGRIM-WAMPANOAG FRIENDSHIP GO SO WRONG?

Objectives:

- Students will construct maps and other graphic representations of both familiar and unfamiliar places.
- Student will use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- Students will explain connections among historical contexts and people’s perspectives at the time
- Students will explain probable causes and effects of events and developments.
- Students will identify positive and negative incentives that influence the decisions people make.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Why did the Pilgrim-Wampanoag Friendship Go So Wrong?

Supporting Questions:

- What was the early contact like between the Pilgrims and the Wampanoags?
- How did the Pilgrims and Wampanoags cooperate in the early years after first contact?
- What influenced a shift in the relationship among the Pilgrims and the Wampanoags?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Analyze sources and write a first person account from the perspective of a Pilgrim or Wampanoag man or woman describing the experience of first contact. • Create an annotated illustration (mural; poster; collage) that highlights how the Pilgrims and the Wampanoags cooperated in the early years after their first contact. • Complete a graphic organizer that highlights the reasons the relationship between the Pilgrims and the Wampanoags began to shift from cooperation
GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.		
HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.		
HIST 4.2 Explain probable causes and effects of events and developments.		

GRADE 4

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>ECO 4.2 Identify positive and negative incentives that influence the decisions people make.</p>	<ul style="list-style-type: none"> • Summarizing and note-taking • Cues, questions and advanced organizers • Discussion • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<p>to conflict.</p> <p><i>Summative performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Why did the Pilgrim-Wampanoag friendship go so wrong?</i> • Develop a persuasive piece (optional: written, multi-media, or oral) that states a claim about the shift in relationship between the Pilgrims and Wampanoags from the perspective of a Pilgrim or a Wampanoag. Describe the <i>challenges</i> or issues that changed the relationship between them. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Create a graphic short story that illustrates an argument for how and why the Pilgrim and Wampanoag relationship deteriorated over time, including supporting and counter-evidence from a variety of sources. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Research (e.g. examine online sources, interview an expert, contact someone from a Native American group) the point of view of a modern indigenous group that is fighting for its rights. • <i>Assess:</i> Explore whether or not conflict can be avoided in the situation you examined. • <i>Act:</i> Create a video that argues for or against the merits of the group’s struggle and present the product at a classroom or community event.
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>		
<p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>		
<p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p>		
<p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		

GRADE 4

INQUIRY UNIT 3: DID THE FRENCH LOSE OUT IN NORTH AMERICA?

Objectives:

- Students will explain how culture influences the way people modify and adapt to their environments
- Students will explain how the cultural and environmental characteristics of places change over time.
- Students will explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas
- Students will explain how human settlements and movements relate to the locations and use of various natural resources.
- Student will identify positive and negative incentives that influence the decisions people make.
- Students will explain probable causes and effects of events and developments.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Did the French lose out in North America?

Supporting Questions:

- Where in North America did the French explore and settle?
- What relationships developed between Native Americans and the French over the fur trade?
- How did the French and Indian War affect the French influence in North America?
- Where is French culture represented in North America today?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions and advanced 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Create a chart of French explorers within the area and dates of exploration. Include 1 to 2 impressions of how the explorers felt about the new world. Transfer information onto Google My Maps. • List the benefits and costs of the North American fur trade. (Analyze the economic and cultural costs and benefits). • Make a claim about the consequences of
GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.		
GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.		
GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.		

GRADE 4

Grade Level Expectations	Instructional Strategies	Evidence of Learning
ECO 4.2 Identify positive and negative incentives that influence the decisions people make.	organizers <ul style="list-style-type: none"> • Discussion/debate • Informational writing • Argument writing • Nonlinguistic representations • Technology integration--interactive map tasks 	the French and Indian War. By comparing and contrasting the relationship the American Indians had with the French and British. <i>Summative Performance tasks:</i> <ul style="list-style-type: none"> • <i>Argument: Did the French lose out in North America?</i> • Construct an argument (e.g., speech, movie, poster, essay) that explains what happened to the French influence in North America, using specific claims and relevant evidence from historical sources while acknowledging competing perspectives. <i>Extension:</i> <ul style="list-style-type: none"> • Create a time-lapse map that illustrates the changes in French influence in North America. <i>Taking Informed Action:</i> <ul style="list-style-type: none"> • <i>Understand:</i> Identify examples of French influence and heritage (e.g., province of Quebec and city of New Orleans). • <i>Assess:</i> Evaluate French influence in North America as it applies to today. • <i>Act:</i> Hold a community forum focused on the French influence in North America.
HIST 4.2 Explain probable causes and effects of events and developments.		
INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.		
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.		
INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		

GRADE 5

In Grade 5, students will further develop their historical knowledge and skills introduced to in fourth grade as they continue to study early American history. The focus of the learning is on 18th and 19th century American history as the United States develops as a nation. Students study the creation and organization of our government, the rise of industrialization, the westward expansion of our country, and the age of immigration. The units focus on students further developing their skills as historians, skills introduced in the Grades 3 and 4, through the analysis and evaluation of a variety of documents, sources, and perspectives as they determine the relevancy and credibility of sources and how the perspective of an author influences the content of a source. Through reading fiction and non-fiction, students engage in texts and collaborate in small groups and paired student tasks.

All learning is aligned with the CT State Frameworks in Social Studies:

In fifth grade, students engage in the study of United States history during the 1700s and 1800s by analyzing major historical events or issues and then determining their significance in shaping America's story. Through the study of history and an analysis of multiple sources, students will explore perspectives from the past and today through an interdisciplinary approach.

This interdisciplinary study incorporates history, civics, economics, and geography and requires that students research and answer compelling questions such as:

- What Makes a Democracy Successful?
- Did Industrialization Make Life Better for Everyone in New England?
- What Motivated People to Move West?
- Did the American Dream Come True for Immigrants Who Came to America?

Learning is centered on the inquiry process that is critical for effective student understanding of history, geography, civics, and economics. Students will engage in the dimensions of the inquiry process where they will respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; gather relevant evidence from multiple sources; determine the credibility of sources; and then communicate and present conclusions using evidence from multiple sources. *(2015 Connecticut Elementary and Secondary Social Studies Frameworks)*

FIELD TRIPS THAT ALIGN WITH THE UNITS:

- Windham Textile and History Museum <http://www.millmuseum.org/education/field-trips/>
- Mystic Seaport "Voyage to America" tour <https://www.mysticseaport.org/learn/k-12-programs/field-trip/guided-tours/>
- The Old State House <https://www.cga.ct.gov/osh/> AND The Capitol Building <https://www.cga.ct.gov/capitol tours/>
- Virtual Field Trip: Ellis Island <http://teacher.scholastic.com/activities/immigration/webcast.htm>
- Virtual Field Trip: Interactive Tour of Ellis Island <http://teacher.scholastic.com/activities/immigration/tour/>
- Virtual Field Trip: The White House, Washington, D.C. <https://www.google.com/culturalinstitute/beta/partner/the-white-house>
- Virtual Field Trip: Constitution Day <http://www.discoveryeducation.com/Live/constitution-day-2015.cfm>
- Virtual Field Trip: Tenement Museum http://tenement.org/Virtual-Tour/index_virtual.html

GRADE 5

INQUIRY UNIT 1: WHAT MAKES A DEMOCRACY SUCCESSFUL?

Objectives:

- Students will explain how groups of people make rules to create responsibilities and protect freedoms.
- Students will describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- Students will identify core civic virtues and democratic principles that guide government, society, and communities.
- Students will explain how policies are developed to address public problems.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- What makes a democracy successful?

Supporting Questions:

- Where does our government get its power?
- Why do we need governments and what do they do?
- How is our government organized?
- How can citizens influence government?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, and advanced 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Analyze three sources and generate a list of possible answers to the supporting question: “List the ways our government gets its power?” • Discussion with a partner using evidence from two sources identify the ways government connects with one’s daily life and helps people. • Compare the powers/rights of the federal and state governments through the creation and presentation of a Venn diagram.
CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.		
CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.		
CIV 5.4 Explain how policies are developed to address public problems.		

GRADE 5

Grade Level Expectations	Instructional Strategies	Evidence of Learning
<p>INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.</p>	<p>organizers</p> <ul style="list-style-type: none"> • Discussion • Informational writing • Argument writing • Nonlinguistic representations • Technology integration 	<ul style="list-style-type: none"> • Design a small poster supporting the following idea: “Citizens can and should influence government.” <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument:</i> How is the creation of a state snack an example of a democracy? • Construct an evidence-based argument using information from multiple sources. Student arguments can take a variety of forms, including a presentation, slideshow, poster, essay, or a combination of drawing and writing. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Debate the value of having a symbol or logo that represents the local community. • Research any young person who has made a difference at a local or state level. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Brainstorm issues or problems affecting the local neighborhood or community. • <i>Apply:</i> Identify ideas to solve one of these problems or issues. • <i>Act:</i> Identify a government official who could address this issue or problem and write a letter explaining the problem and ideas for solving it.
<p>INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>		
<p>INQ 3–5.8 Use evidence to develop claims in response to compelling questions.</p>		
<p>INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.</p>		
<p>INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		

GRADE 5

INQUIRY UNIT 2: DID INDUSTRIALIZATION MAKE LIFE BETTER FOR EVERYONE IN NEW ENGLAND?

Objectives:

- Students will create and use a chronological sequence of related events to compare developments that happened at the same time.
- Students will compare life in specific historical periods to life today.
- Students will explain why individuals and groups during the same historical period differed in their perspectives.
- Students will explain connections among historical contexts and people’s perspectives at the time.
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments.
- Students will explain probable causes and effects of events and developments.
- Students will use evidence to develop a claim about the past.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Did industrialization make life better for everyone in New England?

Supporting Questions:

- What changes were made in manufacturing during the 1800s?
- How did New Englanders benefit from industrialization?
- What were the challenges New Englanders faced during industrialization?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	<ul style="list-style-type: none"> ● Inquiry-based learning ● Direct instruction ● Academic vocabulary and language ● Modeling ● Questioning ● Close read ● Brainstorming ● Collaborative tasks ● Cooperative learning ● Identifying similarities and differences ● Summarizing and note-taking 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> ● Analyze four sources and generate a list of changes/innovations in manufacturing that resulted from industrialization. ● Make a claim supported by evidence about how New Englanders benefited from industrialization. ● Make a claim supported by evidence about the costs associated with the rise of an industrial manufacturing economy.
HIST 5.2 Compare life in specific historical periods to life today.		
HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.		
HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.		

GRADE 5

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<ul style="list-style-type: none"> • Cues, questions, activating prior knowledge • Graphic organizers • Discussion • Role play • Informational writing • Argument writing • Nonlinguistic representations • Debate 	<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Did industrialization make life better for everyone in New England?</i> • Construct an evidence-based argument using information from multiple sources. Student arguments can take a variety of forms, including a presentation, slideshow, poster, essay, or a combination of drawing and writing. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Write a diary entry from the perspective of a child working in a factory (Mill Girls, Breaker Boys, Newsies, etc.) that talks about the experience. • Compare and contrast the life of a modern-day child with the life of a working child during the Industrial Revolution. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Research clothing producers located in New York. • <i>Apply:</i> Collect data about where their clothing is manufactured. • <i>Act:</i> Debate whether people should “buy American” when purchasing clothing.
HIST 5.9 Explain probable causes and effects of events and developments.		
HIST 5.10 Use evidence to develop a claim about the past.		
INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.		
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.		
INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		

GRADE 5

INQUIRY UNIT 3: WHAT MOTIVATED PEOPLE TO MOVE WEST?

Objectives:

- Students will create and use a chronological sequence of related events to compare developments that happened at the same time.
- Students will compare life in specific historical periods to life today.
- Students will explain why individuals and groups during the same historical period differed in their perspectives.
- Students will explain connections among historical contexts and people’s perspectives at the time.
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments.
- Students will identify positive and negative incentives that influence the decisions people make.
- Students will explain how culture influences the way people modify and adapt to their environments.
- Students will explain how human settlements and movements relate to the locations and use of various natural resources.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- What motivated people to move West?

Supporting Questions: -What factors influenced westward expansion?

- What new technologies influenced westward expansion?
- What conflicts arose from westward expansion?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks • Cooperative learning 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify the push and pull factors that influenced westward expansion – economic, geographic and social factors. • Create an annotated illustration (e.g. comic strip, political cartoon, timeline) that depicts technological forces that influenced westward expansion. • Identify the conflicts that arose from
HIST 5.2 Compare life in specific historical periods to life today.		
HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.		
HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.		

GRADE 5

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, activating prior knowledge • Graphic organizers • Discussion • Role play • Informational writing • Argument writing • Nonlinguistic representations • Debate 	westward expansion.
ECON 5.1 Identify positive and negative incentives that influence the decisions people make.		<p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument:</i> What motivated people to move West? • Construct an evidence-based argument that addresses the compelling question specific claims and relevant evidence from historical sources while acknowledging competing views. Student arguments can take the form of a detailed outline, poster or essay. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Investigate a contemporary issue in which the United States may be benefiting from something that could be considered controversial (e.g. drilling for oil in Alaska, carbon pollution, cheap labor in emerging nations, etc...). • <i>Assess:</i> Evaluate competing perspectives and evidence supporting each of the views. • <i>Act:</i> Share and discuss findings in a school-wide forum to which parents and other interested community members are invited.
GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.		
GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.		
INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.		
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.		
INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		

GRADE 5

INQUIRY UNIT 4: DID THE AMERICAN DREAM COME TRUE FOR IMMIGRANTS WHO CAME TO AMERICA?

Objectives:

- Students will create and use a chronological sequence of related events to compare developments that happened at the same time.
- Students will compare life in specific historical periods to life today.
- Students will explain why individuals and groups during the same historical period differed in their perspectives.
- Students will explain connections among historical contexts and people’s perspectives at the time.
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments.
- Students will explain probable cause and effects of events and developments.
- Students will identify positive and negative incentives that influence the decisions people make.
- Students will explain how culture influences the way people modify and adapt to their environments.
- Students will explain how human settlements and movements relate to the locations and use of various natural resources.
- Students will engage in the inquiry process by responding to questions, using content, evaluating sources, and gathering evidence to communicate conclusions on an issue or event.

Compelling Question:

- Did the American Dream come true for immigrants who came to America?

Supporting Questions:

- Why did people move to America and what were their hopes?
- What was life like for immigrants in America?
- How did immigrant groups adapt to and shape the culture of America?

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.	<ul style="list-style-type: none"> • Inquiry-based learning • Direct instruction • Academic vocabulary and language • Modeling • Questioning • Close read • Brainstorming • Collaborative tasks 	<p><i>Formative Performance Tasks:</i></p> <ul style="list-style-type: none"> • Identify and analyze the reasons people choose to leave their countries of origin in search of a new life in America. • Draw a “thought bubble” and write the thoughts of immigrants who are working to establish new lives for themselves and their families in New York. • Make a claim with evidence about how three
HIST 5.2 Compare life in specific historical periods to life today.		
HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.		
HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.		

GRADE 5

Grade Level Expectations	Instructional Strategies	Evidence of Learning
HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<ul style="list-style-type: none"> • Cooperative learning • Identifying similarities and differences • Summarizing and note-taking • Cues, questions, activating prior knowledge • Graphic organizers • Discussion • Role play • Informational writing • Argument writing • Nonlinguistic representations • Debate 	<p>immigrant groups adapted to and shaped the culture of New York.</p> <ul style="list-style-type: none"> • Research one immigrant group (small groups of students) and report back to class to create a Venn diagram that on the commonalities and differences of the immigrant groups. <p><i>Summative Performance Task:</i></p> <ul style="list-style-type: none"> • <i>Argument: Did the American Dream come true for immigrants in America?</i> • Construct an evidence-based argument that addresses the compelling question specific claims and relevant evidence from historical sources while acknowledging competing views. Student arguments can take the form of a detailed outline, poster or essay. <p><i>Extension:</i></p> <ul style="list-style-type: none"> • Participate in a class discussion about whether or not the American Dream continues to uphold the same meaning for present-day immigrants. <p><i>Taking Informed Action:</i></p> <ul style="list-style-type: none"> • <i>Understand:</i> Identify a prominent immigrant group in the local community or region. • <i>Assess:</i> Research and assess the experiences of the selected immigrant group. • <i>Act:</i> Use the research to create a digital information session for children emigrating to their community.
HIST 5.9 Explain probable cause and effects of events and developments.		
ECON 5.1 Identify positive and negative incentives that influence the decisions people make.		
GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.		
GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.		
INQ 3–5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.		
INQ 3–5.5 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.		
INQ 3–5.8 Use evidence to develop claims in response to compelling questions.		
INQ 3–5.9 Construct arguments using claims and evidence from multiple sources.		
INQ 3–5.11 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).		

GLOBAL STUDIES I

GRADE 6

As the world becomes more interconnected, it is important for American citizens to have an understanding of the world in which we live and the reciprocal way that various regions of the world impact one another. The sixth grade social studies curriculum strives to prepare students to be knowledgeable and responsible participants in our global community. Global Studies I serves as the social studies course that all Waterford Public School students will be required to take in grade six. In Global Studies I, students will further develop the content knowledge and 21st century skills that were introduced to them in fifth grade. Students will study three world regions through the lens of geography as they explore and learn about history, civics and economies throughout the world. Students will study relevant historical and current events/issues through the inquiry process where they will research compelling questions.

The beginning of the course will be spent helping students to develop the cognitive skills and to acquire the content knowledge necessary to understand the world in which we live. Students will recognize how their own cultural background and experiences shapes the way in which they view the outside world. Students will also develop the ability to examine issues from multiple perspectives. Students will engage in the dimensions of the inquiry process where they will create and/or respond to compelling and supporting questions; apply the interdisciplinary concepts and tools of geography, history, civics, and economics; evaluate primary and secondary sources and develop evidence-based claims and counterclaims; and communicate their conclusions to a variety of audiences.

Students will be expected to apply the knowledge and geographic and historical thinking skills they acquired in unit one to the three regions of the world that they will be studying for the remainder of the school year: Europe, Central America and the Caribbean and South America. Within each region students will be studying historic time periods and analyzing how the past affects the contemporary state of each region. In Europe, students will evaluate how European societal, political, and economic structures today are a product Europe's past (this past includes the traditions of ancient Greece and Rome). Students will also analyze how European geographic features and population patterns encourage unity, as well as geographic and societal factors that make a "European Union" difficult. In Central America and the Caribbean, students will understand the events and turning points that are important in Central America and the Caribbean's history. Students will also explore how modern society reflects the heritage of ancient indigenous societies and its contributions in terms of art, architecture, oral traditions, astronomy, and technology. In South America, students will evaluate how the physical features and availability of natural resources of South America influence how people make a living. Students will examine the global interconnections between South American countries and their neighbors. (2015 Connecticut Elementary and Secondary Social Studies Frameworks, pp. 79 – 80)

GLOBAL STUDIES I GRADE 6

In addition to the deep understanding of our world that students will develop during their time in Global Studies I, sixth grade students will also be expected to become more geographically literate. Students will be required to take map quizzes and tests to demonstrate growth of their geographic literacy.

Content is not the only focus for sixth graders in Global Studies I. Students will also receive direct instruction to help them develop fundamental literacy skills that can be applied across multiple disciplines. Students will be taught strategies to help them make meaning from challenging texts of multiple genres (i.e. non-fiction, informational). Students will learn how to identify information from a text that can be used to effectively support their ideas. Students will be expected to develop and showcase their ability to communicate clearly (in both their written and oral expression). Students will write content-specific argumentative pieces in which they introduce claim(s) about a topic or issue and organize the reasons and evidence logically to support claim(s) using credible sources. Students will be expected to make text connections, evaluate source reliability and relevance, determine main ideas and key concepts, understand domain specific vocabulary, organize and cite evidence, and integrate multiple sources. Students will be given opportunities to work collaboratively with their peers to develop creative, authentic solutions to real world problems. Finally, students will be presented with opportunities to develop their understanding of how technology can be used to enhance their understanding of the world in which we live.

**GLOBAL STUDIES I
GRADE 6**

UNIT 1: PACK YOUR BAGS

Essential Questions:

- *What are significant similarities and differences between physical and cultural geography?*
- *How does where one lives affect how one lives?*
- *How do we use tools (maps, charts, graphs, etc.) to interpret and understand our world?*
- *How does one evaluate the reliability of a source?*
- *How does historical thinking (sourcing, contextualizing and corroborating) help one understand the past and present?*
- *What can one learn about the world by understanding different perspectives?*

Objectives:

- Students will compare and contrast physical and cultural geography.
- Students will understand that tools can be used to interpret, analyze, and disseminate information.
- Students will understand how geography influences the life in a region.
- Students will use historical thinking skills (sourcing, contextualizing and corroborating) to analyze the events of the past and present.
- Students will make connections between their own lives and experiences and how they view the world.

Grade Level Expectations	Evidence of Learning
<p>Part 1: Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will understand the difference between physical and cultural geography • Students will understand the essential elements of a civilization and how a civilization develops (stable food supply, development of specialization of labor, system of government and laws, social levels, and developed culture) • Students will review the location of the continents, oceans, Equator, Prime Meridian, tropics and hemispheres and apply map skills (<i>including latitude, longitude, compass rose, scale, etc.</i>) • Students will predict how physical geography might influence the development of culture in the world <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.1 – 6.7.5)</p>	<p><u>Options:</u></p> <ul style="list-style-type: none"> • Annotation/Collecting Evidence • Class Discussion/Debates • Completed Graphic Organizers • Construction of Maps • Exit Slips • Google Documents/Sharing • Open-ended Responses/Document-Based Questions Responses • Paraphrasing • Student Notes • Student Presentations/Reports • Summaries • Tests & Quizzes • Timelines • Visual Representations

GLOBAL STUDIES I GRADE 6

Grade Level Expectations	Evidence of Learning
<p>Part 2: Building Historical Thinking Skills</p> <ul style="list-style-type: none"> • Students will understand who wrote a document as well as the circumstances of its creation. (Sourcing) • Students will locate a document in time and place and understand how these factors shape its content. (Contextualization) • Students will examine multiple sources to determine points of agreement and disagreement. (Corroboration) • Students will use the three skills of historical thinking to determine the reliability of sources and draw conclusions about past and present events. <p>(2015 CT SS Frameworks Grades 6 & 7: INQ 6-8.1, INQ 6-8.2, INQ 6-8.3, INQ 6-8.5, INQ 6-8.6 – 6-8.9, INQ 6-8.10-11, INQ 6-8.13-14)</p>	<ul style="list-style-type: none"> • Vocabulary Check for Understanding <i>(Please refer to Resources Section for specific formative/summative performance learning tasks.)</i>

GLOBAL STUDIES I
GRADE 6
UNIT 2: EUROPE

Essential Questions:

- *How does a region’s physical geography influence where people settle?*
- *How does geography influence the way of life in a region?*
- *What events and turning points are important in a region’s history and why?*
- *How does a region’s history influence its culture today?*
- *How do the achievements and customs of a culture influence their lives today?*

Objectives:

- Students will understand how physical geography influenced where and why early civilizations developed in a region.
- Students will understand the physical features of a region and how those features impacted people’s lives.
- Students will examine how the history of a region and its cultural achievements of the past contribute to our modern world.

Grade Level Standards	Evidence of Learning
<p>Part 1: Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will identify the location of countries in various European regions. • Students will describe the important physical characteristics in various European regions. • Students will predict how the physical geography influences the development of different cultures in Europe. • Students will define and explain the importance of these key geographic terms: centrifugal force, centripetal force, common market, supranational cooperation <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.2, GEO 6-7.5)</p> <p>Part 2: History & Culture</p> <ul style="list-style-type: none"> • Students will understand the events and turning points that are important in Europe’s history. • Students will compare and contrast the governments within ancient Greece and Rome. • Students will examine the significant contributions of Europe’s past in the areas of the arts, architecture, literature, philosophy, 	<p><u>Options:</u></p> <ul style="list-style-type: none"> • Annotation/Collecting Evidence • Argumentative Writing Piece • Brochures • Class Discussion/Debates • Completed Graphic Organizers • Exit Slips • Google Documents/Sharing • Models • Open-ended Responses/Document-Based Questions Responses • Paraphrasing • Posters • Slide Shows • Student Notes • Student Presentations/Reports • Summaries • Tests & Quizzes • Timelines

GLOBAL STUDIES I GRADE 6

Grade Level Standards	Evidence of Learning
<p>government and technology and their impact on today and the future.</p> <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.3, GEO 6-7.4, GEO 6-7.5, GEO 6-7.7; CIV 6-7.1; ECO 6-7.1; HIST 6-8.1)</p> <p>Part 3: Modern Times</p> <ul style="list-style-type: none"> • Students will compare and contrast the cultural traits of various European countries to understand their uniqueness. • Students will examine the economic, political and cultural forces that led to the formation of the European Union. • Students will describe the economic advantages and challenges of participating in the European Union. • Students will understand how the development of the European Union has changed Europe. (currency, trade, jobs, travel) • Students will simulate the forces that work for and against supranational cooperation among European nations. • Students will investigate current European issues and events to understand the challenges facing Europe today. <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.3, GEO 6-7.4, GEO 6-7.5, GEO 6-7.8; CIV 6-7.3; ECO 6-7.1, ECO 6-7.4; ECO 6-7.6, ECO 6-7.7, HIST 6-8.1)</p>	<ul style="list-style-type: none"> • Videos • Virtual Museums • Visual Representations <p><i>(Please refer to Resources Section for specific formative/summative performance learning tasks.)</i></p>

**GLOBAL STUDIES I
GRADE 6**

UNIT 3: CENTRAL AMERICA AND THE CARIBBEAN

Essential Questions:

- *How does a region’s physical geography influence where people settle?*
- *How does geography influence the way of life in a region?*
- *What events and turning points are important in a region’s history and why?*
- *How does a region’s history influence its culture today?*
- *How do the achievements and customs of a culture influence their lives today?*

Objectives:

- Students will understand how physical geography influenced where and why early civilizations developed in a region.
- Students will understand the physical features of a region and how those features impacted people’s lives.
- Students will examine how the history of a region and its cultural achievements of the past contribute to our modern world.

Grade Level Expectations	Evidence of Learning
<p>Part 1: Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will identify selected countries in Central America and the Caribbean. • Students will describe the important physical characteristics in various Central America and the Caribbean regions. • Students will predict how the physical geography influences the development of different cultures in Central America and the Caribbean. • Students will define and explain the importance of these key geographic terms: rural decline, spatial inequality, standard of living, urbanization <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.2, GEO 6-7.5)</p> <p>Part 2: History & Culture</p> <ul style="list-style-type: none"> • Students will understand the events and turning points that are important in Central America and the Caribbean’s history. (Impact of the Age of Exploration: desire to acquire wealth and the conversion of indigenous people to Catholicism; Columbus’s encounter with the Tainos; the rise and fall of the Aztecs; sugar plantations and the growth of slavery on the Caribbean islands, Panama Canal, U.S. relations) • Students will compare and contrast multiple perspectives of the encounters between Moctezuma and Cortez. 	<p><u>Options:</u></p> <ul style="list-style-type: none"> • Annotation/Collecting Evidence • Argumentative Writing Piece • Brochures • Class Discussion/Debates • Completed Graphic Organizers • Exit Slips • Google Documents/Sharing • Models • Open-ended Responses/Document-Based Questions Responses • Paraphrasing • Posters • Slide Shows • Student Notes • Student Presentations/Reports • Summaries • Tests & Quizzes • Timelines

GLOBAL STUDIES I GRADE 6

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will analyze artifacts to draw inferences about geographic, cultural and/or economic attributes of the city of Tenochtitlan to understand the unique characteristics of the Aztecs. • Students will examine the significant contributions of Central America and the Caribbean’s past in the areas of the arts, architecture, oral traditions, astronomy/calendar, and technology and their impact on today and the future. (HIST 6-8.1, CIV 6-7.1 – 6-7.3, ECON 6-7.1, GEO 6-7.3, GEO 6-7.5, GEO 6-7.9) <p>Part 3: Modern Times</p> <ul style="list-style-type: none"> • Students will identify and understand the causes and consequences of urbanization. • Students will explain how spatial inequality affects people living in Mexico City using relevant information from multiple sources. • Students will examine standard of living around the world to understand that spatial inequality exists on a global scale. (ECON 6-7.1, ECON 6-7.2, GEO 6-7.7, INQ 6-8.1, INQ 6-8.2, INQ 6-8.3, INQ 6-8.5, INQ 6-8.6 – 6-8.9, INQ 6-8.10-11, INQ 6-8.13-14) 	<ul style="list-style-type: none"> • Videos • Virtual Museums • Visual Representations <p><i>(Please refer to Resources Section for specific formative/summative performance learning tasks.)</i></p>

**GLOBAL STUDIES I
GRADE 6
UNIT 4: SOUTH AMERICA**

Essential Questions:

- *How does a region’s physical geography influence where people settle?*
- *How does geography influence the way of life in a region?*
- *What events and turning points are important in a region’s history and why?*
- *How does a region’s history influence its culture today?*
- *How do the achievements and customs of a culture influence their lives today?*

Objectives:

- Students will understand how physical geography influenced where and why early civilizations developed in a region.
- Students will understand the physical features of a region and how those features impacted people’s lives.
- Students will examine how the history of a region and its cultural achievements of the past contribute to our modern world.

Grade Level Expectations	Evidence of Learning
<p>Part 1: Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will identify selected countries in South America. • Students will describe the important physical characteristics in various South American regions. • Students will predict how the physical geography influences the development of different cultures in South America • Students will define and explain the importance of these key geographic terms: biodiversity, carbon-oxygen cycle, deforestation, sustainable development, tropical rainforest <p>(2015 CT SS Frameworks Grades 6 & 7: GEO 6-7.2, GEO 6-7.5)</p> <p>Part 2: History & Culture</p> <ul style="list-style-type: none"> • Students will understand the events and turning points that are important in South America’s history. (<u>Pacific South America</u>: Inca civilization, Spanish colonialization, American and Indian influences – the rise and fall of the Inca Empire – Chancas, Huayna Capac, Atahualpa, Francisco Pizarro, the ruins of Machu Picchu, quipu, Inca feats of engineering (stone masonry), Inca religious beliefs and festivals.) (<u>Atlantic South America</u>: Colonization and independence of Brazil - treatment of 	<p><u>Options:</u></p> <ul style="list-style-type: none"> • Annotation/Collecting Evidence • Argumentative Writing Piece • Brochures • Class Discussion/Debates • Completed Graphic Organizers • Exit Slips • Google Documents/Sharing • Models • Open-ended Responses/Document-Based Questions Responses • Paraphrasing • Posters • Slide Shows • Student Notes • Student Presentations/Reports • Summaries • Tests & Quizzes • Timelines

GLOBAL STUDIES I GRADE 6

Grade Level Expectations	Evidence of Learning
<p>Native Americans; sugar plantations, importation of African slaves) (<u>Independence of South America in 1800s to present</u>) - Simon Bolivar, Jose de San Martin, Monroe Doctrine, Pan-American unity, Organization of American States (OAS), Free-Trade Zone</p> <ul style="list-style-type: none"> • Students will analyze the impact of the Spanish and Portuguese colonialization on the politics, economy and culture of South America. • Students will examine the significant contributions of South America’s past in the areas of the traditions, language, religion, and technology and their impact on today and the future. <p>(HIST 6-8.1, CIV 6-7.1, ECON 6-7.1, ECON 6-7.2, ECON 6-7.7, GEO 6-7.3, GEO 6-7.5, GEO 6-7.9)</p> <p>Part 3: Modern Times</p> <ul style="list-style-type: none"> • Students will evaluate how the physical features and availability of natural resources of South America influence population patterns and ways of making a living. (Andes Mountains and Amazon River) • Students will investigate the ways different groups of people use the Amazon Rainforest. • Students will evaluate how the resources in the Amazon Rainforest should be used and preserved and the effects of deforestation on the people and their ways of life. (Land Use Conflict) • Students will examine the impact of South American products and industries on the global economy. (mineral resources – gold, iron ore, lead, petroleum, tin, copper, and emeralds; agricultural products – beef, grain, sugar, wool, bananas, and coffee; manufacturing – automobiles, computers, televisions, airplanes, furniture, and textiles) • Students will construct an argument that discusses the real cost of bananas using specific claims and relevant evidence. <p>(HIST 6-8.1, CIV 6-7.1, ECON 6-7.1 – 6-7.7, GEO 6-7.3, GEO 6-7.5, GEO 6-7.8, GEO 6-7.9, GEO 6-7.10)</p>	<ul style="list-style-type: none"> • Videos • Virtual Museums • Visual Representations <p><i>(Please refer to Resources Section for specific formative/summative performance learning tasks.)</i></p>

GLOBAL STUDIES I GRADE 6

Suggested Instructional Strategies		
1. Reading	2. Writing	3. Other
<ul style="list-style-type: none"> • Previewing content vocabulary • Examining visuals prior to reading • Predicting reading content • Identifying key terms • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think alouds • Summarize text • Paraphrasing • Expert groups • Shared readings • Model texts • Skimming/scanning as research strategies • Activating prior knowledge • Chunking • Differentiating texts • Thinkmarks 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Use of common rubrics across disciplines • Self-scoring using a provided rubric • Focused peer editing • Brainstorming • Outlining/Note-taking • Graphic Organizer • Modeling/using student exemplars • Oral rehearsal • Written reading reflections • 3-2-1 (pre-writing) 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Inquiry-based learning • Stations • Student generated assessments • Students develop higher level questioning • Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Action project • Four Corner Debates • Fishbowl discussions • Independent practice • Jigsaw • Interactive notebook • Virtual classroom • Timelines (cause/effect) • Flexible grouping • Turn and Talk • Interviews

GLOBAL STUDIES I

GRADE 6

RESOURCES

UNIT 1: PACK YOUR BAGS

- *Reading like a Historian* (<http://sheg.stanford.edu/rlh>) – Historical Thinking Skills: Lunchroom Fight I & II
- Nystrom World Atlases
- InspirED Education books
- BrainPop
- Newsela
- Scholastic *Junior Scholastic*
- National Geographic – *World Cultures and Geography*

UNIT 2: EUROPE

- Nystrom World Atlases
- InspirED Education books
- BrainPop
- Newsela
- Scholastic *Junior Scholastic*
- Discovery Education
- Teachers' Curriculum Institute (TCI) *Geography Alive! Regions and People* (Supranational Cooperation in the European Union simulation)
- C3 Teachers Network (<http://www.c3teachers.org/>) – “Is Equal Always Fair?” Inquiry
- Cricket – *Faces* magazine
- Holt McDougal - Stories in History – *Ancient Greece* and *Ancient Rome*
- Holt McDougal – *Europe and Russia*
- Teachers' Curriculum Institute (TCI) – *Geography Alive! Regions and People*
- National Geographic – *World Cultures and Geography*

UNIT 3: CENTRAL AMERICA AND THE CARIBBEAN

- Nystrom World Atlases
- InspirED Education books
- BrainPop
- Newsela
- Discovery Education
- Scholastic *Junior Scholastic*
- *Reading like a Historian* (<http://sheg.stanford.edu/rlh>) – Moctezuma and Cortes Historical Thinking Activity

GLOBAL STUDIES I GRADE 6

- Teacher’s Curriculum Institute (TCI) *Geography Alive! Regions and People* (Spatial Inequality in Mexico: From Cardboard to Castles simulation)
- C3 Teachers Network (<http://www.c3teachers.org/>) – “What Do the Buried Secrets of Tenochtitlan Tell Us About the Aztecs?” Inquiry
- Cricket – *Faces* magazine
- Holt McDougal - Stories in History – *The Ancient Americas*
- Holt McDougal – *The Americas*
- Teachers’ Curriculum Institute (TCI) – *Geography Alive! Regions and People*
- National Geographic – *World Cultures and Geography*

UNIT 4: SOUTH AMERICA

- Nystrom World Atlases
- InspirED Education books
- BrainPop
- Newsela
- Discovery Education
- Scholastic *Junior Scholastic*
- Teacher’s Curriculum Institute (TCI) *Geography Alive! Regions and People* (Land Use Conflict: The Amazon Rainforest simulation)
- C3 Teachers Network (<http://www.c3teachers.org/>) – “What Is the Real cost of Bananas?” Inquiry
- Cricket – *Faces* magazine
- Holt McDougal - Stories in History – *The Ancient Americas*
- Holt McDougal – *The Americas*
- Teachers’ Curriculum Institute (TCI) – *Geography Alive! Regions and People*
- National Geographic – *World Cultures and Geography*

PACING GUIDE

Unit or Grade Level Expectations	1 st Trimester	2 nd Trimester	3 rd Trimester
UNIT 1: PACK YOUR BAGS	X		
UNIT 2: EUROPE	X	>	
UNIT 3: CENTRAL AMERICA AND THE CARIBBEAN		X	>
UNIT 4: SOUTH AMERICA			X

Kindergarten Civics Unit 1: Why Do We Have Rules In School?

Compelling Question	Why Do We Have Rules in school?		
Standards	CIV K.4 Apply civic virtues when participating in school settings. CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. CIV K.6 Explain the need for and purposes of rules in various settings inside and outside of school. CIV K.7 Explain how people can work together to make decisions in the classroom. CIV K.8 Identify and explain how rules function in public. CIV K.9 Describe how people have tried to improve their communities over time.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What is a rule? Rules are a set of guidelines that show us how to behave.	Why are rules important? A rule is a direction that we have to follow to keep us healthy, safe and orderly. Rules are created by various individuals and groups	Why might rules change? Rules can be changed based on environment, time and place. (e.g. P.E., lunch, recess, beginning of the year to the end of the year)	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Make an anchor chart listing class rules	Sort pictures into the headings Following Rules and Not Following Rules	Design a page for a class book showing rules in various settings around school. (Rules in PE, rules in the lunchroom, rules at recess and rules in the classroom)	
Featured Sources	Featured Sources	Featured Sources	
YouTube video: Can you teach my alligator manners?	Pictures of children following rules at school Books that teach rules: Miss Nelson Is Missing No, David by David Shannon Officer Buckle and Gloria by Peggy Rathman What If Everybody Did? by Ellen Javernick Lilly’s Purple Plastic Purse by Kevin Henkes Hunter’s Best friend At School by L.M. Elliot Know and Follow Rules by Cheri J. Meiners How do Dinosaurs Go To School? by: Jane Yolen and Mark Teague Please Play Safe! Penguin’s Guide to Playground Safety by Margery Cuyler	Pictures of children following rules in various settings around school.	

<p>Summative Performance Task</p>	<p>Argument: What is the most important rule at school? Construct an argument orally to the teacher that answers the question about why we have rules at school. To prepare for crafting an argument, students may gather their sources and in class work and work in small groups to discuss the possible responses.</p> <p>Students’ arguments will likely vary but could include any of the following:</p> <ul style="list-style-type: none"> ● This rule keeps people safe ● This rule help things run smoothly ● Some rules change depending on where you are and what are doing ● This rules help us learn
<p>Taking Informed Action</p>	<p>Students take Informed Action by demonstrating that they understand by reviewing the class and school rules. They show their ability to assess by determining how school rules keep us safe by sorting pictures.</p> <p>ACT: Students create a page in a class book showing the most important rules at school.</p>

Inquiry Description

This inquiry engages kindergartners in exploring the various ways people interact with and act upon rules and laws in society. The compelling question “Why do we have rules in school?” defines what a rule is and helps children understand the purpose for rules in various settings.

This inquiry is expected to take five 30-minute sessions.

The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education plans (IEPs) or section 504 plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why do we have rule in school?” students work through a series of supporting questions, formative performance tasks, and feature sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

This inquiry opens with the compelling question “Why do we have rules in school?” This question opens up the idea of making, following and changing rules that govern our behavior. To stage the question, teachers might begin by asking: What would school be like if we did not have any rules? Then teachers can have a brainstorming session where students offer their initial responses to the compelling question. Charting these responses and then encouraging students to review them at the end of the inquiry is a nice way to help students see where their thinking has changed and where it has stayed the same.

Supporting Question 1

Supporting Question #1: “Why do we have rules in school?” initiates a discussion about how rules are a set of guidelines that show us how to behave. The Formative Performance Tasks asks the class to make an anchor chart listing our class rules.

Supporting Question 2

Supporting Question #2: “Why are rules important?” identifies that a rule is a direction that we have to follow to keep us healthy, safe and orderly. Students should examine the concept that rules are created by various individuals and groups. The Formative Performance Tasks asks students to sort pictures into headings labeled Following Rules and Not Following Rules.

Supporting Question 3

Supporting Question#3: “Why might rules change?” touches on the concept that rules can change based on environment, time and place. The teacher might lead a discussion on how the rules are different in various school settings (i.e. PE, lunch, recess, art, library, etc.) To complete the Formative Performance Tasks, students will work together to create a class book of rules showing rules in various settings around the school.

Summative Performance Task

Students should draw upon their understandings developed through the formative performance tasks to craft an evidence-based argument responding to the question “Why do we have rules at school?” Students will present their arguments orally to the teacher. To prepare for crafting an argument, students may gather their sources and in-class work and work in small groups to discuss the possible responses.

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

- Rules help keep people safe.
- Rules help things run smoothly.
- Rules change depending on where you are and what you are doing.
- Rules help us learn.

Students take Informed Action by demonstrating that they understand by reviewing the class and school rules. They show their ability to assess by determining if the rules need to be revised, added or removed. And they act by creating classroom rules and educating others on how to follow them through their class book.

Image Bank for Supporting Question #2

[students boarding the bus](#)



[children sitting criss cross applesauce](#)



[Students raising their hands](#)



[students being active listeners](#)



[students in the lunch line](#)



[students in gym](#)



[Children being active listeners](#)



[working quietly](#)



RESOURCES

Supporting Question 1

Featured Source	Source B: Can You Teach My Alligator Manners? YouTube video on Disney Jr.
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Supporting Question 2

Featured Sources	<p>Source A: Trade Books</p> <p>Miss Nelson Is Missing</p> <p>No, David by David Shannon</p> <p>Officer Buckle and Gloria by Peggy Rathman</p> <p>What If Everybody Did? by Ellen Javernick</p> <p>Lilly’s Purple Plastic Purse by Kevin Henkes</p> <p>Hunter’s Best friend At School by L.M. Elliot</p> <p>Know and Follow Rules by Cheri J. Meiners</p> <p>How do Dinosaurs Go To School? by: Jane Yolen and Mark Teague</p> <p>Please Play Safe! Penguin’s Guide to Playground Safety by Margery Cuyler</p>
Featured Sources	Source A: Image Bank of students following rules at school

Supporting Question 3

Featured Source	Source A: Image Bank of children following rules in various school settings.
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[Boy pulling braid](#)



[kids yelling at each other](#)



[Girls fighting over a toy](#)

Scoring Criteria: Students should draw upon their understandings developed through the formative performance tasks to craft an evidence based argument responding to the question, “Why do we have rules?” Students need to explain the argument by stating the most important rule and supporting their answer by using the phrase I think _____ is the most important rule because _____. Students might use images from the picture bank to help craft an argument. Student’s answers should clearly illustrate their understanding of the concept.

Kindergarten Civics Unit 2: Why Do The Members Of Our Classroom Have To Be Responsible?

Compelling Question	Why Do The Members of Our Classroom Have To Be Responsible?		
Standards	CIV K.1 Describe roles and responsibilities of people in authority. CIV K.2 Explain how all people, not just official leaders, play an important role in a community. CIV K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. CIV K.4 Apply civic virtues when participating in school settings. CIV K.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What does responsibility look like in our classroom? Students will explore the idea of responsibility and how we know it when we see it.	What are my responsibilities at home and school? Examines the concept of responsibility more specifically in the context of the family and the school community.	What would happen if I weren't responsible? Students will explore the implications of not being responsible. Acting responsible is not a given but a choice to be made.	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will draw a picture of themselves acting responsibly and share that picture with a friend.	Students will create a T-chart that lists responsibilities they are responsible for performing at home and within the classroom.	Students will complete a worksheet by deciding whether people are acting responsible or not acting responsibly. They will need to defend their reasoning.	
Featured Sources	Featured Sources	Featured Sources	
Picture bank of responsible behavior in school and at home. School Rules By National Geographic Learning World Window Series Good Citizens By National Geographic Learning World Window Series	Picture bank of responsible behavior in school and at home.	Picture bank of responsible behavior in school and at home.	

<p>Summative Performance Task</p>	<p>Argument: Why do I have to be responsible? Construct an argument orally to the teacher that answers the question about why I have to be responsible. That argument could take the form of drawings that students display in a gallery walk. To prepare for crafting an argument, students may gather their sources and in class work and work in small groups to discuss the possible responses.</p> <p>Students’ arguments will likely vary but could include any of the following:</p> <ul style="list-style-type: none"> ● I have to be responsible because it is the right thing to do. ● I have to be responsible because it helps other people. ● If I am responsible, then things get done. ● I don’t have to be responsible for everything but I can be for some things.
<p>Taking Informed Action</p>	<p>ACT: Students will create a class book of drawings showing them demonstrating responsible behavior through their class jobs. (What does walking in line look like, passing out papers, putting away backpacks, etc.)</p>

Inquiry Description

This inquiry is an exploration into the concept of responsibility in our school and home community. In examining the idea that we all have important responsibilities students should consider the question of what could happen if they choose to act irresponsibly. Through interaction with the formative performance tasks and featured sources, students build their knowledge and understanding such that they should be able to develop an argument that answers the compelling question “Why do the members of our classroom have to be responsible?”

This inquiry is expected to take five 30-minute class periods. This inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e. supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEP) or section 504 plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why do the members of our classroom have to be responsible?” students work through a series of supporting questions, formative performance tasks and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

Staging the Compelling Question

To launch this inquiry, teachers should introduce the word “responsibilities” and engage students in a class discussion around the question “Why do the members of our classroom have to be responsible?” This activity draws upon students’ understanding that we have clear responsibilities that help our room run smoothly.

Supporting Question 1

The first supporting question-” What does responsibility look like in our classroom?” asks students to explore the idea of responsibility and how we know it when we see it. Students will use an image bank demonstrating responsible behavior at home and at school. Students will complete the first formative performance task in which students will draw a picture of themselves acting responsibly and share that picture with a friend.

Supporting Question 2

The second supporting question-“What are my responsibilities at home and school?” examines the concept of responsibility more specifically in the context of the family and the school community. In the second formative performance task, students will create a T-chart that lists responsibilities they are responsible for performing at home and within the classroom. Students can discuss how performing those responsibilities helps the family or classroom operate better. The featured source is generated by the teacher and his/her students as they gather books on acting responsibly from their classroom, school, or local libraries.

Supporting Question 3

The third supporting question- “What would happen if I weren’t responsible?” asks students to explore the implications of not being responsible. Acting responsibly is not a given but a choice to be made. The featured source is an image bank showing various scenarios through which students can construct an argument about acting responsibly based on concepts discussed through this inquiry. Students will engage in the formative performance task by completing a worksheet identifying whether people are acting responsibly or not acting responsibly.

Summative Performance Task

At this point in the inquiry, students have come to understand their responsibilities at home and at school and have questioned the implications of not behaving responsibly. Students should be able to demonstrate their understanding and their ability to use evidence from multiple sources to construct and evidence-based argument responding to the compelling question “Why do I have to be responsible?” That argument could take the form of drawings that students display in a gallery walk.

Scoring Criteria: At this point in the inquiry, students have come to understand their responsibilities at home and at school and have questioned the implications of not behaving responsibly. Students should be able to demonstrate their understanding and their ability to use evidence from multiple sources to construct an evidence-based argument responding to the compelling question: Why do members of our classroom have to be responsible?” Students will use various materials (drawings, pictures) to craft an argument answering the question, why do I have to be responsible? Students could use the sentence frame “I have to be responsible because.....”. Student’s answers should clearly illustrate their understanding of the concept.

RESOURCES

Supporting Question 1

Featured Source	Source A: Picture bank of responsible behavior in school and at home.
Featured Source	Source B: School Rules By National Geographic Learning World Window Series Good Citizens By National Geographic Learning World Window Series

Image Bank:

[Working responsibly at school](#)



[Children working on the computer](#)



[Children at PE](#)



[Partner reading](#)



[Children cleaning up toys](#)



[Children recycling](#)



[Children washing dishes](#)



[Children sweeping](#)



[Children washing a pet](#)



Supporting Question 2	
Featured Sources	Source A: Picture bank of responsible behavior in school and at home. (see image bank for Supporting Question #1)

Supporting Question 3	
Featured Source	Source A: Picture bank of responsible behavior in school and at home.




iStock/©Michael Sick

Name _____

School Rules
Recognizing rules

Dos and Don'ts

Sometimes we forget to follow rules.
Which children are following rules?
Which children are not following rules?

 Color in yes 😊 or no ☹️.



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Kindergarten Economics Unit 3: Why Can't We Get Everything We Need and Want?

Compelling Question	Why Can't We Get Everything We Need and Want?		
Standards	ECO K.1 Explain how scarcity necessitates decision making. ECO K.2 Identify the benefits and costs of making various personal decisions.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
<p>What is the difference between what we need and what we want?</p> <p>Students will understand that all people have wants and needs and that there is a difference between the two. A need is something that a person must have for health and survival while a want is something a person would like to have.</p>	<p>How do goods and services meet our needs and wants?</p> <p>Goods are objects that can satisfy people's needs and wants; services are activities that can do the same. Students continue their investigation of basic economic constructs by looking at the relationships between needs and wants and between goods and service.</p> <p>Students will begin by determining the ways in which they can satisfy a need or a want by focusing their investigation on how they can obtain goods and services.</p>	<p>What happens when there isn't enough for everyone?</p> <p>(e.g. food during storms, missing materials in the classroom, wrong lunch count)</p> <p>Students will understand the concept of scarcity as a condition of not being able to have all the goods and services that a person needs or wants. Goods and wants can become scarce under certain conditions. Students will explore the options people have when faced with conditions of scarcity.</p>	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will identify, sort, and explain their decisions about the categorizing of a variety of images of needs and wants.	Students will illustrate "one good" and "one service" related to food and "one good" and "one service" related to school and determine a means by which they might acquire each of those goods and services.	Students will engage in a discussion about a given scenario based around scarcity. Through small group discussions, students will brainstorm options people have when faced with scarcity and share their options with the class.	
Featured Sources	Featured Sources	Featured Sources	
<p>Image bank of wants and needs https://jr.brainpop.com video: needs and wants</p> <p>The Pigeon Wants a Puppy by: Mo Willems (NY, NY Disney-Hyperion 2008)</p>	<p>https://jr.brainpop.com video: goods and services</p> <p>Last Stop on Market Street by Matt de la Pena</p> <p>Do I Need It? Or Do I Want It? Making Budget Choices by Jennifer S. Larson (Lerner Publishing Group, Minneapolis, MN 2012)</p> <p>Goods by National Geographic Learning World Window Series</p> <p>Good Citizens by National Geographic Learning World Window Series</p>	<p>Books:</p> <p>Round and Round The Money Goes: What Money Is and How We Use it By: Melvin Berger</p> <p>Alexander Who Used to Be Rich Last Sunday By: Judith Viorst</p> <p>A Chair For My Mother By: Vera Williams</p> <p>A New Coat For Anna</p>	

<p>Summative Performance Task</p>	<p>Argument: Why can't we get everything we need and want? Construct an argument orally to the teacher that answers the question about why I can't get everything that I want and need. That argument could take the form of a discussion. Students could begin the argument by choosing a statement that describes their emergent understanding. Some examples of prompts are:</p> <ul style="list-style-type: none"> ● We can get everything we need and want because _____. ● We cannot get everything we want because_____. ● We can get what we need but not everything we want because_____. <p>Students can meet in small groups with classmates who choose the same prompt to discuss their reasoning around and evidence for their arguments.</p> <p>Students' arguments will likely vary but could include any of the following:</p> <p>We can get everything we need and want-</p> <ul style="list-style-type: none"> ● when I want something my mom or dad will get it for me. ● we need all that stuff <p>We cannot get everything we need and want because</p> <ul style="list-style-type: none"> ● stores might run out of stuff ● we don't have that much money ● we should only take what we really need ● my mom and dad might say no <p>We can get what we need, but not everything we want because</p> <ul style="list-style-type: none"> ● there is always going to be something I want that I cannot afford ● there is not enough money to get everything I want ● I have to get what I need first.
<p>Taking Informed Action</p>	<p>ACT: Through a class discussion, students will make a list of needs or wants for the classroom. Have the students work in pairs to brainstorm a way to fulfill one of the needs or wants from our list.</p>

Inquiry Description

This inquiry focuses on the economics concept of scarcity by developing an understanding of needs and wants and goods and services through the compelling question, “Why can’t we get everything we need and want?” The distinctions between these constructs serve as the necessary components of an examination of the choices people must make when faced with potential limitations. In their investigation of needs and wants, students begin by identifying and discussing the difference between the two terms by determining the ways in which needs and wants can be fulfilled through goods and services and by exploring the choices people face in situations of scarcity. By examining the featured sources in this inquiry, they will use their individual and collective experiences to wrestle with the condition of scarcity and how it affects humans’ desire to satisfy their needs and wants.

This inquiry is expected to take three to five 30 minutes class periods. The inquiry time frame might expand if teachers think that their students need additional instructional experiences. Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEP) or section 504 plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why Can’t We Get Everything We Need and Want?” students work through a series of supporting questions, formative performance tasks and feature sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

This inquiry opens with the compelling question, “Why Can’t We Get Everything We Need and Want?” The question focuses on the key economics concepts of scarcity through an understanding of the distinction between needs and wants. Begin with a class discussion around the question “If you could have what you want, what would you have? Why?” Teachers can introduce the language of “need” and “want” and ask students to begin developing class level definitions of the terms, which they will record on a whiteboard or chart paper. Teachers may begin this activity by modeling their own thinking about the differences between a need or a “need to have” and a want or “want to have” they may also want to talk through a couple of additional examples before having the students engage in making their own thoughts public. With a set of initial definitions in mind, teachers can have the students test them by returning to the paired objects and talking through their conclusions as to whether one or both objects appear to be a need or a want. as a result of their discussion, teachers should be prepared for students to revise and refine their class generated definitions.

To reinforce students’ emergent understanding, teachers should display other categories of goods- for example, food (a slice of bread and a decorated donut, a bottle of water and a sports drink) or clothing (a plain knit hat and one that has an intricate design) and ask students to repeat their prior experience of identifying and naming similarities and differences and then applying their definitions of want and need to reach a conclusion about how to categorize the objects.

Supporting Question 1

Supporting question 1- “What is the difference between what we need and what we want? “ suggests that all people have needs and wants and that there is a difference between the two. As students begin to think about and investigate this supporting question and the related source images they will explore various examples of needs and wants. This variety of images offers initial insight into the difference between the two categories. The formative performance task, asks students to identify, sort, and explain their decisions about the categorizing of a variety of images as needs and wants. After students have completed the task, teachers should lead a class discussion about why they categorized the images as they did. Disagreements may surface because students are still exploring the ideas of needs and wants. It is important to hear their reasoning behind their choices.

Supporting Question 2

Supporting question 2- “How do goods and services meet our needs and wants?” students continue their investigation of basic economics constructs by looking at the relationship between needs and wants and between goods and services. They will begin to determine the ways in which they can satisfy a need or want by focusing on the investigation of how they can obtain goods and services. The formative performance task asks students to illustrate pictures showing one good and one service related to food and one good and one service related to school and determine a means by which they might acquire each of those goods and services. Teachers may want students to do this task individually as a means of surveying their understandings of the relationship between needs and wants and between goods and service. they may follow up the activity by giving students opportunities to share their work with a partner so that each student has a chance to verbalize the thinking behind her or his effort. Differences of perspectives can be brought to the attention of the whole class for discussion.

Supporting Question 3

Supporting question #3- “What happens when there isn’t enough for everyone?” puts forth the concept of scarcity as a condition of not being able to have all the goods and services that a person needs or wants. Goods or services can become scarce under certain conditions and people have to make decisions based on what’s available. The formative performance assessment task gives students an opportunity to engage in a discussion about a given scenario based around scarcity. Through small group discussions, students will brainstorm options people have when faced with scarcity and share their options with the class. Teachers could use an observational checklist to monitor students’ understanding and their participation throughout class discussions.

Summative Performance Task

In the summative performance task, students show their new understandings by answering an argument based prompt and discussing their reasoning with classmates. Students will construct an argument orally to the teacher that answers the question about why I can’t get everything that I want and need. That argument could take the form of a discussion. Before presenting the summative performance task, it might be helpful to lead a review of the definitions and have a discussion as students return to the idea that identifying needs and wants can be complicated depending on a person’s situation or perspective. It might be helpful to provide prompts that students could use to develop their thinking. (We cannot get everything we need and want because... or We can get everything we want or need because...). Students can work in partners to discuss their reasoning and gather evidence to support their argument.

Scoring Criteria:

At this point in the inquiry, students have come to understand their responsibilities at home and at school and have questioned the implications of not behaving responsibly. Students should be able to demonstrate their understanding and ability to use evidence from multiple sources to construct an evidence-based argument responding to the compelling question, “Why do I have to be responsible?” Students will work in small groups through conversation to come to a consensus in answer to the question “Why can’t we ever get everything we need and want?” Students will need to defend their argument and can use the sentence starters that are provided above to explain their position.

RESOURCES

Supporting Question 1

Featured Source	Wants and Needs worksheet
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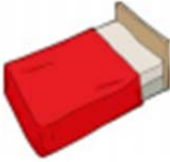









Needs and Wants Task

Name _____

Date _____

Cut out and sort the pictures, and then glue each one in the box where you think it belongs.

Needs	Wants

 <p>© iStock.com/© ericb007.</p>	 <p>© iStock.com/© briang77.</p>
 <p>© Owat Tasai.</p>	 <p>© briang77.</p>
 <p>© iStock.com/© Benderonny.</p>	 <p>© feoris.</p>
 <p>© AptitudeAgency.</p>	 <p>© cinegraphic.</p>
 <p>© iStock.com/© Mr.Vi.</p>	 <p>© iStock.com/© shoo_arts.</p>

Supporting Question 1	
Featured Source	Source B: Trade Books: The Pigeon Wants a Puppy by: Mo Willems (NY, NY Disney-Hyperion 2008)
	Source C: Brainpop Jr. video about wants and needs.

Supporting Question 2	
Featured Sources	Source A: Trade Books: Last Stop on Market Street by Matt de la Pena Do I Need It? Or Do I Want It? Making Budget Choices by Jennifer S. Larson (Lerner Publishing Group, Minneapolis, MN 2012)
	Source B: Brainpop video

Supporting Question 3	
Featured Sources	Source A: scenarios for scarcity (See below)
	Source B: Trade Books
	Round and Round The Money Goes: What Money Is and How We Use it By: Melvin Berger
	Alexander Who Used to Be Rich Last Sunday By: Judith Viorst A Chair For My Mother By: Vera Williams A New Coat For Anna

Scenarios for Scarcity:

Teachers could provide the whole class with a scenario like the following:

The Weather Channel predicts that there will be a snowstorm tonight. *On your way home from school, your family decides to stop at the grocery store to pick up a few items they need in case it does snow.*

Teachers might then ask the class to brainstorm a list of items they might need when faced with the given situation. Students will then use the list to identify the three items most needed in the event of a storm.

Teachers might then provide students with additional elements of the scenario.

Now, you travel to the store to get the things you need. when you get to the grocery store, you see a long line extending out the entrance.

At this point, teachers might show the class the image of a long line outside a store.

Teachers could then continue setting the scene.

Many people are waiting to get inside. Once it is finally your turn, the store is out of the item you are looking for What could your family do next?

Then teachers might provide one picture from the image bank to each group, indicating the item that they individual group is seeking to purchase is no longer in stock. Students could then work in small groups to collaboratively develop ideas about the choices they might make based on the scenario.

After students have brainstormed their options, teachers might want to bring them together to share their ideas, charting the ideas and identifying three or four choices people have when faced with situations of scarcity. This chart will be used as a tool for students during the summative assessment. Teachers might write down the argument and reason for students.

Student ideas will vary but could include any of the following:

The family might:

- try to find the item somewhere else
- buy something else instead
- trade with a neighbor or friend
- wait until the store gets more.



AP Photo/ Toby Talbot



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Kindergarten Geography Unit 4: Which is Better, a Map or a Globe?

Compelling Question	Which is Better, a Map or a Globe?	
Standards	GEO K.1 Construct maps, graphs and other representations of familiar places. GEO K.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What is a map and what is a globe? Maps are one way to represent the idea of place. Globes are another way to represent the idea of place.	What is the difference between a map and a globe? Prompt students to begin making generalizations about the potential uses of maps and globes.	How would you decide to use a map or a globe? Provide opportunities for students to assess which tool would be most helpful to answer questions posed in scenarios.
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the characteristics of a map. List the characteristics of a globe.	Create a Venn Diagram charting the similarities and differences of a map and a globe.	Complete a sentence starter with illustrations: "I would use a _____ to _____."
Featured Sources	Featured Sources	Featured Sources
Brainpop Jr.: Social Studies-Globes-Reading maps Image Bank of Maps and Globes Maps by National Geographic Learning World Windows Series All Around the World Map Rug	Books: Looking at Maps and Globes (Rookie Read-Aloud Geography) by Rebecca Olien paperback \$5.95	Books: Henry’s Map by David Elliot Rosie’s Walk by Pat Hutchings
Summative Performance Task	Argument: Which is better, a map or a globe? Construct an argument orally to the teacher that is supported with evidence that responds to the compelling question “why is a map better or why is a globe better?” That argument could take the form of a discussion. Students could begin the argument by choosing a statement that describes their emergent understanding. Some examples of prompts are: <ul style="list-style-type: none"> ● I would use a _____ because _____. ● A _____ would be better because _____. Students can meet in small groups with classmates who choose the same prompt to discuss their reasoning around and evidence for their arguments. Students’ arguments will likely vary but could include any of the following: <ul style="list-style-type: none"> ● A map is easier to carry when you are travelling. A globe would be too big to carry. ● A map shows the names of towns and streets whereas a globe doesn’t. ● A globe is better when you want to see what the world looks like from space because a map is flat. ● A globe is better when you want to see the North Pole and the South Pole in the correct place, because a flat map can’t show them how they really look from space. 	

Taking Informed Action

ACT: Create a map of a school to be used by families or visitors for an open house event.

Inquiry Description

This inquiry leads students through an investigation of maps and globes as tools that represent the physical world in different way. In the inquiry, students consider how each tool represents locations, what purposes each tool serves and what advantages and disadvantages each tool offers. The study of maps and globes provides the foundation for students to develop an understanding of how and why humans interact with geography and geographic features across time and space. The manner in which students gather, use, and interpret evidence should increase their geographic reasoning and allow them to make and support their arguments in response to the compelling question, “Which is Better, a Map or a Globe?” Resources can also be modified as necessary to meet individualized education programs (IEP) or section 504 plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Which is better, a map or a globe?” students work through a series of supporting questions, formative performance tasks and feature sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

As an opening exercise for this inquiry, teachers might pose the following question to the class “How do we get to the cafeteria? Teachers should record students’ ideas on a class chart.

Supporting Question 1

Supporting question #1- “What is a map and what is a globe?” helps students understand that maps and globes are a way to represent the idea of place. The formative performance task asks students to develop a definition of maps and globes as well as list the characteristics of both.

Supporting Question 2

Supporting Question #2- “What is the difference between a map and a globe?” prompts students to begin making generalizations about the potential uses of maps and globes. For the Formative Performance task, students will need to compare and contrast maps and globes and organize their thoughts in a Venn Diagram.

Supporting Question 3

Supporting Question #3- “How would you decide to use a map or a globe?” prompts students to begin making generalizations about the potential uses of maps and globes. For the formative performance task, students are asked to complete a sentence starter with illustrations (“I would use a _____ to _____.”). This task gives students the opportunity to assess which tool would be the most helpful in a given situation.

Summative Performance Task

At this point in the inquiry, students have worked with a variety of sources to understand the geographic purposes and representational advantages and disadvantages of maps and globes. This work enables students to begin developing an understanding of place. The formative performance task assessment

asks students to construct an argument orally to the teacher that is supported with evidence that responds to the compelling question “why is a map better or why is a globe better?”

Scoring Criteria: At this point in the inquiry, students have worked with a variety of sources to understand the geographic purposes and representational advantages and disadvantages of maps and globes. This work enables students to begin developing an understanding of place. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support the arguments.

RESOURCES

Supporting Question 1

Featured Source

Source A: Images of Globes and maps (see below)

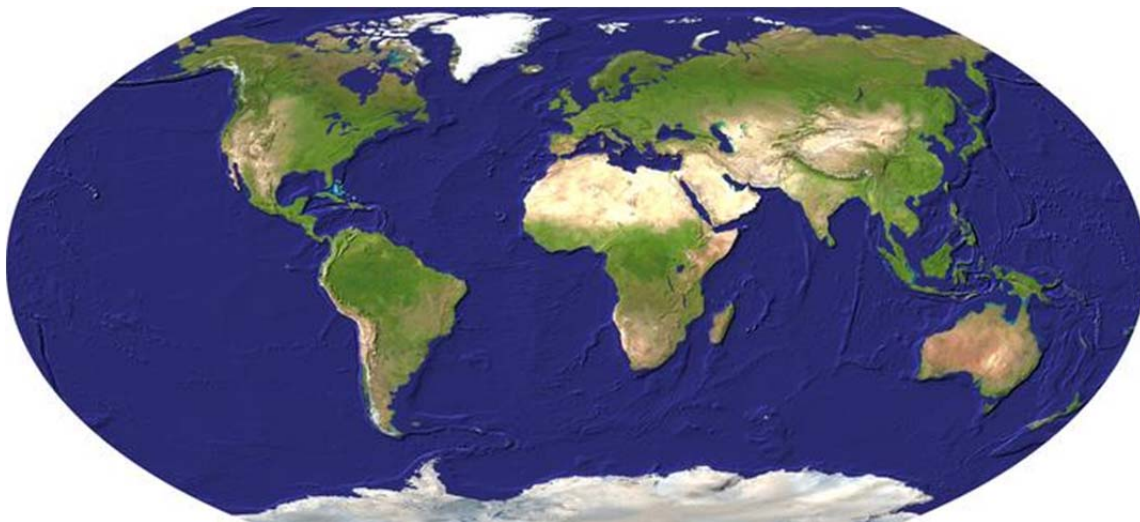
[globe with political features](#)



[globe with physical feature](#)



[World landform map](#)



[Community map](#)



[Earth turning from space](#) YouTube video

Supporting Question 1	
Featured Source	Source B: Brainpop Jr.: Social Studies-Globes- Reading maps

Supporting Question 2	
Featured Sources	Looking at Maps and Globes by Rebecca Olien Maps by National Geographic Learning World Windows Series

Supporting Question 3	
Featured Source	Source A: Various Scenarios for using maps and globes

Scenario #1: You are taking an airplane trip to Australia and want to see if you will be flying over any large bodies of water. Would you use a map or a globe? Why?

Scenario #2: You have been invited to a pool party and need to figure out the directions to get to the community center. Would you use a map or a globe? Why?

Scenario #3: You are curious about which parts of the Earth have mountains. would you use a map or a globe? Why?

Scenario #4: You are trying to decide which playgrounds is closer to your home. Would you use a map or a globe? Why?

Supporting Question 3	
Featured Source	Source B: Henry’s Map by David Elliot Rosie’s Walk by Pat Hutchings

Kindergarten History Unit 5: How Have Schools and People Changed From The Past To The Present?

Compelling Question	How Have Schools and People Changed from the Past to the Present?		
Standards	HIST K.1 Compare life in the past to life today. HIST K.3 Compare perspectives of people in the past to those in the present. HIST K.4 Identify different kinds of historical sources. HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development. HIST K.8 Generate possible reasons for an event or development in the past.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How can we learn about schools in the past? What sources can we use? Use primary sources (pictures, texts, websites) from the past to show what schools and children looked like. (buildings, clothes, lunches, transportation, etc.)	How has our school changed over time? Provide primary sources like pictures and texts that show schools in the past and the present. Notice how schoolhouses used to be smaller with a mix of grade levels. (e.g. computers and other technologies, lunchrooms, libraries, fireplaces, chalkboards, textbooks)	How have people changed over time? Provide primary sources like pictures and texts that show people in the past and the present. (e.g. clothes, shoes, lunches, games, etc.)	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will study primary sources (pictures, books, etc.) and report back to the group what they notice about it.	Complete a sentence starter with illustrations: Schools in the past _____. Schools today _____.	Create a Venn diagram showing the similarities and differences between children in the past and the present.	
Featured Sources	Featured Sources	Featured Sources	
Photographs from An Illustrated History of Waterford Connecticut. School Days: The Study of One-Room School Houses (teachingprimarysources.illinoisstate.edu/Resources/.../school/school.doc) Image Bank of schools and children in the past and present.	Image Bank of school tools. Book Source C3: School Days Then And Now by: Bobbie Kalman From Olden Days to Modern Days Series YouTube video: School Then and Now Talking with Ruby Then and Now- Macmillan, McGraw-Hill from our old math kits	Image Bank of People in the Past and Today Book Source C3: Families Through Time by Jeanne Dustman Toys and Games Then and Now by: Bobbie Kalman	

<p>Summative Performance Task</p>	<p>Argument: Are schools and people the same in the past as they are today? Construct an argument orally to the teacher that answers the question. Students should draw information from various primary sources.</p> <p>Students can meet in small groups with classmates who choose the same prompt to discuss their reasoning around and evidence for their arguments.</p> <p>Students’ arguments will likely vary but could include any of the following:</p> <ul style="list-style-type: none"> ● Schools in the past were much smaller. Our school is very big. ● Schools today have computers, Promethean Boards and I-pads and schools in the past didn’t. ● School is the past used chalk boards and benches. ● Schools in the past didn’t have grades. Everyone worked together.
<p>Taking Informed Action</p>	<p>ACT: Students will create a class book comparing photos of children and schools in the past to children and schools of today. Students will write captions to go with the photographs. This book will be added to our class library as a reference.</p>

Inquiry Description

This inquiry focuses on the concept of how people and places have changed over time through the compelling question, “Were schools and people the same in the past as they are today?” In the investigation of how things have changed over time, students get a clear picture of how individuals in our community connect both past and present. Through the supporting questions and primary sources, students will compare and contrast between life in the past and life today.

This inquiry is expected to take three to five 30 minutes class periods. The inquiry time frame might expand if teachers think that their students need additional instructional experiences. Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEP) or section 504 plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Were schools and people the same in the past as they are today?” students work through a series of supporting questions, formative performance tasks and feature sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

This inquiry opens with the compelling question, “Were schools and people the same in the past as they are today?” The question focuses on comparing schools and people in the past. Teachers can begin this discussion by having students think about how they have changed since their birth and create a timeline of their life. As they create their timelines, they will likely see that there are many changes that have occurred over the years.

Supporting Question 1

Supporting Question #1-“How can we learn about schools in the past? What sources can we use?” helps students learn about various sources that provide information (photos, websites, videos, articles, etc.) as well as establish an understanding of how schools were structured in the past. The featured source is a video that depicts a woman’s school experience in a one room schoolhouse. The formative performance task asks students to study primary sources and report back to the group their observations.

Supporting Question 2

The Supporting Question #2-“How has our school changed over time?” allows students to explore how their school can be both similar and different from schools in the past. The formative performance task uses a sentence starter to help students compare and contrast schools in the present and schools in the past.

Supporting Question 3

Supporting Question #3-“How have people changed over time?” gives students the opportunity to compare and contrast people. Students will analyze primary sources of information and come to conclusions about how people from other times can be alike and different from people of today. These skills focus on gathering and evaluating sources and then developing claims and using evidence to support these claims. The formative performance task calls upon children to create a Venn diagram showing the similarities and differences between children in the past and the present.

Summative Performance Task

In the summative performance task, students show their new understandings by creating a class book comparing photos of children and schools in the past to children and schools of today. Students will write captions to go with the photographs. Over the course of the unit, teachers will need to prepare photographs from the past and photographs of the present showing schools and children to use in the class book. Students can work with a partner to discuss their thinking.

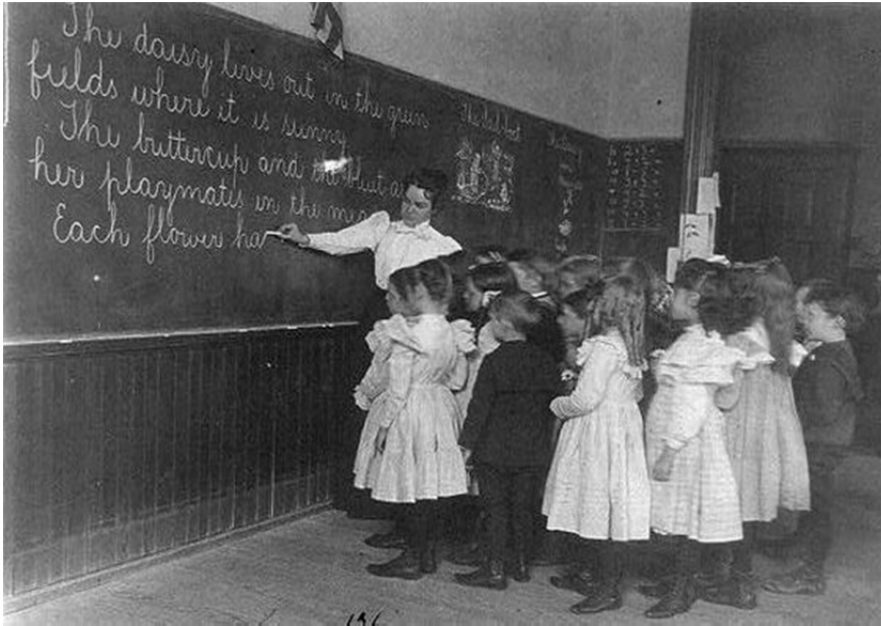
Scoring Criteria: At this point in the inquiry, students have worked with a variety of sources to understand how schools and people have changed over time. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple resources to support their argument. Students will construct an argument answering the questions, “How have schools and people changed from the past to the present?”

RESOURCES

Supporting Question 1	
Featured Sources	Image Bank
	Source B: School Days: The Study of One-Room School Houses
	Source C: <i>Trade Books</i> Photographs from <i>An Illustrated History of Waterford Connecticut.</i>

Image bank:

[teacher and children at blackboard](#)



[slide show of schools in past](#)

[school house from the past](#)



[1950's schoolbus](#)



www.alamy.com - D20BF6

[school buses circa 1900's](#)



[students in the past eating lunch at desks](#)



[children going through the lunch line in the past](#)



[school buses in the present](#)



[school in the present](#)



[eating lunch in the present day](#)



[Teacher reading to students](#)



[Children working on an I-Pad](#)



Supporting Question 2	
Featured Sources	Source A: Image Bank of school tools.
	Source B: Trade Books: School Days Then And Now by: Bobbie Kalman From Olden Days to Modern Days Series
	Source C: YouTube video: School Then and Now Talking with Ruby

[slate](#)



Benjamin Innes for The New York Times (Source: Henderson County Historical Society in Raritan, Ill.)

[Hornbook](#)



[classroom](#)



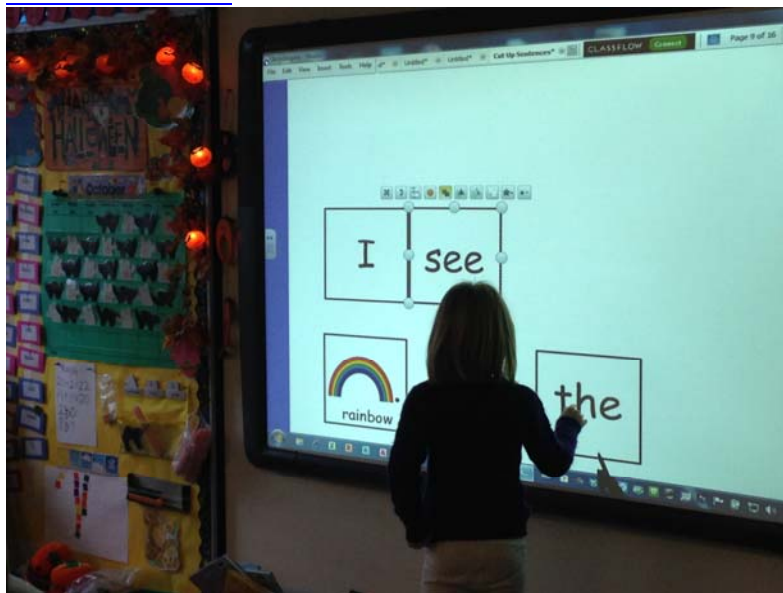
[Child in dunce hat](#)



[pencils](#)



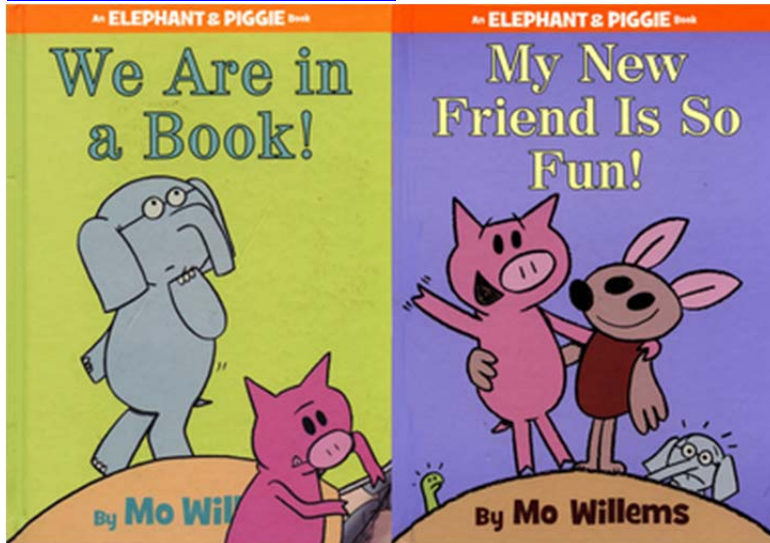
[Promethean Board](#)



[classroom](#)



[Elephant and Piggie Trade Books](#)



Supporting Question 3	
Featured Sources	Source A: Image Bank of People In The Past and People Today
	Source B: Trade Books: Families Through Time by Jeanne Dustman Toys and Games Then and Now by: Bobbie Kalman

Image Bank:

[Family Portrait early 1900s](#)



[Children playing a game](#)



[Car from the early 1900s](#)



[The cup and ball toy](#)



[Rocking horse toy](#)



[Lincoln Logs](#)



[Modern day car](#)



[Modern day toy- Motorized car](#)



[Modern toy- K'Nex](#)



[Modern Day family portrait](#)



1st Grade Citizenship Inquiry

How are rules made in a school community?



google image 2016

Supporting Questions

1. What are the values/civic virtues we use to make school rules?
2. How do members of my school community work together to make decisions and accomplish goals?
3. Why do communities need rules and why should members follow them?

How are rules made in a school community?	
CT State Social Studies Framework Key Idea & Practices	<p>CIV 1.4: Apply civic virtues when participating in school settings.</p> <p>CIV 1.5: Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 1.6: Explain the need for and the purposes of rules in various settings inside and outside of school.</p> <p>CIV 1.7: Explain how people can work together to make decisions in the classroom.</p> <p>CIV 1.8: Identify and explain how rules function in public.</p>
Staging the Question	Share and discuss “Scholastic News” issues about rules and good citizenship. Use these as a starting point to build inquiries around civic virtues and rules within the school community.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the values/civic virtues we use to make school rules?	How do members of my school community work together to make decisions and accomplish goals?	Why do all communities need rules and why should members follow them?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Define a civic virtue. Brainstorm a list of virtues and how you would display them in a classroom. Students should create individual pieces, including writing and illustrations, demonstrating their understanding.	Identify a school community goal. Describe and/or illustrate how two or more members of a community might work together to accomplish this specific goal.	Compare and discuss how classroom rules apply to other community settings. (i.e. Rule:” Keeping hands to yourself.” How does this apply in a store or at Boy Scouts?)
Featured Sources	Featured Sources	Featured Sources
<p>Source A: http://www.readworks.org/passages/why-do-we-need-rules. This article explains why we have rules.</p> <p>Source B: YouTube video: https://www.youtube.com/watch?v=P2liVMI6keE Kids for character, “Six Simple Words”</p> <p>Source C: See below for list of mentor texts with strong examples of civic virtues.</p>	<p>Source A: TVO Channel, video of a child’s efforts to take action, Amanda Belzowski: <i>10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart</i>, 2008. https://www.youtube.com/watch?v=yXjDW-JQ3Ychttps://www.youtube.com/watch?v=yXjDW-JQ3Yc</p> <p>Source B: Steven Kroll’s fictional series featuring two mice, Clayton & Desmond; his stories feature cooperation and the benefits of working together (Biggest Valentine, Biggest Snowman, Biggest Christmas Tree, Biggest Pumpkin, etc.)</p>	<p>Source A: <u>What If Everyone Did?</u> by Ellen Javernick.</p> <p>Source B: <u>Why Can’t I?</u> by Sue Graves</p>

Summative Performance Task	ARGUMENT How are rules made in a school community? Construct an argument supported with evidence that addresses the compelling question through a combination whole-group/independent exercise.
	EXTENSION Select one of the goals identified in the Formative Performance Task for Supporting Question 2. Work cooperatively with other members of the school community to towards accomplishing it. Identify and record (in writing, with photos and/or drawings) civic virtues that are

practiced in the process.

Inquiry Description

The compelling question for this inquiry—“How are rules made in a school community?”—highlights the idea that civic ideals and practices important at all ages. Setting a strong foundation in first grade will allow students to build on these ideals as the content they face becomes increasingly sophisticated. Terms “citizen” and “community” may be foreign to some first graders and may sound like something only adults can be. We will explore the traits or characteristics that represent *responsible* citizenship. Those traits—respecting others, behaving honestly, helping others, making and obeying rules and laws, being informed, and sharing needed resources—will be familiar to students through their experiences in their home and school lives.

When exploring responsible citizenship, students will take into account the need for rules inside and outside of the school setting. They will work together to develop classroom rules and follow these agreed upon rules during discussions and when making group decisions.

Structure of the Inquiry

In their investigation, students begin by identifying and discussing a range of traits associated with the idea of responsible citizenship. Through the featured sources in this inquiry, students will build their understandings of these traits and see how those traits can play out in the school community. In the end, students return to the compelling question and answer for themselves how citizens apply civic virtues, or traits of responsible citizenship, when creating rules in our community.

NOTE: This inquiry is expected to take five to seven 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Suggested Resources:

[What if Everybody Did That](#) by Ellen Javernick
[Ten Rules of Being a Superhero](#) by Deb Pelutti
[Rules for School](#) by Alec Greven

Staging the Compelling Question

How are rules made in a school community? Students often think that there is one person (maybe two) are in charge of making all the rules and they have never thought about the rules being based on basic civic virtues that are important in all areas of our bigger community, not just our classroom or our homes.

Teachers could consider beginning class with the question “What does it mean to be responsible?” Even young children have probably heard a number of adults reminding them to be responsible, so they will likely have many ideas. Teachers could write these ideas on an anchor chart as this list will be useful throughout the inquiry.

Teachers might share the video *How to Change the World (A Work in Progress)* (© Soul Pancake Creative. <https://www.youtube.com/watch?v=4z7gDsSKUmU>.) In this video, 9-year-old YouTube phenomenon Robby Novak (Kid President) argues that even children can make a mark on the world.

Novak’s message is one of optimism and activism (and making “adults less boring!”). Teachers can use the *How to Change the World (A Work in Progress)* video to introduce their students to a key idea central to this inquiry: The world can be made a better place through the efforts of ordinary people—including children.

Teachers could use this scholastic news, or one similar, to begin their discussion of Good Citizens.

We Are Good Citizens

Good citizens don’t think about just themselves. They care about their **community**. A community is a group of people who live or work together.

You can be a good citizen. Think about the people around you. Treat them with respect and kindness.

You can be a good citizen anywhere. You can even be a good citizen in a store! How is this boy being a good citizen?



School Is a Community Too!



Good citizens are responsible.
In the morning, make sure you bring everything you need to school. Bring home what you will need to do your homework.



Good citizens are respectful.
Show people you care by listening to them. Raise your hand if you want to talk. Wait for your teacher to call on you.



Good citizens are fair.
Play fair, even if it means you might lose. Wait your turn. Follow the rules! It is not fair to break them.

? **What Would You Do?**
Tom was working on his art project and spilled paint on the floor. No one saw him do it. He could pretend he wasn’t the one who spilled it. Should he clean it up or just walk away?

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Supporting Question 1

Supporting Question 1-What are the values/civic virtues we use to make school rules?

The supporting question asks students to identify the values and civic virtues we use to make school rules. Students will notice that the values we use to form school rules are the same values that are used to create rules at home, sport groups, etc.

First read article: <http://www.readworks.org/passages/why-do-we-need-rules>. This article explains why we have rules.

Discuss with students that rules are created around values that are common to most of the members of a group. Define a civic virtue. Brainstorm a list of virtues and how you would show them in a classroom. Display poster in the classroom.

If interested in further study of civic virtues, the teacher can introduce each virtue through children’s literature. Examples of virtues and connected text might be:

- Diligence, self-control, perseverance: The Hare and The Tortoise by Aesop
- Generosity: A Chair For My Mother by Vera B. Williams; The Chanukah Guest by Eric A. Kimmel
- Courage: The Story of Ruby Bridges by Robert Coles; Brave Irene by William Steig
- Loyalty, Honesty, Justice: America the Beautiful by Katherine Lee Bates; Now One Foot, Now the Other by Tomie DePaola
- Compassion and Kindness: Dogger by Shirley Hughes
- Hope, Wonder, Joy, and Optimism: See the Ocean by Estelle Condra
- Heroism and Wisdom: Amelia and Eleanor Go For a Ride by Pam Munzo Ryan; Salt in His Shoes. Michael Jordan in Pursuit of a Dream by Deloris Jordan
- Safety of Selves and Others: ***We Do Listen Foundation***, wedolisten.org, featuring video storybooks starring Howard B. Wigglebottom by Howard Binkow

Formative Performance Task 1

Students should create individual pieces, including writing and illustrations, demonstrating their understanding of civic virtues.

Using the list developed in the classroom, individual students should each choose a virtue. Through writing and illustrations, they should identify the virtue, explain its meaning and give a concrete example. In their work, students may refer literature/stories shared in the classroom as well as real-life examples/experiences.

Alternative suggestion: Make a classroom video of students following rules and displaying civic virtues. For a creative example go to: <https://www.youtube.com/watch?v=JAoe7IRv5Ns> What is responsibility?

Supporting Question 2

Supporting Question 2- How do members of my school community work together to make decisions and accomplish goals? - asks students to expand their conceptions of responsible citizenship by exploring and understanding how individuals must work cooperatively in order to be most successful.

Possible Topics for Discussion:

- Lunch Schedules
- Special Schedules
- Plans for classroom maintenance
- School assignments

Discuss how many people in our school community would have to work together to accomplish any one of these goals. This could be done as a class discussion or using a think pair share model.

Classes could watch the video of the Amanda and her lemonade stand and talk about who had to work together to make that happen. Sample discussion questions:

- Could Amanda have done this alone?
- Who do you think helped her?
- How did she decide where to donate the money?
- What did she accomplish?

Additionally, teachers could read a Steven Kroll book about Clayton and Desmond and how you can always do better if you work together.

Formative Performance Task 2

Students should choose a school community goal from a given list of possible scenarios:

- School garden
- Recycling in the cafeteria
- School/classroom activity
 - picnic
 - literacy night
 - field day
- Field trip
- Jump Rope for Heart

Students should be able to:

1. State and describe their chosen goal.
2. Describe through illustrating and/or writing how at least 2 members of the school community might work together to accomplish the goal.

Supporting Question 3

The supporting question - Why do all communities need rules and why should members follow them? - asks students to consider their school community and the rules that are in place.

In order to help students understand the necessity of having rules, teacher may read What If Everyone Did? by Ellen Javernick. This story illustrates the reasons why communities need rules in order to function and accomplish goals.

As a whole class, teacher and students will develop and post a set of agreed-upon classroom rules.

While developing rules it is important to discuss and understand the civic virtues followed to develop the rules as well as why each rule is necessary for a successful classroom.

Formative Performance Task 3

Students will:

1. Choose one necessary rule from the list developed by students and posted in the class.
2. Through writing and illustration, explain and describe why the rule should be followed.
3. Also through writing and illustration, address what would happen if the rule was not followed.

Summative Performance Task

At this point in the inquiry students have looked at how rules are made in their own school community. They have seen and discussed how a community works together to develop rules. Students can now draw upon understandings developed through formative performance tasks to craft arguments stemming from the compelling question and supported with evidence drawn from the sources.

The summative task asks individual students to select one rule in their school community. Using a combination of speaking, writing, and drawing, students will explain their understanding of the rule and how it was made.

Scoring Criteria:

As a whole class students will:

1. Select one rule in their school community
2. Use the attached template to accurately explain their understanding of the chosen rule and how it was made.
3. Teacher should print out and provide a copy to each student. Then,

Independently:

1. Each student should independently illustrate their understanding on the back of their chart.
2. They may use a combination of speaking, drawing, and writing to show their thinking.

Name: _____

Date: _____

Understanding Rules

Teacher: Present the chart on the board. Complete the chart as a whole group.

A School Rule:
WHO made this rule? (Include everyone!)
WHY do we have this rule?
What CIVIC VIRTUE was used to make this rule?
What might happen WITHOUT this rule?

Student: Draw and label your understanding on the back of this paper.

RESOURCES

Supporting Question 1

<p>Featured Sources</p>	<p>Source A: http://www.readworks.org/passages/why-do-we-need-rules. This article explains why we have rules.</p> <p>Source B: YouTube video: https://www.youtube.com/watch?v=P2liVMI6keE Kids for character, “Six Simple Words”</p> <p>Source C: See above for list of mentor texts with strong examples of civic virtues.</p>
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Supporting Question 2

<p>Featured Sources</p>	<p>Source A: TVO Channel, video of a child’s efforts to take action, Amanda Belzowski: <i>10-Yr-Old Lemonade Stand Titan for a Cause Dear to Her Heart</i>, 2008 https://www.youtube.com/watch?v=yXjDW-JQ3Yc https://www.youtube.com/watch?v=yXjDW-JQ3Yc</p> <p>Source B: Steven Kroll’s fictional series featuring two mice, Clayton & Desmond; his stories feature cooperation and the benefits of working together (Biggest Valentine, Biggest Snowman, Biggest Christmas Tree, Biggest Pumpkin, etc.)</p>
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Supporting Question 3

<p>Featured Source</p>	<p>Source A: <u>What If Everyone Did?</u> by Ellen Javernick.</p> <p>Source B: <u>Why Can’t I?</u> by Sue Graves</p>
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- Additional Suggested Resources:**
Know and Follow Rules by Cheri Meiners
I Just Don’t Like the Sound of No! By Julia Cook
Following Rules by Cassie Mayer

1st Grade Community History Inquiry

If We Live in the Present, Why Should We Care About the Past?



CT Shoreline Trolley 1906

google image 2016

Supporting Questions

1. How can we learn and know about what happened in the past?
2. How has our community changed over time?
3. How have events from the past changed people's lives in our community today?

If We Live in the Present, Why Should We Care About the Past?	
Connecticut Social Studies Frameworks	HIST 1.1 Compare life in the past to life in the present. HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change. HIST 1.3 Compare perspectives of people in the past to those in the present. HIST 1.8 Generate possible reasons for an event or development in the past.
Staging the Compelling Question	Class discussion: “What is the past?”

Supporting Question 1	Supporting Question 2	Supporting Question 3
How can we learn and know about what happened in the past?	How has our community changed over time? (What would be different about my life if I lived in the past?)	How have events or developments from the past changed people’s lives in our community today?
Formative Performance Task	Formative Performance Tasks	Formative Performance Task
Students will explore different pieces of historical evidence and draw conclusions about the past based on the evidence. Using a class chart students will identify types of sources.	<p>1. Compare and Contrast photographs from the past and the present and discuss how life has changed. Have students choose a change and write/draw about it.</p> <p>2. Compare and contrast life as a Native American and/or Pilgrim to life as an American citizen in the present:</p> <p>a. Develop a Venn diagram depicting the celebration of Thanksgiving, past vs. present</p> <p>b. Answer the question, “Where does my dinner come from?”</p>	<p>Options:</p> <p>1. Discuss how Waterford has changed since the implementation of a recycling program. Waterford’s Recycling goes to a plant in Willimantic.</p> <p>2. Discuss the changes in Waterford and why they changed from 5 elementary schools to 3.</p>
Featured Sources	Featured Sources	Featured Sources
Teacher uses personal sources to tell her/his history.	<p>Source A: Book: “An Illustrated History of Waterford Ct.”</p> <p>Source B: Visit from a local Native American tribe.</p> <p>Source C: Book: <u>If You Sailed on the Mayflower in 1620</u></p>	<p>Video: recycling videos found on website. http://www.williwaste.com/</p> <p>Articles from New London Day: 3 Schools</p>

Summative Performance Task	ARGUMENT If We Live in the Present, Why Should We Care About the Past? Construct an argument supported by evidence that discusses why the past is related to the present.
	EXTENSION Choose two inventions from a teacher-supplied list (e.g., telephone, video game, car, or pencil) and write a sentence about how each helped solve a problem.

Taking Informed Action	<p>UNDERSTAND Explore the causes and effects of a major event that has transformed a local community.</p> <p>ASSESS Investigate what the people in a community are doing to confront and/or address the event.</p> <p>ACT Invite a local politician or community leader to class to discuss the event.</p>
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Inquiry Description

This inquiry is an investigation into the concepts of time, continuity, and change in the community. It will address the First Grade Connecticut Social Studies Frameworks by building upon students' understanding of the passage of time; as well as their understanding of, and ability to, explain why the past matters today.

Students will explore different sources of historical evidence. They will compare and contrast different sources, from both the past and present to identify specific changes. Students will then explore specific events and developments in the community and look at how they have contributed to changes in people's lives. Finally, using what they've learned through investigating the past, students will explain how their lives would be different if they lived in the past and why.

NOTE: Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

Students will address the compelling question, "If we live in the present, why should we care about the past?" by working through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

Staging the Compelling Question

Have student partnerships come up with lists of 5 things or events that happened in the past. Lead a guided discussion regarding past, present, and future. Possibly develop a chart or timeline using students' lists of events. Display the chart/timeline so students may refer back to it throughout the inquiry.

Supporting Question 1

Supporting Question 1- How can we learn and know about what happened in the past?- challenges students to think about how we know about the past. They will explore different sources, primary and secondary, such as, pictures, videos, books, people, letters, and journals.

Teacher will use sources from his/her personal past to show students how different sources can teach us about history. Here is an example of what this might look like:

Teacher will create a chart "How We Learn About the Past." The teacher will share their own family history to teach students about historical evidence. The teacher will begin with a photograph of themselves as a young child. After discussion, add the word "photographs" to your chart. Then the teacher shares a childhood story and adds the term "People and Stories" to the chart. Next, the teacher shares an artifact from the past such as a toy or trophy, and adds the term "Artifact" to the chart. The teacher could also share a report card or award and add "Written Documents" to the chart. If the teacher has a video that might also be shared and added to the chart as "Video." Students will finally be asked to draw conclusions about the teacher's past from the evidence provided.

Formative Performance Task 1

As a formative performance task, have students bring in their own historical evidence that tells a story about their family’s past. As students share their pieces, they can be sorted onto the same “How We Learn About the Past” chart developed earlier.

Supporting Question 2

Supporting Question 2 - How has our community changed over time? (What would be different about my life if I lived in the past?)- prepares students to address the compelling question by exploring changes that have taken place in their own communities. The performance tasks ask students to compare and contrast the past and the present. The first task asks students to find evidence of change in photographs. The second task asks students to compare and contrast life as a Native American and/or Pilgrim to life as an American citizen in the present.

You might have a visitor come and speak to the class about life in past while highlighting personal stories that illustrate change.

Throughout the inquiry, develop a T-chart, comparing past to present, demonstrating the community changes as explored by students.

Formative Performance Tasks 2

1. The first formative performance task asks students to compare and contrast the past and present by finding evidence of change in photographs.

Individually, students could be asked to choose a particular change that has happened over time. They could draw and write about their understanding of the how change has taken place over time while using the concepts of “past” and “present,” and by referring to specific evidence/sources.

2. The second formative performance task asks students to compare and contrast life as a Native American and/or Pilgrim to life as an American citizen in the present. Through the sharing and exploration of various fictional and informational resources, students will explore the lives of the Native Americans and the Pilgrims in comparison to life today.

Class discussions that could take place are:

- Celebration of Thanksgiving, past vs. present
- Where does my dinner come from?
- Learning to read and write

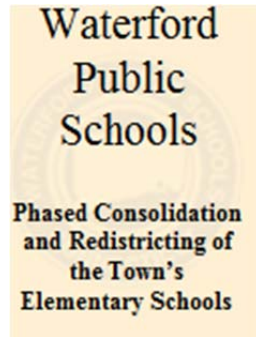
Students could draw and label a picture of themselves “in the past” next to a picture of themselves “today.” They could develop a set of “character webs” addressing different aspects of their lives during both time periods. Students could write about whether or not they would like to live in the past.

To compare life in the past vs. life in the present students could create a Venn diagram comparing Thanksgiving 1621 to Thanksgiving 2016.

Supporting Question 3

Supporting Question 3 - How have events or developments from the past changed people’s lives in our community today? - invites students to answer the compelling question by understanding a major development within the community. Two suggestions are:

- The development of Waterford’s Recycling Program; and second, the history of the school system from the beginning, a single schoolhouse, to our 5-school system of today. Waterford’s Recycling Program- schedule a field trip or guest speaker, if possible, to discuss the development and benefits of the program.
- History of School System: Research local news stories (“New London Day,” “Waterford Times,” etc.) and local history resources (An Illustrated History of Waterford Connecticut) for photographs and facts. On the shared drive you will find first hand documents (two PowerPoint presentations and a written document) from the process stages of this change in Waterford’s history.



How do the new buildings help the education process?

A new school building provides students with access to an array of learning opportunities

Goals

- All quality/transparent control areas conducive to making facilities and quality schools

Goals

- The new buildings will provide improved access, allowing students and staff to work, play and learn easily in a safe school environment
- State needs
- Quality Centers
- Access to ADA needs

Learning Objectives

- Classroom design that allows the cooperative work (team student setting)
- Conducive to the classroom
- For example, students can work in small groups in breakout rooms adjacent to their regular classroom in the new buildings. This allows students the best combination of interaction in work comfortably and appropriately in the classroom (with teacher, rather than in the hallway)
- In addition, the new building provides students with first access to a generation of graduate education instruction throughout the school day, offering students more options to be active and to receive an appreciation of the lifelong benefits of an active life.

Outcomes

- All in school students, students and staff might be more motivated to attend school each day
- There is a more efficient, modern and technological integration of learning
- The new buildings allow families to be community focused, the message is right out in front that we have the school and this is a great place to live
- Students want to go to school

A thoughtfully sized, well-designed building that allows for all kinds of learning experiences and growth is a sound investment in the priority a town/community places on the education of its children. These high quality, beautiful, state-of-the-art buildings are the investments in the way they approach their own education.

Formative Performance Task 3

The formative performance task asks students to discuss why community changes, like the development of a recycling program, or the restructuring of a district’s elementary schools, or others like them, have occurred and how they have influenced life today.

Students could create a three-part piece (drawing/collage/writing) depicting 1. the past, 2. the specific change/development, and 3. the “new & improved” present. They should be able to write about and/or talk about their piece in terms of what was the problem in the past and how was it improved in the present.

Summative Performance Task

Students draw on the understanding developed through formative performance tasks to craft an argument that addresses the compelling question and is supported with evidence drawn from the featured sources.

To prepare for the crafting of a written argument, the teacher might structure a classroom discussion (grand conversation) around a specific statement/argument:

Arguments could/might include any of the following:

- The past is important because people make changes to make life easier.
- We change what we do so we don’t make the same mistakes we did in the past.
- We learn about how being brave can change things for the better.
- We learn that even though change can be difficult, it is usually for the better.

During the classroom discussion, the teacher will monitor student participation and understanding as part of their assessment. Students should agree, disagree, challenge, and offer evidence to classmates.

Finally, students craft an argument presented through written expression or a combination of drawing and writing. They will defend their arguments with evidence from supporting lessons and sources.

Scoring Criteria:

Students will:

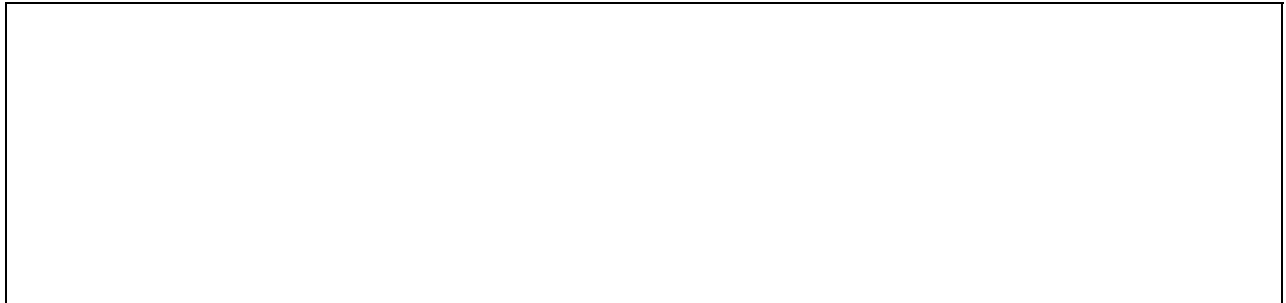
- Actively and accurately participate in a grand conversation about “the past.”
 - During the conversation, the teacher will compile a class list of statements that will be available for student use.
 - Students will be called upon to agree or disagree with given statements
 - When agreeing or disagreeing, students will be expected to offer evidence for their reasoning.
- Use the attached template to independently craft and defend a specific argument about the past.

Name: _____

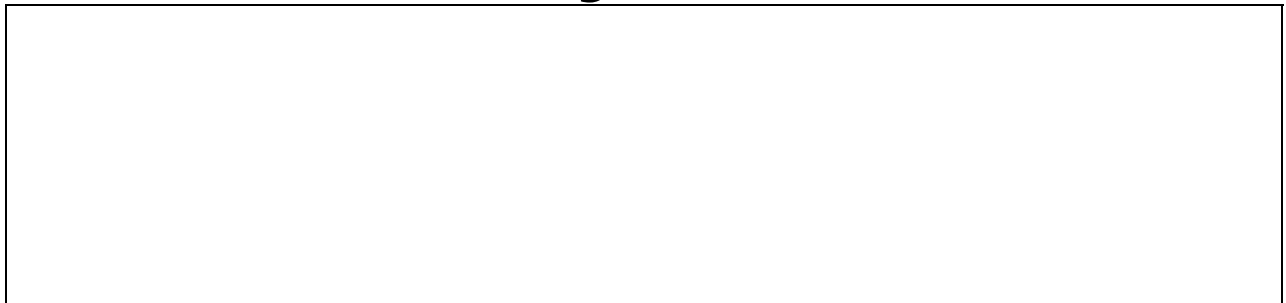
Date: _____

My thoughts about the past...

I think...



This is my evidence:



On the back of this paper, draw and label your ideas...

RESOURCES

Supporting Question 2	
Featured Source	<p>Activity 1 Source 1: Image bank: Past or present? You decide!</p> <p>Activity 2 Source 1: > mysticseaport.org < “History to Go” - classroom visits Source 2: Mashantucket Pequot Educational Outreach Program Source 3: Mohegan Educational Outreach-Beth Regan Source 4: > nlhistory.org < Source 5: New London Historical Society; Shaw mansion Source 6: <u>If You Sailed on the Mayflower in 1620</u> by Ann McGovern Source 7: <u>1621 A New Look at Thanksgiving</u> by Catherine O’Neill Grace</p>



www.youtube.com



wsj.com



www.mantecabailbonds.com



doa.la.gov



tpsnva.sonjara.com



thestreet.com



www.123rf.com



fonestech.co.uk



blueridgelife.com



huffingtonpost.com



ivsdirect.com



www.pinterest.com



claytonladuerotary.org



www.journalnow.com



www.pinterest.com



dovell3k.wordpress.com



en.wikipedia.org



www.hearthsong.com



www.pinterest.com



funny-pictures.picphotos.net



www.bantockhouse.co.uk



americangirl.com

Supporting Question 3	
Featured Source	Source A: Recycling Video Source B: Day Article

Recycling:

Reading Rainbow: How Trash Is Recycled with LeVar Burton

<https://www.youtube.com/watch?v=w1l8HXa3HLk>

Kids and Recycling by Curiosity Quest Goes Green

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

SCARRA.org - Field Trips, Classroom visits and videos

Waterford goes from 5 schools to 3:

Article in favor of 3 schools:

<http://www.theday.com/article/20050611/DAYARC/306119961/0/search#>

Article not in favor of 3 schools:

<http://www.theday.com/article/20050622/DAYARC/306229938/0/Search>

Additional Resource Suggestions

Magic Tree House - Thanksgiving on Thursday by: Mary Pope Osborne

Squanto's Journey by J. Bruchac

The Pilgrim's First Thanksgiving by A. McGovern

1st Grade School Community Inquiry

Who is important in our school community?



Supporting Questions

1. Who are the members of your school community?
2. What are the roles and responsibilities of the school community members?
3. How does a school community work together to accomplish goals?

Who is important in our school community?	
Connecticut Social Studies Framework	<p>CIV 1.1: Describe roles and responsibilities of people in authority (local/state/national e.g., judge, mayor, governor, police).</p> <p>CIV 1.2: Explain how all people, not just official leaders, play an important role in a community.</p> <p>CIV 1.3: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p>CIV 1.9: Describe how people have tried to improve their communities over time.</p>
Staging the Compelling Question	Brainstorm members of the school community. Discuss these members and their responsibilities.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Who are the members of your school community?	What are the roles and responsibilities of the school community members?	How does a school community work together to accomplish goals?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a “school community” flow chart including all members of the school community with examples of duties. Include community leaders (i.e. Superintendent & Board of Education) as well as students themselves.	Further develop your “school community” flow chart by including the specific duties of each member.	Generate a class list of problems at your school and have a class discussion regarding who can solve the problem? Support claims with evidence gathered during the course of your inquiry.
Featured Source	Featured Source	Featured Source
<p>Source A: <u>My School Community (My World)</u> (Informational) by Bobbie Kalman</p> <p>Source B: <u>Pete the Cat, Rocking in my School Shoes</u> (fiction) by Eric Litwin</p>	<p>Source A: <i>Field Trip</i> – visit the Waterford Board of Education offices at town hall. Interview members of the school community about their roles and experiences.</p>	<p>Source A: http://kidworldcitizen.org/2013/02/20/35-service-projects-for-kids/</p> <p>Source B: <u>Swimmy</u> (fiction) by: Leo Lionni</p> <p>Source C: <u>Big Green and Little Red</u> (fiction) by Geri Gilstrap</p>

Summative Performance Task	ARGUMENT Who accomplishes the goals in a school community? Complete a web graphic organizer to address the compelling question using specific claims and evidence from sources.
	EXTENSION Write thank you letters to important member of the school community. Explain why you think they are important.
Taking Informed Action	<p>UNDERSTAND Return to the list of problems from the Formative Performance Task #3 activity and make a class chart showing who is responsible for addressing each issue.</p> <p>ASSESS Choose one of the problems that the class would like to pursue.</p> <p>ACT Contact a school community member whose responsibilities include the problem the class decides to pursue.</p>

Inquiry Description

This inquiry engages first graders in exploring the meaning and purpose of school community roles by addressing the compelling question “Who is important in our school community?” This inquiry is designed to help students explore the different levels of participation within a school and understand that there are multiple layers of authority. In learning about different school community roles and the issues each deals with, students should consider their own ideas for desired change within their school communities (e.g., bigger playground, longer school days, more variety in school lunches, gardens on school grounds) and potential civic participation.

Structure of the Inquiry

In addressing the compelling question “Who is important in our school community?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

To launch this inquiry, teachers should share the compelling question with the class and encourage students to brainstorm about who they think the members of school community are. Students are likely to have many ideas about this question, though they may think only about the members they interact with on a day-to-day basis, or in their classroom. After the student list is compiled, teachers can ask students to create a class list of topics or problems that they would like to see fixed, or changed, in their school. (All answers can be accepted at this point as they should lend themselves to the Extension and Taking Informed Action pieces of the inquiry.)

Supporting Question 1

The first supporting question—“Who are the members of your school community?”—initiates the idea that the school community is made up of many individuals. Students will recognize that everyone involved with their school is an important piece of the whole community and that all of the members are somehow connected.

Formative Performance Task 1

The formative performance task asks students to consider the different members of a school community - as well as their interactions and connections - by creating a whole-class interactive a “school community” flow chart, including all members of the school community. By beginning the chart with the Board of Education and Superintendent on top and working down through principals, teachers, and parents; students will see the connections among community members.

Supporting Question 2

The second supporting question— “What are the roles and responsibilities of the school community members?” - builds upon the idea that the school community is a system of individuals, rules, and routines created to address the needs of many students, to create and implement curriculum, and to help make schools a safe place to be and learn. Students will recognize that different members have specific duties that are interdependent upon one another for the overall success of the entire community.

Formative Performance Task 2

The formative performance task asks students to look deeper at the different members of a school community by building upon the “school community” flow chart developed in the formative performance task for supporting question #1. The student task will be to add the duties and responsibilities of community members to the chart. Students will be given the opportunity to interview school community members both inside and outside of their school building. Student individuals/pairs/groups might be made responsible for learning about specific members and then report their learning back to whole group as they add their information to the flowchart. A field trip to the Town Hall to visit the Board of Education offices will give all students the opportunity to meet and interview school community leaders first hand.

Supporting Question 3

The third supporting question—“How does a school community work together to accomplish goals?” —requires students to examine how school communities functions on different levels (school district, building, and classroom). By focusing on specific goals students learn that these levels exist in a school community in order to better address different problems and to serve the large range of students’ needs. They realize that all community members can play an important part in accomplishing given community goals.

Formative Performance Task 3

The formative performance task asks students to generate a class list/chart of problems at their school and have a whole-group discussion about solutions for each, and including who might be involved in the solution. The chart could be posted/ made available for student reference. While completing the chart, student claims should be supported with evidence from lessons/discussions.

Summative Performance Task

At this point in the inquiry students have looked at the duties of different members of the school community. They have seen and discussed how community members work together to accomplish goals. Students can now draw upon understandings developed through the formative performance tasks to craft arguments stemming from the compelling question and supported with evidence drawn from the sources.

The summative task asks individual students to complete a web graphic organizer around a specific goal. Their webs should be built with branches depicting members of the community who might contribute to reaching the goal with examples (writing/drawings/pictures) of what each member could do. To prepare for crafting their arguments, students may gather their sources and notes and discuss in small groups the relationship between the supporting questions/featured sources and the compelling question. One example of a specific goal maybe if they decided to have a family picnic at school.

Scoring Criteria:

Each student will use the attached template to:

- Choose one goal for the school community (it could be from district-wide to classroom based).
- Create a web graphic organizer depicting members of the community who might contribute to reaching the goal.
 - Put the goal in the center of the web.
 - From the center, create multiple branches, each ending with a community member

- For each community member on the web, give an example of what that member might do to contribute toward the goal.
- Explain their thinking

Possible Extension:

Students might extend their experience by writing thank you notes to people in their school community who they see as important.

Students have the opportunity to Take Informed Action by drawing on their knowledge of the structure and purpose of the school community. They will demonstrate that they *understand* by returning to the list of problems from Performance Task #3 activity and making a class chart showing who is responsible for addressing each issue. They show their ability to *assess* by choosing an issue or problem that they would like to see addressed. And they *act* by contacting a school community member whose position is relevant.

RESOURCES

Supporting Question 1	
Featured Source	<p>Source A: Brainpop - School Community https://jr.brainpop.com/socialstudies/communities/school/</p> <p>Source B: <u>My School Community (My World)</u> (Informational) by Bobbie Kalman</p> <p>Source C: <u>Pete the Cat, Rocking in my School Shoes</u> (fiction) by Eric Litwin</p>

Supporting Question 2	
Featured Sources	<p>Source A: <i>Field Trip</i> – visit the Waterford Board of Education offices at town hall. Interview members of the school community about their roles and experiences.</p>

Supporting Question 3	
Featured Source	<p>Source A: http://kidworldcitizen.org/2013/02/20/35-service-projects-for-kids/</p> <p>Source B: <u>Swimmy</u> (fiction) by: Leo Lionni</p> <p>Source C: <u>Big Green and Little Red</u> (fiction) by Geri Gilstrap</p> <p>Source D: <u>What Do you do with an Idea?</u> fiction) by Yamada</p>

Additional Resource Suggestions:

Look Where We Live: A First Book of Community Building by Scot Ritchie

Look Where We Live: A First Book of Community Building by Scot Ritchie

Counting on Community by Innosanto Nagara

What is a Community from A-Z? Bobbie Kalman

Rosie Revere, Engineer by Beaty

Iggy Peck, Architect by Beaty

Name: _____

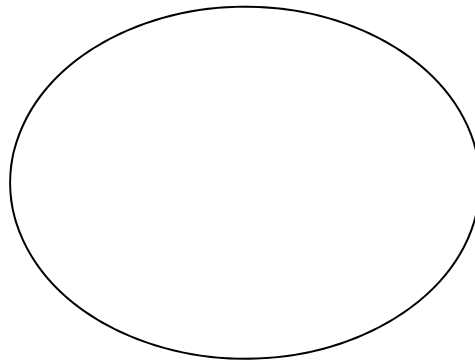
Date: _____

One Goal for the School Community

(Assessment - Unit #3: Who is important in our school community?)

Directions:

1. Choose one school community goal.
3. Create a web graphic organizer: Put the goal in the center. Create a branch for each community member who contributes.
4. For each member, give an example of what he/she might do to contribute.
5. Explain your thinking with writing and/or drawing.



Goal



Explain your thinking:

1st Grade Maps and Geography Inquiry

Can My Life Fit on a Map?



google image 2016

Supporting Questions

1. Why do maps have symbols and how do I use them?
2. How does weather and climate where we live affect our lives?
3. What are the other tools on a map and how do they work?
4. How can I make a map of a real-life place?

Can My Life Fit on a Map?	
Connecticut Social Studies Frameworks	GEO 1.1 Construct maps, graphs and other representations of familiar places. GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them. GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. GEO 1.4 Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.
Staging the Compelling Question	Brainstorm the components of the term “my life.” Get kids thinking in terms of places in their lives.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Why do maps have symbols and how do I use them?	How does the weather and climate where we live affect our lives?	What are the tools on a map and how do they work?	How can I make a map of a real-life place?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Identify three or four map symbols and explain how and why they are helpful.	Write or draw a comparison between how we live and how a student in a different location lives.	Complete an I Notice/I Think chart drawing inferences about the purpose of map features.	Based on a walking tour of the block or surrounding area, make a map of the area around the school.
Featured Sources	Featured Sources	Featured Source	Featured Sources
Source A: Brainpop Video: Reading Maps Source B: Waterford 2012 Plan of Preservation, Conservation and Development Publication (use town maps in document) Source C: Classroom World Map Rug	Source A: <u>Living In . . .</u> informational easy-to-read series. (Italy, Mexico, Brazil, China, India, South Africa) by: Chloe Perkins Source B: <u>Recess at 20 Below</u> , informational text by: Cindy Lou Aillaud Source C: <u>Imagine Living Here . . .</u> realistic fiction series by Vicki Cobb	Source A: <u>Follow that Map! A First Book of Mapping Skills</u> Source B: World Atlas Source C: Waterford 2012 Plan of Preservation, Conservation and Development Publication (use town maps in document)	Source A: ReadWorks, article on making maps, “How to Draw a Map,” 2013 Source B: Going to the Park? Make a Map http://www.education.com/activity/article/Make_a_map_first/

Summative Performance Task	ARGUMENT Can my life fit on a map? Construct an argument supported by evidence that addresses whether or not all the parts of your life can fit on a map.
	EXTENSION Pick another place that is an important part of your life and research the natural and manmade features in and around it. Make another map showing this place and include a title, symbols, map key, and compass rose.
Taking Informed Action	UNDERSTAND Research a place in or near your school where there is an empty lot or unused land. Brainstorm a list of ideas for how to transform the space. From those ideas, create a map with a title, symbols, and compass rose to represent those ideas for using the space. ASSESS Bring the maps and ideas to a school or local official to review. ACT Conduct a fundraiser at school with the help of the Parent Teacher Association (PTA) or another group to raise money to create the selected project.

Inquiry Description

This inquiry leads students through an investigation of maps and spatial representation, exploring how and why we depict the physical world the way we do on maps. The compelling question “Can my life fit on a map?” encourages students to consider our ability to represent real-world places on a map. In doing so, students explore the meaning and purpose of maps, the tools that help us represent places, the purposes of those tools, and how we use those tools to read and make maps. This inquiry provides a foundation for students to develop their geographic reasoning and map literacy, both of which are critical to understanding how humans interact with geography and geographic features across time and space. The manner in which students gather, compare and contextualize, and eventually apply evidence should enable them to make and support their arguments in response to the compelling question. Keep in mind that students will need to access the information from the formative performance tasks. Teachers can decide how to make information available: i.e. class discussion posters, social studies notebook, promethean board flipcharts, handouts, etc.

Structure of the Inquiry

In addressing the compelling question “Can my life fit on a map?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence and counterevidence from a variety of sources.

NOTE: Google Earth (<https://www.google.com/earth/>) or a trade book may be used to supplement the images in the image banks.

Staging the Compelling Question

Have students share and discuss the meaningful parts of their life (e.g., school, family, home, sports, shopping, entertainment). Is it possible to make a map that includes all of these things? Chart students’ answers and display the chart so students may refer back to it at the end of the inquiry.

Supporting Question 1

Supporting Question 1—“ Why do maps have symbols and how do I use them?”— challenges students to understand that anything, no matter how big or small, can be represented with a two-dimensional symbol. Throughout this inquiry, an ongoing list of map symbols should be developed and made available for student reference. To explore the ways that geographic and manmade features can be represented through symbols, students work with featured sources: Source A: Brainpop Video, Reading Maps. in order to compare and contrast real-life places and maps of those places. Source B: “Waterford 2012 Plan of Preservation, Conservation, and Development” (includes various maps of Waterford, each with different purposes and keys/symbols.)

Formative Performance Task 1

The formative performance task asks students to identify three or four symbols (e.g., the color green to indicate a park and the color blue to indicate rivers) and explain how and why using symbols is helpful. Students should also be expected to understand the 4 basic cardinal directions (north, south, east, and west) as well as their positions on a compass rose.

Supporting Question 2

Supporting Question 2—“How does the weather and climate where we live affect our lives?”— initiates a discussion about weather and climate changes based on one’s location on the globe. Teachers might

want to begin by surveying students' background knowledge of different climates. Featured Sources A-C can be used to help students learn about life in different climates.

Formative Performance Task 2

The formative performance task asks students to write a description and/or illustration, using different resources (discussions, videos, books), contrasting their life with the life of someone in another area of the world. This could be done in regard to differences in clothing, housing, transportation, schools, etc. Students might use “Create a Story” on the ABCYA website to create their digital story.

http://www.abcya.com/story_maker.htm

Supporting Question 3

Supporting Question 3—“What are the tools on a map and how do they work?”—asks students to integrate information from the sources reviewed so far in the unit and make inferences.

Formative Performance Task 3

The formative performance task asks students to complete an: “I Notice . . . / So, I know . . .” chart on which they list three to five map features (e.g., map scale, title, and colors) in the “I Notice” column and then complete the “So, I Know” column by listing their ideas about what the features represent.

Supporting Question 4

Supporting Question 4—“How can I make a map of a real-life place?”—prepares students to address the compelling question by reinforcing one of the key purposes of maps: representing the real world.

Formative Performance Task 4

The formative performance task calls on students to make a map of the area around the school after participating in a walking tour. Featured Sources A and B describe how students can learn to draw a map. Other options are: a map of the classroom, a map of their room, or map of their home. NOTE: Teachers may want to show students an image of the area around the school using Google Earth as a way to help them think about the elements they want to represent and the symbols and features they want to use to do so.

Summative Performance Task

Students draw on the understanding developed through the formative performance tasks to craft an argument that addresses the compelling question and is supported with evidence drawn from the featured sources. The argument can be presented through written expression or a combination of drawing and writing. To prepare for the crafting of an argument, students may gather their sources and notes and discuss, with a partner or in small groups, the relationship between the compelling question and the supporting questions and the featured sources.

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

- My life can fit on a map because every part of my life happens in a place.
- My life can fit on a map because I can use symbols to show all the real-life people and things around me.
- My life cannot fit on a map because my life has too much information to show on a map and because things change all the time.
- I would need many maps to show my life.

- Some of my life can fit on a map, but some places that are parts of my life would be hard to make a map of.

Scoring Criteria:

Each student will:

First: Draw a map depicting their life.

- include a map key and symbols and labels explaining their map
- present their map to a partner explain its features and the information it includes

Second: Craft an argument answering the question, “Can my life fit on a map?” This may be done through writing, drawing, speaking, or any combination.

- State an opinion
- Give specific reasons and evidence for the argument

Possible Extensions:

Students could extend these arguments by choosing another place that is an important part of their lives and researching the natural and manmade features in and around it. They can then make another map representing this place using a title, symbols, map key, and compass rose.

Students have the opportunity to Take Informed Action by researching a place near the school where there is an empty lot or unused land and brainstorming a list of ideas for how to transform the lot into something new or beautiful. From those ideas, students *understand* the problem by creating a map with a title, symbols, and compass rose to show their ideas for using the space. Students *assess* their ideas and maps by presenting and describing them to a school or local official. If the official concurs with the students’ plans, students *act* by conducting a fundraiser at school with the help of the PTA or another group to raise money for supplies needed to create the selected project.

RESOURCES

Supporting Question 1	
Featured Source	<p>Source A: Brainpop Video, Reading Maps https://jr.brainpop.com/socialstudies/geography/readingmaps</p> <p>Source B: Waterford 2012 Plan of Preservation, Conservation and Development Publication http://www.waterfordct.org/sites/waterfordct/files/file/file/implementation_guide_as_of_010112.pdf</p> <p>Source C: Classroom World Map Rug</p>

Photographs of Waterford:



patch.com



landsat.com

Supporting Question 2	
Featured Source	<p>Source A: <u>Living In . . .</u> informational easy-to-read series. (Italy, Mexico, Brazil, China, India, South Africa) by: Chloe Perkins</p> <p>Source B: <u>Recess at 20 Below</u> , informational text by: Cindy Lou Aillaud</p> <p>Source C: <u>Imagine Living Here . . .</u> realistic fiction series by Vicki Cobb</p>

Supporting Question 3	
Featured Source	<p>Source A: Follow that Map! A First Book of Mapping Skills</p> <p>Source B: World Atlas</p> <p>Source C: Waterford 2012 Plan of Preservation, Conservation and Development Publication (use town maps in document)</p>



Image 4: Map of the Crystal Mall, Waterford CT.

Supporting Question 4	
Featured Source	<p>Source A: ReadWorks, article on making maps, “How to Draw a Map,” 2013</p> <p>Source B: Going to the Park? Make a Map</p> <p>http://www.education.com/activity/article/Make_a_map_first/</p>



Photo Credit: Dan Foy

How to Draw a Map

Did you ever have new students in your class? New students need to learn everyone's name. They need to know where things are in the classroom too.

You can help by drawing a map of the classroom. Use a pencil and a large piece of white paper. Draw a square or rectangle.

Mark the places a new student may need to find. Draw a desk to show where your teacher sits. Show where the reading center is. Show where the science center is. Draw an X to show the door.

Now your new friends will have a map of their classroom.

http://www.readworks.org/sites/default/files/passages/470_how_to_draw_a_map.pdf.

Additional Resources:

National Geographic Maps with Symbols images:

http://education.nationalgeographic.com/education/activity/exploring-maps-and-models/?ar_a=1.

“Create a 3-D Town” - printable mapping activity; build a 30” x 40” map with 3-D buildings

http://www.parents-choice.org/article.cfm?art_id=254

“Google Earth” <https://www.google.com/earth/>

“Google My Maps” : upload images and information on maps

https://www.google.com/maps/d/u/0/?hl=en_US&app=mp

Books:

Map Keys by: Olien

Maps and Globes by: Knowlton

Where Do I Live? by Chesnow

Me On the Map by b Sweeney

Classroom Rug: World Rug with continents and compass rose.

1st Grade Economic Choices Inquiry

What Choices Do We Make with Our Money?



google image 2016

Supporting Questions

1. How do families earn money?
2. What do families choose to spend money on?
3. Why do families choose to save money?
4. What goods and services are produced in a community?

What Choices Do We Make with Our Money?	
Connecticut State Social Studies Framework	ECO 1.1 Explain how scarcity necessitates decision-making. ECO 1.2 Identify the benefits and costs of making various personal decisions. ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities. ECO 1.4 Explain how people earn income.
Staging the Question	Discuss why do people want money?

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How do families earn money?	What do families choose to spend money on?	Why do families choose to save money?	What goods and services are produced in a community?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List an example and a non-example of a method for obtaining money.	Brainstorm the choices families have in using their money.	Draw and label a two-sided picture showing the pros and cons of saving money.	In a local newspaper, find a good and or service provided. Draw and /or write about it.
Featured Sources	Featured Sources	Featured Sources	Featured Source
Source A: Image bank: Earning money? You decide! Source B: Brainpop Lesson for Spending and Savings: https://jr.brainpop.com/socialstudies/economics/savingandspending/ PBS Kids: http://pbskids.org/itsmylife/money/managing/	Source A: “Cha-Ching: Earn, Save, Spend and Donate” Source B: “What Is a Budget?”	Source A: “The ABC’s of Savings” Source B: “How to Use Savings”	Source A: The Waterford Times Newspaper Source B: Classroom visitors discussing their good and services that they produce.

Summative Performance Task	ARGUMENT What choices do we make with our money? Construct an argument supported with evidence that addresses the question of how families make economic choices.
	EXTENSION Participate in a class discussion about the pros and cons of spending for a short-term goal versus saving for a long-term goal.
Taking Informed Action	UNDERSTAND Survey family members about how they spend their money. ASSESS Brainstorm a list of ways students can help their family save money. ACT Create a poster to promote a money-saving strategy to be displayed outside the classroom.

Inquiry Description

This inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students should be able to develop an argument with evidence to answer the compelling question “What choices do we make with our money?”

Structure of the Inquiry

In addressing the compelling question “What choices do we make with our money?” students work through a series of supporting questions, performance tasks, and sources in order to construct an argument with evidence while acknowledging competing views.

Staging the Compelling Question

In staging the compelling question “What choices do we make with our money?” teachers can begin by unpacking the word “choice” with students and brainstorming what it means to have or not have a choice. Teachers might then provide students with examples of choices they make in their everyday lives and elicit additional examples from students. Teachers should listen for examples of economic choices and how money influences the choices the students describe.

Supporting Question 1

The first supporting question—“How do families gain money?”—helps students explore the many ways in which people acquire money. Featured Source A is an image bank that might be used to help students explore examples of what are, or are not, ways to obtain money. Featured Source B provides online student resources about spending and saving.

Formative Performance Task 1

The formative performance task calls on students to work with a partner to create a T-chart comparing examples of 1.) the methods people use to earn or receive money and 2.) other kinds of activities that do not generate money. The lists may consist of drawings, writings, or pictures cut from magazines.

Student pairs will:

- be called upon to present their chart to classmates,
- be able to identify each activity and,
- accurately talk about each activity in terms generating money, or not generating money.

Supporting Question 2

The second supporting question—“What do families choose to spend their money on?”—prompts students to build on their understandings of how people obtain money in order to begin thinking about the economic choices families make. Featured Source A is an online video which offers students examples of the using and managing of money; including saving, spending, and/or donating. Featured Source B is a short article addressing the question, “What is a budget?”

Formative Performance Task 2

The formative performance task asks students to brainstorm the different ways families use money based on their needs and wants. Teachers can organize student ideas by developing a T-chart on the board: needs vs. wants. Each student can then create a page to contribute to a whole-class book. Each student’s page should include both a specific need and a specific want in his/her family. Students can use writing and illustrations to show their thinking.

Each student will:

- Actively and accurately participate in classroom brainstorm,
- Complete a page, using writing and drawings, for a classroom book accurately depicting both a family need and a family want,
- Accurately share/present their page as the finished book is shared with the whole class

Supporting Question 3

The third supporting question—“Why do families choose to save money?”—invites students to further their explorations of economic decision making by examining the pros and cons of saving money. The obvious benefits of saving money are several (e.g., building for the future, being able to buy a better product, or preparing for an emergency), but there are also costs to saving money (e.g., desired purchases may need to be deferred). Supporting the task are sources that feature a website presentation and an article (which is intended to be read aloud) outlining some of the approaches families can take to save their money.

Formative Performance Task 3

The formative performance task asks students to draw upon personal experience and create a two-sided picture (drawing, collage, photos) that depicts the pros and cons of saving money. On one side, students **depict and label** an advantage of saving money; on the other, they **depict and label** a disadvantage.

Each student will:

- Accurately depict both advantages and disadvantages of saving money using pictures and labels
- Present his/her work and accurately explain his/her thinking.

Supporting Question 4

The fourth supporting question—“What goods and services are produced in a community?”—helps students to explore different ways people in our community make money. Students will start to explore the many ways people in our communities make an income.

Formative Performance Task 4

The formative performance task asks students to use a local newspaper/publication to identify businesses. Cut out ads and identify whether a business is providing a good and/or a service. They should be able to identify the good or service available in our community. This could be done as a discussion, group work, or an individual student piece.

Each student will:

- Collect both: ads of businesses providing goods and ads of businesses providing services
- Present their findings and accurately categorize each business as a provider of a good or service
- Explain their reasoning for each category

Summative Performance Task

At this point in the inquiry, students have examined the ways people earn and receive money, as well as the pros and cons associated with making economic decisions. Students should be expected to demonstrate their understandings and their abilities to use evidence from multiple sources to support their ideas. In this task, students construct an evidence-based argument responding to the prompt “What choices do we make with our money?” It is important to note that students’ arguments could take a variety of forms, including a class discussion and/or combination of drawing and writing. Student arguments will likely vary, but could include any of the following:

- Families can choose to spend their money on things they need or want.
- Families make budgets to help them make choices about their money.
- Families can choose to save their money for the future.
- Families can decide not to buy some things so they can save for more expensive things.
- Families can choose to donate some of their money.
- Families can choose to save some of their money for an emergency.

Scoring Criteria:

Each student will:

- Actively participate in a whole class (teacher-guided) brainstorm/discussion while compiling a list of arguments about making choices with money. Your list should include:
 1. Needs vs. wants
 2. Budgets
 3. Saving for the future
 4. Donations
 5. Saving for Emergencies
 6. Comparing costs
- Using the attached template, plan a writing/drawing piece entitled “We Make Choices With Our Money.”
 - While referring to the class-compiled list, choose at least two ways people choose to use their money.
 - Give a real-life example for each way chosen.
 - Using the completed template as a guide, accurately write about/explain/discuss/share his or her thinking.

Name: _____

Date: _____

We Make Choices With Our Money

1. I chose to:

Share a real-life example and your thinking:

2. I chose to:

Share a real-life example and your thinking:

(optional) 3. I also chose to:

Share a real-life example and your ideas:

Possible extension:

An extension to this inquiry might involve students participating in a class discussion about the pros and cons of spending for a short-term goal versus saving for a long-term goal. (You can use the story, A Chair for My Mother, by Vera B. Williams.)

Students have the opportunity to Take Informed Action by building their knowledge of the benefits and costs associated with making economic decisions. Students demonstrate that they *understand* by surveying family members about how they choose to spend their money. They show their ability to *assess* by brainstorming ways in which they can make minor changes or adjustments in their everyday lives to help their families save money. And they *act* by working together to create posters promoting their money-saving strategies and displaying them for other students and family members in their school communities.

RESOURCES

Supporting Question 1	
Featured Source	<p>Source A: Image bank: Earning money? You decide!</p> <p>Source B: Brainpop Lesson for Spending and Savings: https://educators.brainpop.com/bp-jr-topic/saving-and-spending/ PBS Kids: http://pbskids.org/itsmylife/money/managing/</p>



Image 1: © istock / © littleny.



Image 2: © istock / © dulezidar.



Image 3: © istock / © monkeybusinessimages.



Image 4: © istock / © vaskoni.



Image 5: © istock / © kzenon.



Image 6: © istock / © petdcat.



Image 7: © istock / © IPGGutenbergUKLtd.



Image 8: © istock / © monkeybusinessimages.

Supporting Question 2

Featured Source

Source A: PrudentialCorpAsia, video describing what people can do with their money. “Cha-Ching: Earn, Save, Spend and Donate,” 201
<https://www.youtube.com/watch?v=yD6iVjViT4Y>

Source B: ReadWorks, article on budgeting, “What Is a Budget?” 2015

NOTE: This screen shot shows the first image in the video about what people can do with their money.



Reproduced with permission from Prudential. <https://www.youtube.com/watch?v=yD6iViT4Y>.

What Is a Budget?



How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?

Making a budget is a good way to answer those questions.

A budget is a plan for how to spend and save money.

Companies and countries have budgets to manage their spending.

Putting together a budget can help you, too. Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday? He would not have any money to spend for the rest of the week!

You can avoid that problem by following a budget. First, figure out how much you have to spend. Include money you earn, gifts you receive, and money you have already saved. Next, write down what you spend money on each week.

Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!

Supporting Question 3	
Featured Source	<p>Source A: Council for Economic Education, slides describing the idea of saving money, “The ABC’s of Savings,” 2015</p> <p>Source B: Themint.org, article about what to do with savings, “How to Use Savings,” 2015</p>

Source A:

NOTE: This link connects to the slides on the EconEdLink website that explore the idea of saving money.

http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=414&filename=em414_story.swf
http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=414&filename=em414_story.swf
http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=414&filename=em414_story.swf

Source B:**How to Use Savings**

Earned money or gotten it as a gift? What do you do with it? Run right out and spend it?



Wait a minute. You have lots of choices. You can

1. spend all of it
2. save all of it
3. save some of it and spend the rest.

But you can do even more with your money. Anyone can SPEND money. That’s easy. But then you don’t really have any money in your bank when you need it.

The idea is not to SPEND money but to be money smart and learn how to HANDLE IT. Here’s how smart people use the money they have.

Little things. Want to buy a snack at school? Want to rent a video game? Go to the movies? If you have enough money saved up, you can. In fact, the more you save, the more you can do.

Bigger items. Do you dream of getting a new bike or a new, fun game? Then you’ll need even more time to save because these items cost more money. Keep saving! Even small amounts add up. How about presents for others? You need to save for birthday and holiday gifts, too.

Giving. Do you feel that helping others is important? Then, save some money for giving, too. You can help those who work with whales, run animal shelters, protect forests, or look for medical cures. Your money can help pay for this work. Or maybe you want to give money to help people who need money.

Emergencies. You forget your jacket at soccer practice, and someone steals it. Or you forget to lock up your bike, and it disappears. If you have a history of being careless, your parents will expect you to help purchase the new coat or bike. If you don't have some money set aside for such emergencies, you have a problem.

Reprinted from themint.org, Northwestern Mutual. <http://www.themint.org/kids/saving-basics.html>.

Supporting Question 4	
Featured Source	<p>Source A: The Waterford Times or similar local newspaper</p> <p>Source B: Invite community members that provide goods and services to visit the classroom and discuss with the students about their job.</p>

Additional Resource Suggestions:

A Chair for My Mother by Williams, Vera

Multiple Cha-Ching Videos involving money, savings, etc.:

<http://chaching.cartoonnetworkasia.com/?cc=en>

Informational Text:

Do I Need It, or Do I Want It? by Larson

Fictional Text:

Lily Learns About Wants and Needs by Bullard

Alexander Who Used to be Rich Last Sunday by Voirst

Hard-Times Jar by Smothers

Those Shoes by Boelts

2nd Grade Unit 1: Civic Ideals and Practices Inquiry

Why Do We Have to Have Rules?



Google image 2017

Supporting Questions

1. What are my rules and how do I show them?
2. How do our rules reflect our values?
3. What would happen if we did not have rules?

Compelling Question	Why Do We Have To Have Rules?	
Standards	<p>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p>CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions a group.</p> <p>CIV 2.3 Describe principles such as equality, fairness, and respect for legitimate authority and rules.</p> <p>CIV 2.5 Explain how people can work together to make decisions in the classroom.</p> <p>CIV 2.6 Identify and explain how rules function in public (classroom and school) settings.</p>	
Staging the Question	<p>It explores the relationship between values and the development of rules that reflect those values in our communities. Teachers might begin by asking students to help create a t-chart with “rules we like” on one side and “rules we dislike” on the other. Drawing on their real-world experiences and their background knowledge, students might list examples of rules that, in their views, have considerable value (e.g., rules that keep us safe or healthy). At the same time, students might list examples of rules that seem to have little values from their point of view (e.g., staying in their seats or not chewing gum).</p> <p>(Script to get started is located in the folder)</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What are my values and how do I show them?	How do our rules reflect our values?	What would happen if we did not have rules?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Students will take the “What Are My Values” quiz and identify three main values. Class will then work in groups to role play examples of various values. Examples: responsibility, honesty, fairness, courage, equality, respect, dependability</p>	<p>Based on our values from Formative Performance Task 1, students will identify the values that reflect certain laws.</p>	<p>Class will create a two-sided argument chart with reasons for and against having rules. Once chart is created, students will role play situations with and without rules. Various role playing suggestions:</p> <ul style="list-style-type: none"> ● No playground rules ● No bus rules ● No classroom rules
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Quiz; What Are My Values?</p> <p>Source B: Chart; Values Identification</p>	<p>Source A: Chart; Our Rules and Values</p>	<p>Source A: Article; “School Ditches Rules and Loses Bullies”</p> <p>Source B: Article; “Why Do We Need Rules?”</p>
Summative Performance Task	<p>Argument: Do we have to have rules? Construct an argument supported with evidence that addresses the question of whether rules are necessary.</p>	
Taking Informed Action	<p>UNDERSTAND: Review the school rules in light of whether they reflect all students’ values. To understand the situation, students may go through an activity in which they review the school rules, determine the values they reflect, and categorize their views of the rules. Some general examples of rules that might be considered for debate include the following:</p> <ul style="list-style-type: none"> ● Rules enforcing a school-wide, nut-free environment 	

	<ul style="list-style-type: none"> ● Recess rules such as no balls from home and no outside play when it is raining ● Bathroom rules such as requiring a teacher’s permission before using the bathroom and mandating only one person in the bathroom at a time ● Rules that take away recess time for lateness. <p>ASSESS: Discuss any rules that do not reflect the class values and consider whether there are alternative rules that would be more satisfactory.</p> <p>To assess their understanding, students should return to their charts and use a coding system to indicate what they think about each listing. Students should draw a plus sign (+) next to the rules and values they think make sense, a negative (-) sign next to those with which they disagree, and a question mark (?) next to those they are unsure about or do not understand.</p> <p>ACT: Write a letter to the school principal requesting a meeting to discuss any rules that could be revised.</p> <p>Taking informed action can manifest in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys.</p>
<p>Resources</p>	<p><u>If Everybody Did That</u> by Jo Ann Stover</p> <p><u>What if Everybody Did That</u> by Ellen Javernick</p> <p><u>Being Responsible</u> by Cassie Mayer</p> <p><u>Following Rules</u> by Cassie Mayer</p> <p><u>But Why Can’t I</u> by Sue Graves</p> <p><u>A Fish Out of Water</u> by Helen Palmer</p> <p><u>The Berenstain Bears and the Messy Room</u> by Stan Berenstain</p>

Inquiry Description

Through the compelling question “Why do we have to have rules?” this inquiry investigates the relationship between rules and values as well as the role that rules play in maintaining a civil society. This question acknowledges outright that many students wonder about their roles in and responsibility for rulemaking. It gives voice to their legitimate concerns about the source of rules, the benefits of following them, and the consequences of not doing so. Students learn that there is a key relationship between what we value and the rules we develop, follow, and enforce. Rules and laws are intended to express the shared values of a community, acting as statutes to uphold and protect such principles as fairness, equality, respect, and safety.

Three supporting questions guide students in their inquiry by exploring values as the seeds from which rules originate, examining the connection between group values and the formation of community rules, and investigating what can happen in the absence of rules.

Structure of the Inquiry

In addressing the compelling question “Why do we have to have rules?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

This inquiry opens with the compelling question “Why do we have to have rules?” It explores the relationship between values and the development of rules that reflect those values in our communities. Teachers might begin by asking students to help create a T-chart with “rules we like” on one side and “rules we dislike” on the other. Drawing on their real-world experiences and their background knowledge, students might list examples of rules that, in their views, have considerable value (e.g., rules that keep us safe or healthy). At the same time, students might list examples of rules that seem to have little value from their point of view (e.g., staying in their seats or not chewing gum). Taken together, these two sets of ideas can provide a great springboard to talk about point of view: No chewing gum may seem unfair to the student who wants to do so but perfectly fair to the student who has ruined a pair of pants by sitting on a piece of carelessly discarded gum. Introducing the idea of perspective or point of view can both support and complicate students’ initial ideas about and examples of rules. Ideally, students will return to these ideas and examples throughout the inquiry by returning to the T-chart. As the year progresses, students should be able to explain how and why their ideas and perspectives may have changed or developed as a result of this inquiry.

To help make the relationship between values and rules more concrete, teachers can have their students role-play a range of scenarios that provide opportunities to practice the conversation protocols listed here about the role and value of rules. (Refer to scenario in lesson plan: What does it mean to be a responsible community member?)

Supporting Question 1

What are my values and how do I show them?

Supporting Question 1 suggests that we all have values and our rules are derived from our values. Not everyone’s values will be the same, and values can develop or change over time. We demonstrate our values through our decisions, words, and actions in and around the rules we create. This question shows the connection between our values and our rules, showing that rules typically originate from a common value held by a group. It suggests that rules gain importance by being meaningful and relevant to a group or community.

Teachers and students should develop a working definition of “value,” which can then be reviewed during discussions around Supporting Question 1. Following are examples of such definitions:

- Values are things we like a lot or are important to us.
- Values are things we believe in.
- Values are ideas we think are important.
- Values are beliefs, but they might be different for different people.

Formative Performance Task 1

Formative Performance Task 1 asks students to identify, list, and describe examples of values exemplified in the featured sources. After making their individual selections, students should discuss the scenarios represented in the first featured source, the What Are My Values quiz, and identify examples of values and how those values are demonstrated on the Values Identification Chart. This activity should be helpful to the class in the second formative performance task, which asks students to debate and decide on the most important values for the classroom community.

Supporting Question 1	
Featured Source	<p>Source A: Quiz; <i>What Are My Values?</i> Source A is a “quiz” in which students choose their individual reactions to scenarios designed to shed light on their values. Teachers might introduce the task by referring back to the working definition of values that was established during the opening activity. Teachers may decide to have all students complete all six questions on their own, or they may break students into smaller groups to tackle just one question each and present their finding to the larger group.</p> <p>Source B: Chart; <i>Values Identification</i> Students use a chart to record the value identified in each quiz question and explain how the value is represented. Specifically, the focus of this source is less on the students’ distinct answers to each prompt and more on the students’ identification of the value in each scenario and their reasoning behind their ideas. For each prompt, students should be able to name the underlying value and explain how the value is shown. For students with disabilities, teachers might create a matching exercise whereby students see the values already written and then match them to sentences that reflect those values.</p>

What Are My Values?

1. You're about to beat a new level in your video game when your dad asks you to come set the table for dinner. What do you do?
 - a. Say "Sure," and go right into the kitchen.
 - b. Say "I can't right now! I'm doing something important."
 - c. Pretend you don't hear him.

2. A classmate asks if she can copy your homework. What do you do?
 - a. Tell the classmate you won't let her copy because it isn't right.
 - b. Agree to let your classmate copy your homework.
 - c. Tell your teacher.

3. A new student who joins your class has a strange haircut that you have never seen before. What do you do?
 - a. Laugh at the haircut with the other kids.
 - b. Decide you want to ask the student where he's from.
 - c. Keep away from the new student.

4. During recess, your best friend starts making fun of another student. What do you do?
 - a. Stick up for the other kid.
 - b. Join your best friend in teasing the kid.
 - c. Mind your own business.

5. You see a dog wandering alone in your neighborhood. What do you do?
 - a. Take the dog home and put up fliers in the neighborhood to find the owner.
 - b. Ask an adult to call the police or animal control.
 - c. Mind your own business. It's not your problem.

6. You have a fight with a friend because you think your friend took your favorite toy. Later, you find the toy in your backpack. What do you do?
 - a. Say sorry to your friend.
 - b. Let your friend stay mad at you but hope your friend forgets about it.
 - c. Keep believing you are right, no matter what.

Created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015.

Values Identification Chart (Answer Key)

Using the Values Quiz, list three examples of values:	For each value, write a sentence that shows that value:
<p><i>Sample Student Responses:</i> Responsibility (Question 1) Honesty (Question 2) Fairness (Question 4)</p>	<p><i>Sample Student Responses:</i> You stop what you're doing to help your dad with a chore. You decide to not let your friend copy. You stick up for the other student.</p>
Using the newspaper ads, list some examples of values you see or do not see:	Using the newspaper ads, write a sentence that shows how that value is there or not there:
<p><i>Sample Student Responses:</i> Equality Fairness</p>	<p><i>Sample Student Responses:</i> I do not see equality when bosses can choose by race. I see fairness when men and women can get the same job.</p>

Values Identification Chart

Using the Values Quiz, list three examples of values:	For each value, write a sentence that shows that value:

Supporting Question 2

How do our rules reflect our values?

This question puts forth the connection between our values and our rules and shows that rules typically derive from the common values of a group.

Formative Performance Task 2

Formative Performance Task 2 asks students to reflect on their own values to determine which might be shared in the larger group and to work together with classmates on how to transform those collective values into enforceable rules. Students will be provided with a list of rules/laws in our community. In groups, the students will discuss the rules/laws and identify the values that reflect those laws. As a challenge, students can be given a list of values and identify the rules/laws that reflect those values.

Example:

Rule: No stealing (teacher provided)

Value: Honesty (student generated answer)

Challenge Example:

Value: Respect and responsibility (teacher provided)

Rule: No Littering (student generated answer)

In the end, the discussion around the students’ values and the rules that express those values may be as important as the list of rules produced. Students are used to having adults create and enforce rules and seldom think about what lies behind those rules. Few have had much experience in making rules, and even fewer have thought about the idea that values underlie the rules that are created. The completion of this task will contribute to the Summative Performance Task by helping students see the value of rules.

Supporting Question 2	
Featured Source	Source A: Chart; <i>Our Rules and Values</i>

OUR RULES AND VALUES

OUR VALUES	OUR RULES

Supporting Question 3

What would happen if we did not have rules?

Finally, Supporting Question 3 raises the issue of whether rules are always necessary. On the one hand, rules can help us maintain order and safety and prevent actions that are destructive; on the other hand, the absence of rules may give members of a group newfound opportunities to engage with one another. All of this is to say that, although rules and rule making are complex, even young children have knowledge and experiences to help them engage in this inquiry. Students will explore the necessity of rules in social situations. In order to truly consider whether we need rules in communities, students investigate what would happen without rules.

The students will participate in a role-playing activity. A menu of situations might include, but is not limited to, the following:

- Pretend to be a student at home who does not pick up his or her toys. Role-play with one or two other volunteers what could happen when other family members enter into the toy-filled space.
- Pretend to be coming from the lunch line with your tray of food when other students start playing tag in the lunchroom. Role-play with one or two other volunteers how the situation might unfold.
- Pretend to be doing your homework next to someone who is humming or singing. Role-play with one other person how a conversation might ensue.
- Pretend to be a parent who is crossing the street with a young child, but the child refuses to hold your hand. Role-play with one or two other volunteers what could happen as a result.

Teachers should encourage students to talk through, how they felt in the scenario and why they felt that way, the rule(s) evident in the situation, and what idea or value they think is represented by the rule(s) they have named.

Formative Performance Task 3

The third formative performance task calls on students to consider the implications of life with no rules. After reading the two featured sources aloud (Featured Source A—"School Ditches Rules and Loses Bullies" is a news article about a school where traditional recess rules have been abandoned; Source B—"Why Do We Need Rules?" by Read Works is an article about the need to follow rules), teachers could use anchor charts like the samples in the Featured Sources section to record students' ideas and reactions. Those charts can then help students complete the Two-Sided Argument about Rules task (a reproducible version is on the next page). The task consists of students listing their respective reasons or evidence in a two-sided argument about what can happen in the absence of rules. This kind of argument writing with supportive reasons in list format will set the stage for completing the Summative Performance Task.

Supporting Question 3	
Featured Sources	<p>Source A: Article; “School Ditches Rules and Loses Bullies” - An article describing an unusual school in New Zealand where recess is not governed by a set of traditional rules. After reading the article aloud, teachers may want to hold a classroom discussion where students can verbalize their views of this school’s policy. Students could brainstorm possible pros and cons of a playground with no rules. * See Sample Chart A.”</p> <p>Source B: Article; “Why Do We Need Rules?” This article focuses on two reasons for rules-safety and fairness. After reading the article aloud, teachers might lead a discussion in which students talk through the different kinds of rules with which they have experience and the rationales for them.</p> <p>Source C: A Two-Sided Argument about Rules</p>

School Ditches Rules and Loses Bullies

Ripping up the playground rulebook is having incredible effects on children at an Auckland school.

Chaos may reign at Swanson Primary School with children climbing trees, riding skateboards and playing bulrush during playtime, but surprisingly the students don't cause bedlam, the principal says.

The school is actually seeing a drop in bullying, serious injuries and vandalism, while concentration levels in class are increasing.

Principal Bruce McLachlan rid the school of playtime rules as part of a successful university experiment.

"We want kids to be safe and to look after them, but we end up wrapping them in cotton wool when in fact they should be able to fall over."

Letting children test themselves on a scooter during playtime could make them more aware of the dangers when getting behind the wheel of a car in high school, he said.

"When you look at our playground it looks chaotic. From an adult's perspective, it looks like kids might get hurt, but they don't."

Swanson School signed up to the study by AUT and Otago University just over two years ago, with the aim of encouraging active play.

However, the school took the experiment a step further by abandoning the rules completely, much to the horror of some teachers at the time, he said.

When the university study wrapped up at the end of last year the school and researchers were amazed by the results.

Mudslides, skateboarding, bulrush [a tag-based game] and tree climbing kept the children so occupied the school no longer needed a timeout area or as many teachers on patrol.

Instead of a playground, children used their imagination to play in a "loose parts pit" which contained junk such as wood, tires and an old fire hose.

"The kids were motivated, busy and engaged. In my experience, the time children get into trouble is when they are not busy, motivated and engaged. It's during that time they bully other kids, graffiti or wreck things around the school."

Parents were happy too because their children were happy, he said.

But this wasn't a playtime revolution, it was just a return to the days before health and safety policies came to rule.

AUT professor of public health Grant Schofield, who worked on the research project, said there are too many rules in modern playgrounds.

"The great paradox of cotton-wooling [raising kids in an over-protected state] children is it's more dangerous in the long-run."

Society's obsession with protecting children ignores the benefits of risk-taking, he said.

Children develop the frontal lobe of their brain when taking risks, meaning they work out consequences.

"You can't teach them that. They have to learn risk on their own terms. It doesn't develop by watching TV, they have to get out there."

The research project morphed into something bigger when plans to upgrade playgrounds were stopped due to over-zealous safety regulations and costly play equipment.

"There was so many ridiculous health and safety regulations and the kids thought the static structures of playgrounds were boring."

When researchers—inspired by their own risk-taking childhoods— decided to give children the freedom to create their own play, principals shook their heads but eventually four Dunedin schools and four West Auckland schools agreed to take on the challenge, including Swanson Primary School.

It was expected the children would be more active, but researchers were amazed by all the behavioral pay-offs. The final results of the study will be collated this year.

Schofield urged other schools to embrace risk-taking. "It's a no brainer. As far as implementation, it's a zero-cost game in most cases. All you are doing is abandoning rules," he said.

Reprinted from TVNZ. <http://tvnz.co.nz/national-news/school-ditches-rules-and-loses-bullies-5807957>

Sample Chart A

Teacher Prompts	Students' Ideas
<p><i>Sample:</i> What did you notice about the community?</p>	<p><i>Sample:</i></p> <ul style="list-style-type: none"> · It was a bunch of kids playing outside. · Some were really messy, but everyone was having fun.
<p><i>Sample:</i> Did anything positive happen with NO rules?</p>	<p><i>Sample:</i></p> <ul style="list-style-type: none"> · Kids were getting along and playing together. · Kids learned to take care of themselves and take risks.
<p><i>Sample:</i> Did anything negative happen with NO rules?</p>	<p><i>Sample:</i></p> <ul style="list-style-type: none"> · Kids could get hurt. · Kids got dirty and might ruin their clothes.

Why Do We Need Rules?

It may seem like there are a lot of rules, but rules are important. There are rules everywhere. There are rules at home. There are rules at school. There are rules at the park.

Why do we need rules? Rules keep us safe. Without rules, children could run in the halls. That would not be safe. Someone might get hurt.

Rules keep things fair. Without rules, a friend might not get a turn in a game. That would not be fair. Without rules, the world would not be safe or fair.

Reprinted from Readworks.org.

Sample Chart B

Teacher Prompts	Students' Ideas
<p><i>Sample:</i> What did you notice about this article?</p>	<p><i>Sample:</i></p> <ul style="list-style-type: none"> · Rules are everywhere · Some rules help us be safe · Other rules keep games fair

A Two-Sided Argument about Rules

Having No Rules Is <i>No</i> Problem	Having No Rules Is a <i>Big</i> Problem

Summative Performance Task

At this point in the inquiry, students have discussed the meaning of a value, identified their own values, discussed common values in their classroom, crafted classroom rules, and investigated what can happen in the absence of rules and the presence of new opportunities. In making their arguments about the necessity of rules, students draw upon the knowledge and skills they have amassed throughout this inquiry.

Before the Summative Performance Task, it may be helpful for students to review the sources provided and the charts/graphic organizers created during the inquiry. Doing so should help them articulate their arguments, develop their claims, and highlight the appropriate reasons or evidence to support their answers. Having students rehearse their answers, claims, and supporting reasons orally with a partner may be helpful to complete the task.

As the Summative Performance Task, students will complete a web-like graphic organizer where they write their argument stem in the middle box and their supporting reason/evidence in the outlying boxes.

Students' responses will likely vary, but could include any of the following argument stems:

- We need rules because they protect our shared values, such as responsibility and fairness
- We have to have rules because they are the values our community agrees are important.
- Rules are important because without rules people might hurt or damage the community.
- We *don't* need rules that tell everyone to do the same thing.
- *Sometimes* rules can stop us from learning and exploring.

Scoring Criteria for Summative Performance Task

- Student argument stem will be supported with at least four specific reasons.

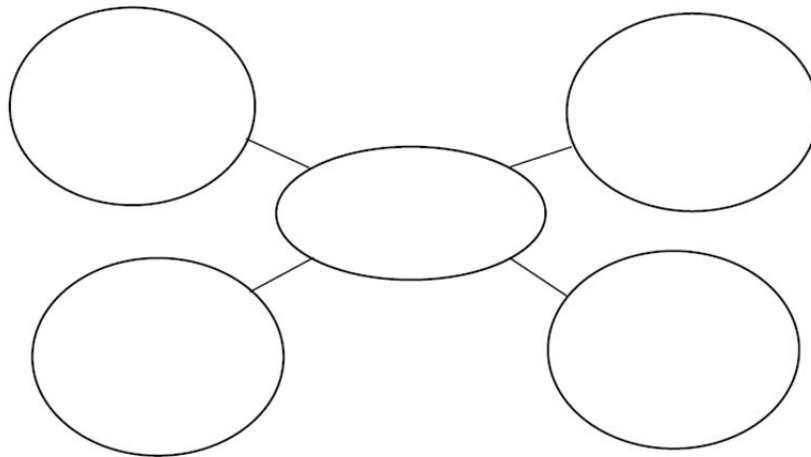
It is possible to find support for any of these argument statements in the sources provided and through students' work within the sources.

After students complete their graphic organizers on their own, teachers should encourage them to share them with a partner who has a different argument so they can compare their reasoning and revise their arguments and/or evidence if so desired.

Argument Sentence Starters For or Against Rules

For Rules	Against Rules
<ul style="list-style-type: none"> • We need rules because... • We have to have rules because... • Rules are important because.... 	<ul style="list-style-type: none"> • We don't need rules because... • Sometimes rules can stop us because...

Name: _____



Extension:

In this task, students address the compelling question in the form of a letter to a kindergarten student who is asking about the necessity of rules. Offering an imagined but realistic opportunity to convey their new understandings to younger students should prove motivating for second-grade students and illuminating for their teachers.

2nd Grade Unit 2: Geography, Humans and Environment Inquiry

What is the Purpose of Waterford's Town Government?



Google image 2017

Supporting Questions

1. Who are the leaders/groups that govern our community?
2. How do the people in our town government help us?
3. How do citizens participate in town government?

Compelling Question	How does our town government work together and with citizens?		
Standards	<p>CIV 2.1 Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority.</p> <p>CIV 2.2 Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>CIV 2.4 Compare their own point of view with others’ perspectives.</p> <p>CIV 2.7 Describe how people have tried to improve their communities over time.</p>		
Staging the Question	<p>This inquiry opens with the compelling question “What is the purpose of Waterford’s town government?” It explores the relationship between roles and functions of Waterford’s town government. Teachers might begin by asking students “What a town government is?” In doing so, students should develop an understanding of the concept of leadership and the roles of these leaders. Students can work in groups to brainstorm what they know about town government, listing or drawing.</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Who are the leaders/groups that govern our community?	How do the people in our town government help us?	How do citizens participate in town government?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Identify the people in our Town Government	Write a thank you letter to a government official thanking them for what they do to help us.	Make a “Citizenship Pledge” explaining two ways how citizens can fulfill responsibility and how it helps the community.	
Featured Sources	Featured Sources	Featured Sources	
Source A: Video; BrainPOP Jr. “Local Government”	<p>Source A: Description of Responsibilities of Waterford Government</p> <p>Source B: Game; I have, Who Has</p> <p>Source C: Letter template</p>	Source A: Website; “What Does it Mean to be a Responsible Community Member”	
Summative Performance Task	Students will answer to compelling question, “How does our town government work together and with citizens?” through case study/role playing.		
Taking Informed Action	<p>UNDERSTAND: The class will discuss community service opportunities. They will discuss what they can do as a class to benefit our community. The class will choose three ideas and vote to pick one.</p> <p>ACT: The class will plan and execute the community work. They may involve the school in their project by advertising and promoting their community service.</p> <p>ASSESS: The students will evaluate their project using the following rubric.</p> <p>Excellent: All students contributed good ideas and carried out classroom directions. The students met deadlines, worked cooperatively, helped others, and readily suggested ideas. They were kind to others, enjoyed the community work, and showed enthusiasm about promoting and carrying out community service.</p> <p>Good: Students contributed ideas and carried out most classroom directions. They sought information about participation in community service and government. The students shared this information with others.</p>		

	<p>Fair: Students contributed ideas but ideas may not have been original. They carried out most directions, but needed continual help and supervision.</p> <p>Poor: Did not contribute ideas and did not carry out classroom directions. Students sought information about participation in community service with constant supervision and urging. Students did not complete all required work.</p> <p>Some ideas include but are not limited to...</p> <ul style="list-style-type: none"> ● Make no-sew fleece blankets for the homeless shelter ● Donate to the local soup kitchen ● Recycle program ● Collect supplies for Waterford Youth Service Bureau ● Raise money for local cause ● Book drive for local dentist/doctor offices ● Donate supplies to animal shelter (towels, pet toys, food, etc.)
Resources	<p><u>On the Town: A Community Adventure</u> by Jan Brett</p> <p><u>What Does a Mayor Do</u> by David J. Jakubiak</p> <p><u>We the Kids: The Preamble to the Constitution of the United States</u> by David Catrow</p> <p><u>My Grandma’s the Mayor</u> by Marjorie White Pellegrino</p> <p><u>What’s a Mayor (First Guide to the Government)</u> by Nancy Harris</p>

Inquiry Description

Through the compelling question “What is the purpose of Waterford’s town government?” this inquiry investigates the various roles and functions of the people who work in Waterford’s town government. Students will understand how our town government impacts our daily lives. Through given scenarios, students will learn that people work together to solve problems.

Structure of the Inquiry

In addressing the compelling question “How does our town government work together and with citizens?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

This inquiry opens with the compelling question “What is the purpose of Waterford’s town government?” It explores the relationship between roles and functions of Waterford’s town government. Teachers might begin by asking students “What a town government is?” In doing so, students should develop an understanding of the concept of leadership and the roles of these leaders. Students can work in groups to brainstorm what they know about town government, listing or drawing.

Supporting Question 1

Who are the leaders/groups that govern our community?

Supporting question 1 suggests that Waterford’s town government has leaders and those leaders have roles and responsibilities. Students begin to build their understanding of the leaders and groups that govern our community.

Formative Performance Task 1

Formative Performance Task 1 asks students to identify the government officials.

Supporting Question 1	
Featured Source	<p>Source A: Website; BrainPOP Jr. -video on local and state government.</p> <p>https://jr.brainpop.com/socialstudies/government/localandstategovernment/s/</p>

Supporting Question 2

How does our town government help us?

Supporting question 2 puts forth the understanding that our town government solves problems, keeps order, and keeps us safe. Students will watch and listen to videos of our government officials talking about what they do in our community while taking notes to learn how these people help us.

Formative Performance Task 2

Formative Performance Task 2 asks students to write a thank you letter to our government officials. Their letter will be thanking them for what they do to help us. Letters will be delivered through inter-office school mail.

Supporting Question 2	
Featured Sources	<p>Source A: Description of Responsibilities of Waterford Government</p> <p>Source B: Game; “I have, Who Has”</p> <p>Source C: Letter template</p>

Government Official	Role and Responsibility
First Selectman	The first selectman is the town’s chief executive. He superintends the affairs of the town, directs the administration of all departments and officers, is responsible for the faithful execution of all laws and ordinances, and is responsible for the operation and maintenance of town property.
Town Clerk	The town clerk is responsible for maintaining the official records of the Town of Waterford. In addition, the town clerk issues, licenses, administers official oaths and certifications, and supervises the staff of the town clerk’s office. The town clerk is a paid, elected official whose term is four years.
Tax Collector	The tax collector and the tax office staff are responsible for the timely and accurate processing of all funds received in payment of municipal taxes levied on real estate, motor vehicles, and personal property. The tax collector is a full time, paid, elected official whose term is four years.

Government Official	Role and Responsibility
Public Works	This department supervises and controls the maintenance of all town-owned structures except the school's, library, water and sewer lines, and parks which are under the jurisdiction of their own agencies. Public works plans, surveys, constructs and reconstructs, cleans and otherwise maintains town highways, sidewalks, curbs and drains. It collects garbage and plows snow in winter. This department cares for the infrastructure of our community, making sure it is clean, safe, sanitary and pleasing to the eye.
Public Library	The Waterford Public Library is a resource for the town. It has a collection of over 100,000 items including books, magazines, newspapers, videos, audiobooks and music CD's for adults, children and teenagers. The library also offers a wide variety of entertainment, informational and cultural programs for all ages. Waterford residents and taxpayers may register for a card at the library free of charge.
Waterford Youth Services	This agency is responsible for the planning, coordination, evaluation, and implementation of programs for the youth in the town. They partner with parents and the community to provide youth with information and activities that promote their healthy social, emotional, and physical development by means of programming, recreational activities, family events, education, advocacy, counseling, and support for families.
Board of Police Commissioners	The goal of the police department, under the direction of the board of police commissioners, is to create a safe and orderly environment within the community by enforcing the law in a fair manner, and by protecting the constitutional rights of all our citizens. Saving lives, aiding the injured, locating lost persons, keeping the peace and providing for other citizens' needs are basic elements of the service-oriented police department.
Board of Fire Commissioners	Fire protection and emergency medical services for the entire town are the responsibility of the board of fire commissioners which is comprised of one citizen from each of the five fire districts, Jordan, Quaker Hill, Goshen, Oswegatchie, and Cohanzie. With the exception of a small number of paid firefighters, Waterford's fire personnel are volunteers. Each company elects one of its volunteers to be fire chief. The chief is in charge of that company's operations and supervises its members. The fire marshal and his staff review construction plans in the town and make routine fire safety inspections of businesses and other public occupancies, and conduct investigations of fires.

Government Official	Role and Responsibility
Board of Education	<p>The Connecticut constitution requires that there be free public elementary and secondary schools in the state and the legislature has delegated the responsibility to local boards of education. The board of education has the right to employ staff and build and maintain school buildings. Waterford’s board of education sees its most important functions as:</p> <ol style="list-style-type: none"> 1. Securing competent educational leadership and providing a program of quality instruction within available resources 2. Developing educational policies and providing for management and direction of the school system 3. Judiciously administering town funds for education 4. Providing communication between the school system and the community served by the schools.

I have the First Selectman.

Who has the department that makes sure our town is clean, safe, and sanitary?

I have the Public Works Department.

Who has the government official that is responsible for maintaining the official records?

I have the Town Clerk.

Who has the department that is responsible for creating a safe environment by enforcing the law?

I have the Board of Police Commissioners.

Who has the card that holds over 100,000 items for us to borrow and enjoy?

I have the Public Library.

Who has the department that is in charge of fighting fires and making fire safety inspections?

I have the Board of Fire Commissioners.

Who has the agency that is responsible for planning and implementing programs for the youth in the town?

Supporting Question 3

How do citizens participate in town government?

Students will define the term "citizenship" and be encouraged to become a productive citizen by participating in community service. Students will identify characteristics of a good citizen and learn to appreciate how community service can benefit their town. <http://pbskids.org/democracy/parents-and-teachers/vote/citizenship-city/>

Using a "first day of school" scenario, students are introduced to what a community is, how communities work together to improve, and how to be a responsible community member. It concludes with students being asked to create an action plan to make their school community a better place.

Formative Performance Task 3

Students will create a bulletin board entitled "Citizenship City." Each student will be given a pattern of a small house. Students will decorate their houses and put their names on them. At the bottom of their houses, they will write their own "Citizenship Pledge" explaining two ways that citizens can fulfill community responsibility. They will explain how these examples help our local community.

Examples may include:

- cleaning up neighborhood playground
- recycling
- donating goods to the local homeless shelter/ animal shelter
- supporting programs through the Waterford Youth Service Bureau

Supporting Question 3

Featured Source	Source A: Lesson; "What Does it Mean to Be a Responsible Community Member?" http://www.lessonsonlocalgovernment.org/elementary-school-lessons/lessons/download-asset/id/194/recid/23
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Summative Performance Task

Students will be able to answer the compelling question, "How does our town government work together and with citizens?" through this simulation. Students will be assuming the role of town government officials and citizens of the community to discuss a town issue that may arise. A few optional scenarios are listed above.

Issue Simulation: Students as Leaders and Community Members**What equipment is right for the playground or park?**

Ask students to assume the role of leader and concerned community members for this issue. You add the real world answers as students try to make a decision.

Scenario: A park is being updated on a limited budget. Funds are available for only one of these updates. Which should the government pick? Who would support each idea? Who would be opposed? How should it be decided?

1. A jungle gym for kids aged 2-6
2. A skate park for middle school and high school aged kids
3. Soccer and baseball fields for grades k-6
4. Safety features like lights and fences, so all people can use the park after dark
5. A new family picnic shelter with grills and bathrooms

Some “groups” that students can role play in addition to leader: Homeowners Near the Park, Nearby Elementary School Students, Senior Citizens, Local Youth Sports Association, Middle and High School Student Council Members

Ask students to identify which groups would support which choice. Ask them to role play the group and prepare a 1-2 minute speech to you about why that choice is best. After listening to all groups’ speeches, have the class vote. Ask the class if they are happy with the result. Then discuss how you would have made the choice and how you would explain it to the public.

2nd Grade Unit 3: Urban, Suburban, and Rural Inquiry

How Would Our Lives Be Different If We Lived in a Different Kind of Community?



Google image 2017

Supporting Questions

1. What makes a community urban, suburban, or rural?
2. How are communities different and alike?
3. What are the advantages and disadvantages of living in urban, suburban, or rural communities?

Compelling Question	How Would Our Lives Be Different If We Lived in a Different Kind of Community?		
Standards	<p>ECO 2.3 Describe the goods and services that people in the local community produce and those that are produced.</p> <p>GEO 2.1 Construct geographic representations of familiar places</p> <p>GEO 2.2 Use geographic representations to describe places and interactions that shape them.</p> <p>GEO 2.3 Use geographic representations to identify cultural and environmental characteristics of a place.</p> <p>GEO 2.4 Explain how the environment affects people’s lives.</p> <p>GEO 2.5 Explain how humans affect the culture and environment of places/region.</p> <p>GEO 2.6 Identify cultural and environmental characteristics of a place/region.</p>		
Staging the Question	In staging the compelling question “How would our lives be different if we lived in a different kind of community?” teachers should ask pairs of students to brainstorm lists of the ways in which their lives might be different if they lived in a different place. To give context to the activity, teachers should select a single location as the basis for the brainstorm, perhaps one that students have read or talked about in a previous lesson.		
Supporting Question 1		Supporting Question 2	Supporting Question 3
What are the characteristics of an urban, suburban, or rural community?		How are communities different and alike?	What are the advantages and disadvantages of living in urban, suburban, or rural communities?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Create a PowerPoint with images of rural, urban, and suburban communities. Using their knowledge of communities, students will identify the images through the PowerPoint slideshow.		Create a collage (Venn diagram like) to show the similarities and differences between their community and the one chosen.	<p>Create a class T-chart listing the advantages and disadvantages of each type of community.</p> <p>Groups can then be reassembled in jigsaw fashion for students to share their findings.</p>
Featured Sources		Featured Sources	Featured Sources
<p>Source A: Website; BrainPOP Jr. Video</p> <p>Source B: Slideshow; Community Types for Kids</p> <p>Source B: Map; Connecticut State Population</p> <p>Source C: Image bank; Urban, suburban, and rural communities</p> <p>Source D: Graphic Organizer; Urban, Rural and Suburban Communities</p>		<p>Source A: Image Bank; Teacher gathered images of the students’ community and other communities</p> <p>Source B: Website; Eduplace “Types of Communities”</p>	<p>Source A: Image Bank; Daily life in urban, suburban, and rural communities</p>
Summative Performance Task	<p>ARGUMENT How would our lives be different if we lived in a different kind of community? Construct an argument that addresses the question of how people’s lives are affected by where they live.</p>		
Taking Informed Action	<p>ACT Select a different kind of location in Connecticut and create a pen pal experience (see, for example, https://penpalschools.com/) whereby students can compare and contrast aspects of their communities.</p>		

Resources	<p><u>Look Where We Live! (A first book of community building)</u> by Scot Ritchie</p> <p><u>Town Mouse, Country Mouse</u> by Jan Brett</p> <p><u>Country Kid, City Kid</u> by Julie Cummins</p> <p><u>City (Neighborhood Walk)</u> by Peggy Pancella</p> <p><u>Suburb (Neighborhood Walk)</u> by Peggy Pancella</p> <p><u>Living in Rural Communities</u> by Kristin Sterling</p> <p><u>Living in Urban Communities</u> by Kristin Sterling</p> <p><u>Living in Suburban Communities</u> by Kristin Sterling</p> <p><u>Living in a Fishing Community</u> by Helene Boudreau</p> <p><u>I Live in Brooklyn</u> by Mari Takbayashi</p> <p><u>Make Way for Ducklings</u> by Robert McCloskey</p> <p><u>Alphabet City</u> by Stephen T. Johnson</p> <p><u>Who’s Who In An Urban Community</u> by Marie Miller</p> <p><u>Who’s Who In A Suburban Community</u> by Marie Miller</p> <p><u>Who’s Who In A Rural Community</u> by Marie Miller</p>
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Inquiry Description

This inquiry leads students through an investigation of their communities as a way to deepen their understandings of the importance of place in general and the similarities and differences between different kinds of communities in particular. By investigating the compelling question “How would our lives be different if we lived in a different kind of community?” students learn that locations offer a range of experiences for the people who live there and that there are advantages and disadvantages of living in each kind of community. The distinctions among urban, suburban, and rural communities, however, are not hard and fast: Although population density, buildings, and green space typically vary across these kinds of communities, it is better to look at a collection of characteristics rather than a single factor when determining how a location might be characterized.

Structure of the Inquiry

In addressing the compelling question “How would our lives be different if we lived in a different kind of community?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

In staging the compelling question “How would our lives be different if we lived in a different kind of community?” teachers should ask pairs of students to brainstorm lists of the ways in which their lives might be different if they lived in a different place. To give context to the activity, teachers should select a single location as the basis for the brainstorm, perhaps one that students have read or talked about in a previous lesson.

Supporting Question 1

For the first supporting question—“What makes a community urban, suburban, or rural?”—students begin building their understandings of community by examining the location and characteristics of each type of community in order to make generalizations about the relationships between people and their environments. After watching a BrainPOP video, students will work with a partner to complete the graphic organizer shown below (source D).

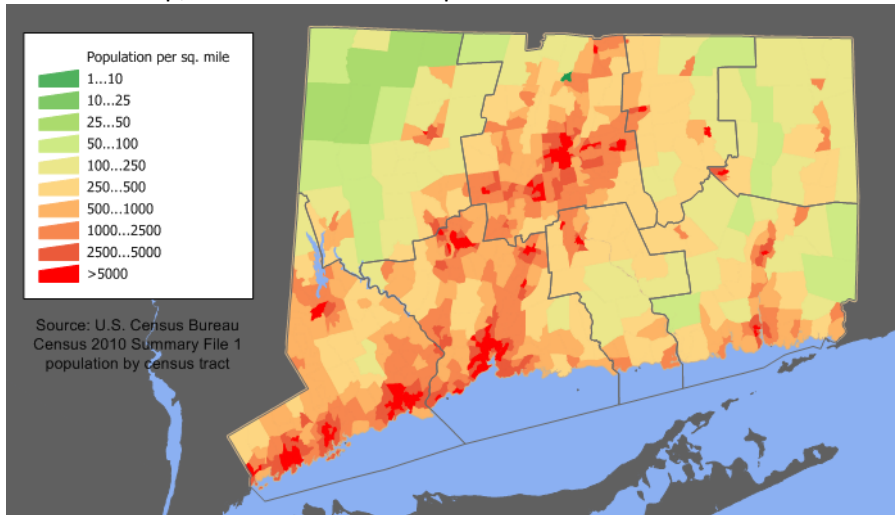
Formative Performance Task 1

The formative performance task for this supporting question asks students to create a PowerPoint of urban, rural, and suburban pictures. They will include a variety of images from each type of community as we are building characteristics of the three types of communities. The students will then be asked to identify each type of community based on characteristics. As an extension, the students may be given a random PowerPoint slideshow (not the one they have created). This will assess students’ understanding of the three different communities. Students will self-assess their ability to identify characteristics.

Supporting Question 1 Sources

Featured Sources	<p>Source A: Website; BrainPOP Jr.- video of different types of communities. https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/preview.weml</p> <p>Source B: Slideshow; Community Types for Kids- slideshow describing differences and commonalities of different communities. http://www.slideshare.net/antarcticaroma/community-types-for-kids-2nd-grade</p> <p>Source C: Map; Connecticut State Population</p> <p>Source D: Image bank; Urban, suburban, and rural communities</p> <p>Source E: Graphic Organizer; Urban, Rural and Suburban Communities</p>
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Source C: Map; Connecticut State Population



Source D: Image bank; Urban, suburban, and rural communities



Urban landscape



Urban park



Suburban park



Suburban housing



Rural landscape



Rural park



Rural housing

Source E: Graphic Organizer

It can then be used as a tool when students are looking at surrounding towns and categorizing them in Formative Performance Task 2.

Name _____

Date _____



Urban, Rural and Suburban Communities



Directions: Draw a picture of each community then describe what they look like at the bottom of the drawing.

Urban Community	Rural Community	Suburban Community

Urban Communities have:

Rural Communities have:

Suburban Communities have:

Supporting Question 2

The second supporting question—“How are communities different and alike?”—helps students expand their understandings of the similarities and differences across urban, suburban, and rural locations.

Formative Performance Task 2

After reviewing the teacher-gathered images of the local community, Waterford, New London, and Lyme (Featured Source A), students will categorize the images as either rural, urban and suburban. Students will then create a collage (Venn diagram like) to show the similarities and differences between their community and the one chosen, students will be able to categorize

Supporting Question 2 Sources

<p>Featured Sources</p>	<p>Source A: Image Bank; Teacher-gathered images of the students’ community and other communities (Waterford, New London, Lyme).</p> <p>Source B: Website; Eduplace Types of Communities- an interactive map for students to explore and compare different types of communities. http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/#top</p>
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Rural Community





Rural School

Suburban Community





Urban Community



Supporting Question 3

In answering the third supporting question—“What are the advantages and disadvantages of living in each community?”—students draw on the class chart created in the first formative performance task to predict what a day would be like for someone living in an urban, suburban, or rural community and what benefits and challenges might ensue.

Formative Performance Task 3

In this case, the formative performance task asks students, in small groups assigned to one of the three types of communities, to complete a T-chart listing the associated advantages and disadvantages. Groups can then be reassembled in jigsaw fashion for students to share their findings. The featured source is an image bank of various activities (e.g., parades), community features (e.g., bike paths), and working situations (e.g., window washer and farmer). Most of the images should offer relatively little debate about the location represented, but some of the working images may, and teachers should encourage students to think about how some professions may be needed in all types of communities, whether urban, suburban, or rural.

Supporting Question 3	
Featured Source	Source A: Image Bank; Daily life in urban, suburban, and rural communities

Images 1-3: Bike paths in urban, suburban, and rural communities



Image 4: Urban bike path. © istock / © william87.



Image 5: Suburban bike path. © istock / © Skabarcacat.



Image 6: Rural bike path. © istock / © PongsakornJun.

Images 7-12: Workers in urban, suburban, and rural communities



Image 7: Urban window washers. © istock / © Zibedik.



Image 8: Urban street vendor. © istock / © elissa1000.



Image 10: Suburban snowplow driver. © istock / © kevinmwalsh.



Image 11: Suburban crossing guard. © istock / © Steve Debenport.



Image 12: Rural farmer. © istock / © zorandimzr.

Summative Performance Task

At this point in their inquiry, students have developed understandings about different types of communities and the similarities and differences among them. This work enables students to consider place and human interaction with the environment, to compare and contrast community characteristics, and to explore the advantages and disadvantages of living in various types of communities. Students are expected to demonstrate the breadth of their understandings and their abilities to use evidence from **multiple sources** to support their ideas. In this task, students construct an evidence-based response responding to the prompt “How would our lives be different if we lived in a different kind of community?”

Students will demonstrate their understanding by choosing a community, different from theirs, to explain how the life in their community is different than the life in another.

Assignment Adaptation: Some students may need set topics to write about i.e. with regard to transportation, stores, restaurants, leisurely activities, etc.

Students’ responses will vary, but could include any of the following:

- Our lives would be different because in our rural town we can get our vegetables right from the farmer near our school, but if we lived in a city, we would probably have to take a field trip to visit a real farmer.
- Our lives would be different because in our suburb we have a huge playground and area outside for playing football, but in a city, our school might not have a playground at all, so we’d have to go to a park to play football.
- Our lives would be different because in our city we can walk to the museum for a field trip, but in a small town we might not be able to go on as many field trips because it would cost too much money to pay for buses.
- Our lives would be different because in our rural area we have lots of space to grow things and hike nearby, but if we lived in a city, we would probably live in a tall building and would have to go to a park to play outside.

Scoring Criteria for Summative Performance Task:

- Students will include the following information:
 - How are the communities different?
 - What does their community look like versus chosen community?

2nd Grade Unit 4: Community History Inquiry


How Has Family Life Changed Over Time?



Google image 2017

Supporting Questions

1. What can you learn about the past through a family member?
2. What artifacts could someone use to tell about the past?
3. How was family life in the past different than life today?

Compelling Question	How Has Family Life Changed Over Time?		
Standards	HIST 2.2 Compare life in the past to life today. HIST 2.4 Explain perspectives of people in the past to those of people in the present. HIS 2.6 Identify different kinds of historical sources. HIST 2.7 Explain how historical sources can be used to study the past.		
Staging the Question	To begin this inquiry, teachers might simply ask students to turn to a partner and “tell a story.” After all the students have shared their stories, teachers can create a list of the kinds of stories on a whiteboard or chart paper. Teachers can then ask students why families are central to so many stories and record these answers.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
What can you learn about the past through a family member?	What artifacts could someone use to tell about the past?	How was family life in the past different than life today?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Interview a family member and draw a picture to show what you learned.	Brainstorm a class list of artifacts that would help tell a story about a family.	List ways that families have changed over time. Complete Then and Now organizer.	
Featured Sources	Featured Sources	Featured Sources	
Source A: Teacher-told family story Source B: Website; StoryCorps “A Lot of the Older Guys Didn’t Think I Should Be There” Source C: Interview Questions	Source A: Chart; Family tree Source B: Image bank; Family artifacts	Source A: Teacher-presented artifact Source B: Image bank; Photos featuring then-and-now comparisons Source C: Website; Library of Congress “Children’s Lives at the Turn of the Twentieth Century”	
Summative Performance Task	Create a group project, using PowerPoint Museum Template, to show how family life has changed over time. Students will use information collected throughout the unit to put together a slideshow presentation depicting the various ways that their families have changed. i.e.; transportation, school, toys, books		
	**Find the museum template in the Grade 2 Units Folder		
Resources	<u>Children of Long Ago</u> by Lessie Jones Little <u>If You Lived 100 Years Ago</u> by Ann McGovern <u>School Then and Now</u> by Robin Nelson <u>Transportation Then and Now</u> by Robin Nelson <u>Toys and Games Then and Now</u> by Robin Nelson <u>Home Then and Now</u> by Robin Nelson <u>Communication Then and Now</u> by Robin Nelson		

Inquiry Description

This inquiry leads students through an investigation of their families as a way to begin understanding the concepts of past and present. By answering the compelling question “What do family stories tell us about the past?” students learn about change over time. Through the use of family artifacts (e.g., photographs, marriage licenses, family trees, keepsakes), students learn that such items can reveal information about how life in the past differs from life in the present and how their families have changed over time.

Structure of the Inquiry

In addressing the compelling question “What do family stories tell us about the past?” students work through a series of supporting questions, performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

To begin this inquiry, teachers might simply ask students to turn to a partner and “tell a story.” After all the students have shared their stories, teachers can create a list of the kinds of stories on a whiteboard or chart paper. The stories are likely to be of several types (e.g., fantasy characters, sports stars, television scenes, animals), but many may be about family members and/or activities. Teachers can then ask students why families are central to so many stories and record these answers.

Supporting Question 1

The first supporting question “What can you learn about the past through a family member?” helps students understand that families have stories and that students can learn about themselves and others through those stories. The teacher-told story and the two StoryCorps featured sources offer students opportunities to hear how different people have chosen to tell a family story. Students should understand that every family has a story and any person can tell it.

Formative Performance Task 1

This formative performance task asks students to interview a relative about their life in the past. The students will use what they have learned and draw a picture to represent their family’s story.

Supporting Question 1 Sources

<p>Featured Source</p>	<p>Source A: Teacher-told family story- Teachers bring photographs and/or videos illustrating family members to use in telling a story about their families.</p> <p>Source B: Website; StoryCorps- “A Lot of the Older Guys Didn’t Think I Should Be There”- a voice recording of Barbara Moore, the first woman to join her bricklayers union. Comparing how women were not seen as part of the physical labor workforce in the 1970’s. http://storycorps.org/listen/barbara-moore-and-olivia-fite/</p>
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Supporting Question 2

For the second supporting question “What artifacts could someone use to tell about the past?”— students spend time thinking about how family artifacts, such as family trees, scrapbooks, and photographs, can be used to tell about the past.

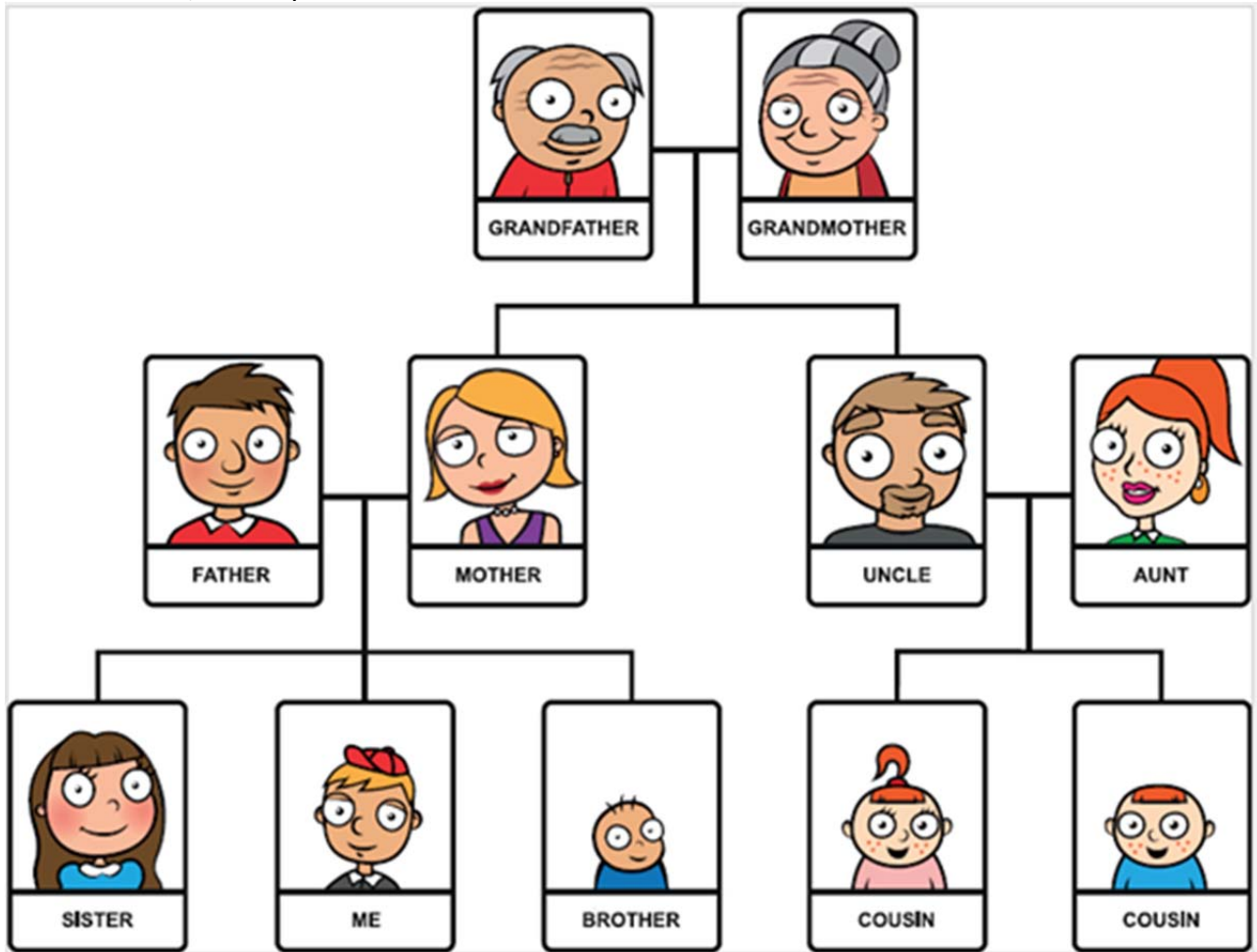
Formative Performance Task 2

After reviewing and discussing the featured sources (a sample family tree and images of families and family artifacts), the formative performance task asks students to brainstorm other kinds of artifacts that might be used to tell about the past.

Supporting Question 2 Sources

Featured Source	<p>Source A: Chart; A Family Tree</p> <p>Source B: Image bank; Family artifacts</p>
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Source A: Chart; A Family Tree



Source B: Image bank; Family artifacts



Image 1: Family scrapbook. © istock/ © Imagesbybarbara.



Image 2: Grandfather and grandson fishing. © istock /© IPGGutenbergUKLtd.



Image 3: Family recipe box. © istock/© kman59.

Supporting Question 3

By answering the third supporting question—“How was family life in the past different than life today?”—students build on their understanding of the past and present in general and how families can change in particular. Thus, they assess the means by which changes can occur. After discussing the teacher-presented artifact, images of old and new televisions, and images of John F. Kennedy as a child and as an adult, students complete the formative performance task.

Formative Performance Task 3

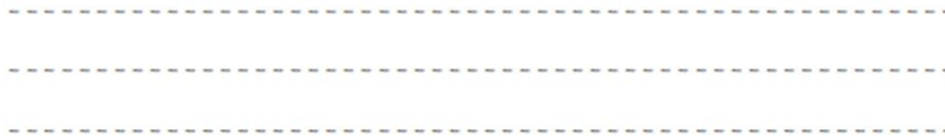
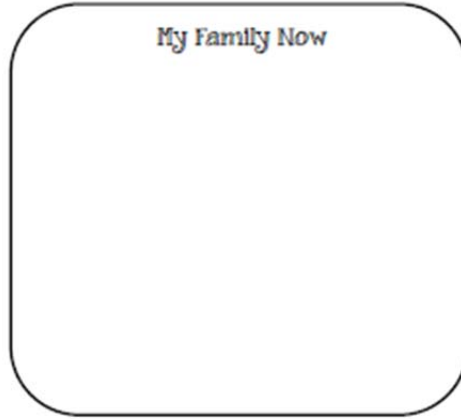
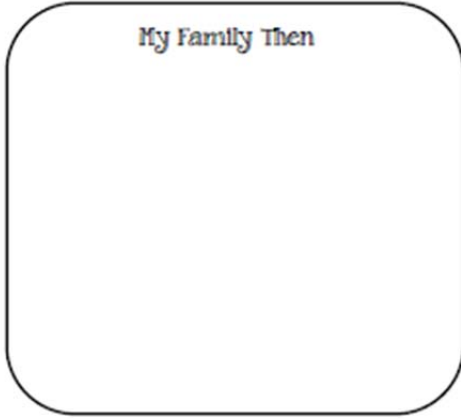
This formative performance task consists of having students make individual lists of three changes that have occurred in their families over time, then creating a “then-and-now” drawing representing one of the changes.

Name _____

Date _____

My Family: Then & Now

Directions: Draw a picture showing a change that has happened in your family.



Supporting Question 3 Sources	
Featured Source	<p>Source A: Teacher-presented artifacts; Teachers present artifacts to students that represent family stories.</p> <p>Source B: Image bank; Photos featuring the- and-now comparisons</p> <p>Source C: Website; Library of Congress “Children’s Lives at the Turn of the Twentieth Century”- historical context, teaching suggestions, links to online resources, and primary resources for instruction. http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/</p>

Source B: Image bank; Photos featuring the- and-now comparisons



Image 1: Television from 1955. © istock/© Geckly.



Image 2: Television from 2010. © Shutterstock.com/© Maksym Bondarchuk.



Image 3: Future president John F. Kennedy's family in 1931. John F. Kennedy is the young boy on the right side of the picture. © Alamy/© Everett Collection Inc.



Image 4: John F. Kennedy, Jacqueline Kennedy, and their two children, John Jr. and Caroline, in 1962. © Alamy/© PF-(usna).

Summative Performance Task

Create a group project, using PowerPoint Museum Template, to show how family life has changed over time. Students will use information collected throughout the unit to put together a slideshow presentation depicting how family life has changed over time.

At this point in the inquiry, students have gathered primary- and secondary-source evidence to show change over time. This work enables students to begin developing an understanding of how the past and present interact and how family stories represent one way of understanding that interaction.

Through the use of PowerPoint, students will create a 4 room museum. One room will be representative of where their family came from, (i.e.: Italy, Ireland, one room will be representative of their parent's artifacts, one room will be representative of their grandparent's artifacts, and the last room will be of the students.

Students have the opportunity to Take Informed Action throughout the inquiry by drawing on their understandings of how families change over time. Students write individual stories after talking with older family members. Teachers may then bind those stories together into a book titled *Our Family Stories*, which can be shared with other second-grade classes.

Scoring Criteria for Summative Performance Task:

- Images and artifacts used in the virtual museum clearly represent the changes from past to present.
- Descriptions of images/artifacts include the appropriate time period and family member associated with that image/artifact

2nd Grade Unit 5: Civic Ideals and Practices Inquiry

What Does it Mean to Make a Difference in Society?



Google image 2017

Supporting Questions

1. How do different sources of information tell us about individuals and groups who made a difference in society?
2. What are the characteristics (personality traits/actions) of famous/important people who have made a difference?
3. What is the purpose of monuments?

Compelling Question	What does it mean to make a difference in society?		
Standards	HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change. HIST 2.5 Compare different accounts of the same historical event. HIS 2.10 Generate possible reasons for an event or development in the past. HIS 2.11 Select which reasons might be more likely than others to explain a historical event or development. CIV 2.7 Describe how people have tried to improve their communities over time.		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How do different sources of information tell us about individuals and groups who made a difference in society? Historian, newspaper article, magazine article, internet source, videos, songs, books, etc.	What are the characteristics (personality traits/actions) of famous/important people who have made a difference? Discussions might include: People who persevere, honest, fair, kind, having responsibility, adaptability, patience, courage to do what’s right when others don’t agree, optimistic,	What is the purpose of monuments? A monument is a celebration and way to remember a person or the actions of a person. Identify monuments and memorials that honor individuals and groups who have made a difference in society and examine how monuments and memorials tell a story.	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Students will work with a partner to find two different sources about the same person to present to the class. They will be able to explain how both sources tell us about the topic. I.e. MLK- “I Have a Dream” speech and book, “Martin’s Big Words” Suggested people to study: <ul style="list-style-type: none"> ● MLK ● Rosa Parks ● Abe Lincoln ● Albert Einstein ● Jackie Robinson ● Virginia Apgar 	Students will brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference. After making an individual list, students will compare to make a class list of characteristics. Suggested people to study: <ul style="list-style-type: none"> ● MLK ● Rosa Parks ● Abe Lincoln ● Albert Einstein ● Jackie Robinson ● Virginia Apgar 	Students will create a list of monuments and their significance. Suggested Memorials: <ul style="list-style-type: none"> ● Lincoln Memorial ● MLK Memorial ● Jackie Robinson Memorial ● Albert Einstein Memorial ● Memorial to Rosa Parks, Mother of the Civil Rights Movement, Grand Rapids, MI 	
Featured Sources	Featured Sources	Featured Sources	
Source A: Website; Enchanted Learning Source B: Website; Ducksters Source C: Website; Mr. Nussbaum Source D: Website; America’s Library Source E: Website; Fact Monster	Source A: Website; Enchanted Learning Source B: Website; Ducksters Source C: Website; Mr. Nussbaum Source D: Website; America’s Library	Source A: Website; Enchanted Learning. Source B: Website; Library of Congress Source C: Website; Fact Monster Source D: Website; Brain Pop, Jr. Source E: Website; Soft Schools	

<p>Source F: Website; Brain Pop Jr.</p> <p>Source G: Image Bank 1-6; Famous Activists in U.S. History</p> <p>* Images to be used throughout Unit 5*</p>	<p>Source E: Website; Fact Monster</p> <p>Source F: Website; Brain Pop Jr.</p>	<p>Source F: Website, Scholastic</p> <p>Source G: Image Bank (1-5); Famous monuments and memorials</p>
<p>Summative Performance Task</p>	<p>Research an important person who has made a difference in our world. Design a monument and describe how the monument connects to the life of the person. Suggested People to research: Nathan Hale, Harriet Beecher Stowe, Picasso, Eleanor Roosevelt, Henry Ford, Louis Pasteur, Roberto Clemente, Thomas Edison, Walt Disney, Bill and Melinda Gates, Mark Zuckerberg, Mother Theresa, Florence Nightingale, Marie Curie, Thomas Edison</p>	
<p>Taking Informed Action</p>	<p>Explore different ways students can make a difference in their community. Design monument and write a letter to the governor asking for a monument dedicated to someone who made a difference.</p>	
<p>Resources</p>	<p><u>I Have a Dream</u> by Martin Luther King Jr. <u>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</u> by Doreen Rappaport <u>National Geographic Readers: Helen Keller</u> by Kitson Jazyuka <u>National Geographic Readers: Martin Luther King Jr.</u> by Kitson Jazyuka <u>National Geographic Readers: Rosa Parks</u> by Kitson Jazyuka <u>National Geographic Readers: George Washington Carver</u> by Kitson Jazyuka <u>National Geographic Readers: Sacagawea</u> by Kitson Jazyuka <u>National Geographic Readers: Thomas Edison</u> by Barbara Kramer <u>National Geographic Readers: Alexander Graham Bell</u> by Barbara Kramer <u>National Geographic Readers: Albert Einstein</u> by Libby Romero <u>The Lincoln Memorial</u> by Kristin L. Nelson</p>	

Inquiry Description

This inquiry allows students to acknowledge famous people in history and their importance to our society. Students will do research based activities to learn about different individuals and groups who have made a difference in our society. Additionally, they will be able to make a connection between the characteristics of famous/important people who have made a difference and influential people that they know and interact with each day. Students will learn the importance of what these people did to improve our society and the results of those changes.

Three supporting questions guide students in their inquiry by exploring various sources of information to research individuals and groups who have made a difference in our society. Students will learn the characteristics, traits and actions of influential people in history.

Structure of the Inquiry

In addressing the compelling question “What does it mean to make a difference in society?” students work through a series of supporting questions, formative performance tasks, and sources in order to construct an argument with evidence from a variety of sources. .

PLEASE NOTE: SAME RESOURCES FOR SUPPORTING QUESTIONS 1&2 WITH DIFFERENT FOCUSES

Staging the Compelling Question

In staging the compelling question “What does it mean to make a difference in society” teachers will ask students to brainstorm a list of people they know or famous figures who have made a difference in our society. To give context to the activity, teachers can provide students with an example of someone close to them as well as a famous person in history who has made a difference in our society. (a parent or grandparent who serves in the military, a family member who raised money for a specific cause, a family member fighting a disease or cancer)

Supporting Question 1

For the first supporting question - “How do different sources of information tell us about individuals and groups who made a difference in society” students will look at various sources of information, newspaper articles, magazine articles, internet sources, videos, songs, and books to determine how these sources tell us about how individuals and groups make a difference in society.

Formative Performance Task 1

Students will work with a partner to find two different sources about the same person to present to the class. They will be able to explain how both sources tell us about the topic.

Supporting Question 1 Sources

Featured Sources	<p>Source A: Website; Enchanted Learning- research famous people in history who have made a difference in our society using this online dictionary. http://www.enchantedlearning.com/history/us/enc/</p> <p>Source B: Website; Ducksters- gives an overview of the Civil Rights Movement and highlights leaders in history who stood up for what they believed in. http://www.ducksters.com/history/civil_rights/</p> <p>Source C: Website; Mr. Nussbaum- features over 250 biographies (some animated) of famous leaders in history. http://mrnussbaum.com/bio2/ http://mrnussbaum.com/animated_biographies/</p> <p>Source D: Website; America’s Library- explore different activists in history. http://www.americaslibrary.gov/</p> <p>Source E: Website; Fact Monster- explore famous speeches and documents in US History. https://www.factmonster.com/us/documents-and-speeches</p> <p>Source F: Website; Brain Pop Jr.- videos of important leaders in history as well as biographies. https://jr.brainpop.com/socialstudies/americanhistory/ https://jr.brainpop.com/socialstudies/biographies/</p> <p>Source G: Image Bank 1-6; Famous Activists in U.S. History</p>
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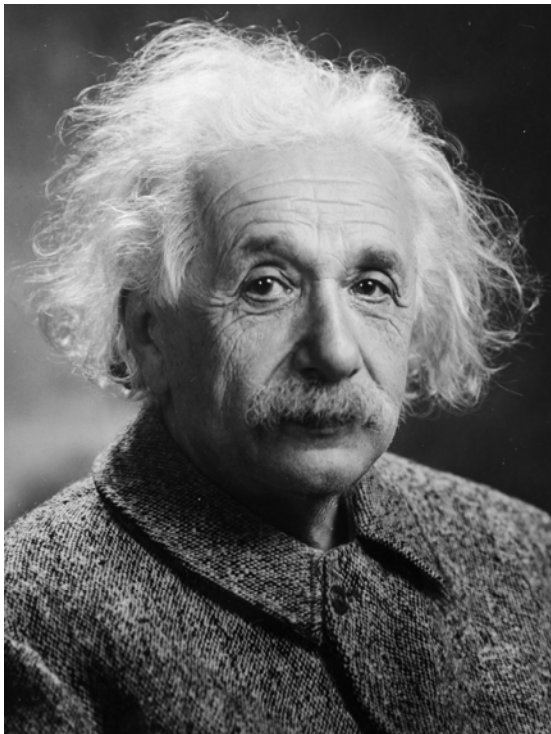
[Image 1 Source: Museum of the African Diaspora](#)



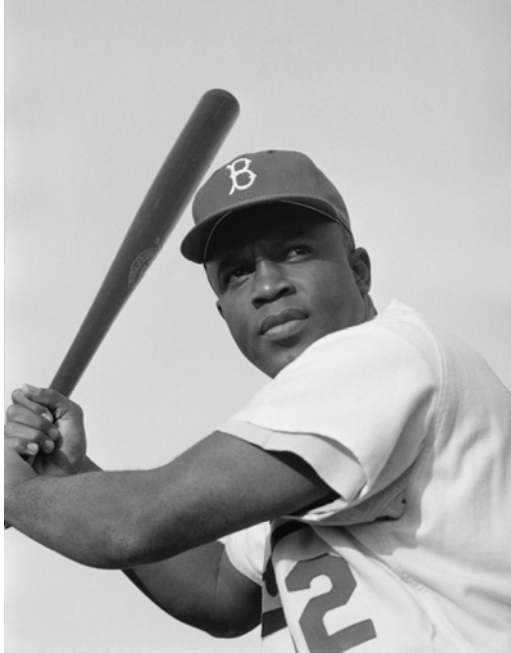
[Image 2 Source: Wikipedia](#)



[Image 3 Source: Biography.com](https://www.biography.com)



[Image 4 Source: Wikipedia](https://en.wikipedia.org)



[Image 5 Source: Wikipedia](#)



[Image 6 Source: Changing the Face of Medicine](#)

Supporting Question 2

Using the same sources as supporting question 1, students will answer the question of - “What are the characteristics of famous/important people who have made a difference?” This will allow students to engage in discussions about the characteristics of people who exhibit honesty, fairness, kindness, patience, perseverance.

Formative Performance Task 2

Students will brainstorm characteristics (personality traits/actions) that represent the qualities of people who have made a difference. After making an individual list, students will compare to make a class list of characteristics. Suggested people to study; MLK, Rosa Parks, Abe Lincoln, Albert Einstein, Jackie Robinson, Virginia Apgar.

Supporting Question 2 Sources

Featured Sources	<p>Source A: Website; Enchanted Learning- research famous people in history who have made a difference in our society using this online dictionary. http://www.enchantedlearning.com/history/us/enc/</p> <p>Source B: Website; Ducksters- gives an overview of the Civil Rights Movement and highlights leaders in history who stood up for what they believed in. http://www.ducksters.com/history/civil_rights/</p> <p>Source C: Website; Mr. Nussbaum- features over 250 biographies (some animated) of famous leaders in history. http://mrnussbaum.com/bio2/ http://mrnussbaum.com/animated_biographies/</p> <p>Source D: Website; America’s Library- explore different activists in history. http://www.americaslibrary.gov/</p> <p>Source E: Website; Fact Monster- explore famous speeches and documents in US History. https://www.factmonster.com/us/documents-and-speeches</p> <p>Source F: Website; Brain Pop Jr.- videos of important leaders in history as well as biographies. https://jr.brainpop.com/socialstudies/americanhistory/ https://jr.brainpop.com/socialstudies/biographies/</p>
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Supporting Question 3

Finally, supporting question 3 - “What is the purpose of monuments?” students will understand that a monument is a celebration and way to remember a person or the actions of a person. Students will identify monuments and memorials that honor individuals and groups who have made a difference in society and examine how monuments and memorials tell a story.

Formative Performance Task 3

Students will create a list of monuments and their significance. Suggested memorials; Lincoln Memorial, MLK memorial, Jackie Robinson memorial, Albert Einstein memorial, Memorial to Rosa Parks (Mother of the Civil Rights Movement, Grand Rapids, MI)

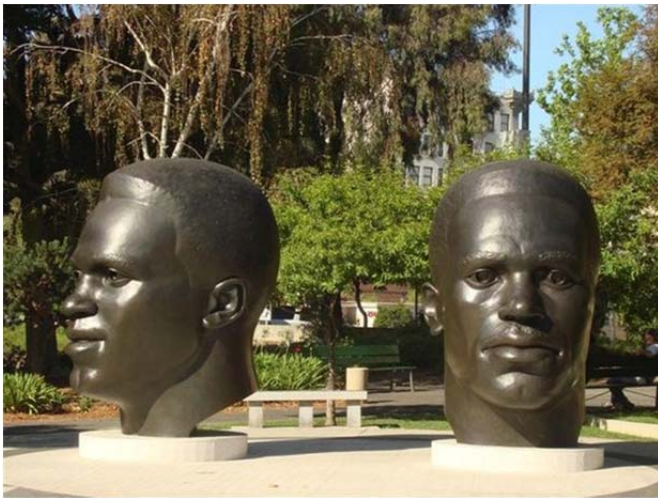
Supporting Question 3 Sources	
Featured Sources	<p>Source A: Website; Enchanted Learning- explore symbols, monuments and memorials that represent US history and leaders. http://www.enchantedlearning.com/history/us/symbols/</p> <p>Source B: Website; Library of Congress- teachers guide for symbols of the US including primary resources and lesson plan ideas. http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/</p> <p>Source C: Website; Fact Monster- explore monuments and landmarks in Washington, D.C. https://www.factmonster.com/us/national-landmarks/washington-dc-memorials-and-landmarks</p> <p>Source D: Website; Brain Pop, Jr.- Video “U.S. Symbols” https://jr.brainpop.com/socialstudies/citizenship/ussymbols/</p> <p>Source E: Website; Soft Schools- explore USA national landmarks facts. http://www.softschools.com/facts/us_national_landmarks/</p> <p>Source F: Website, Scholastic- a blog on teaching the importance of national monuments. https://www.scholastic.com/teachers/blog-posts/addie-albano/teaching-importance-national-monuments---statue-liberty/</p> <p>Source G: Image Bank 1-5- Famous memorials and monuments.</p>



Lincoln Memorial [Image 1 Source; Wikipedia Commons](#)



MLK Memorial [Image 2 Source: Pinterest](#)



Jackie Robinson Memorial [Image 3 Source: Fishduck.com](#)



Albert Einstein Memorial [Image 4 Source: Tripadvisor.com](#)



Memorial to Rosa Parks, Mother of the Civil Rights Movement [Image 5 Source: Grand Rapids](#)

Summative Performance Task

Students will research an important person who has made a difference in our world. They will design a monument and describe how the monument connects to the life of the person.

Suggested people to research:

Nathan Hale, Harriet Beecher Stowe, Picasso, Eleanor Roosevelt, Henry Ford, Louis Pasteur, Roberto Clemente, Thomas Edison, Walt Disney, Bill and Melinda Gates, Mark Zuckerberg, Mother Theresa, Florence Nightingale, Marie Curie, Thomas Edison.

3rd Grade Human Population: Spatial Patterns and Movement Inquiry

Why live in Connecticut?	
Connecticut Social Studies Frameworks	<p>GEO 3.3 Use maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>Gathering, Using, and Interpreting Evidence Geographic Reasoning Comparison and Contextualization</p>
Staging the Question	Brainstorm the relationship between humans and their physical environment through the concepts of location, family culture, opportunity and deterrents or obstacles.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How can we describe where we are located?	What geographical factors encouraged or deterred early human settlements in Connecticut?	Why do different parts of Connecticut draw different groups of people to settle?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Describe the regions of Connecticut using geographic tools and vocabulary.	Create a T Chart of I Notice/I Think drawing conclusions about geographic factors that encourage or deter human settlement in different regions of CT.	Interview an adult to investigate why he or she chose to settle in southeastern Connecticut.
Featured Source	Featured Source	Featured Source
Source A: Physical Map of CT (Rivers and lakes) Source B: Physical Map of CT (highlands/lowlands)	Source A: Map of Early CT Settlements Source B: CT Elevation Map Source C: US Climate Zone Map Source D: Farming Dictionary, 1790	Source A: Cultural Life in CT (slides)

Summative Performance Task	<p>ARGUMENT Why live in CT?</p> <p>Construct an argument (e.g., detailed outline, poster, essay, etc.) that explains why people live in CT using specific claims and relevant evidence from multiple sources.</p> <p>Suggested Task: Create a travel brochure that explains why people have chosen to settle in Connecticut.</p>
Taking Informed Action	<p>ACT As an optional enrichment activity, invite a local or state politician to visit the class in-person or via skype to review students’ conclusions on why people chose to settle in Connecticut. The next step would be to discuss how community action could reverse deterrents and attract more citizens to move to or stay in Connecticut.</p>

Inquiry Description

This inquiry focuses on physical geography with an emphasis on spatial patterns and movement through the compelling question, *Why live in Connecticut?* The question leads students to the conclusion that geography influences different people for different reasons. In answering the question, students will see that environments have the ability to influence human existence (population distribution in specific places or regions). The focus of this inquiry is that humans and their environment co-exist reciprocally. Three supporting questions assist students in their inquiry by investigating cultural and environmental characteristics of Connecticut and its regions to determine why human settlement in CT is encouraged or deterred. As students interact with the featured sources in this unit, they will begin constructing an argument that shows evidence of humans interacting with their physical environment, thus answering the question, *Why live in CT?*

Note: This inquiry is expected to take seven class days. The time frame can be extended based on the need for additional instructional experiences (featured sources, supporting questions, performance tasks, etc.). Inquiries may be adapted to meet the needs and interests of students as well as scaffolded and/or differentiated to meet the needs of individual students.

Structure of the Inquiry

In answering the compelling question, *Why live in Connecticut?*, students answer supporting questions and complete formative performance tasks using featured sources in order to construct an argument with evidence and counterevidence using multiple sources.

Staging the Compelling Question

To launch this inquiry, students could begin with a brainstorming session in order to determine the meaning of the question, *Why live in Connecticut?* In order for students to effectively conduct this inquiry they must explore the reciprocal relationship between people and their physical environments. After initial exploration of Connecticut's regions on a topical map of CT, teachers can ask students to describe what the map represents (geographical features including rivers, lakes, mountain range, terrain, etc.). Vocabulary including physical map, political map, geographical features, regions, etc. should be used consistently. From there, students will determine what physical features matter. *Teachers must be cognizant of students' knowledge and experience with maps and may need to facilitate a lesson in which students can recall the use and value of maps. [Types of Maps \(slideshow\)](#) defines different types of maps should you need to facilitate a lesson on maps.*

Teachers may find they need to prompt students in identifying and discussing how the physical environment can benefit people and encourage settlement as well as how it can deter or limit settlement. This can be done with a partner or group or as a whole class. A physical map of CT can also be introduced at this point to further students' observations as well as serve as an impetus for student generated questions. This will also allow teachers to informally assess which students have misconceptions allowing for further study prior to the inquiry.

As students continue their discussions they can begin documenting their findings in any number of ways, previously determined (graphic organizer, research notebook, etc.). Following this activity students may share out and teacher can address any misconceptions prior to the first performance task. Students can refer to their findings on an as-needed basis throughout their inquiry as well as at the end.

As students continue engaging in other inquiries throughout the year they will be able to return to their recorded findings to analyze how their thinking, ideas and perspectives may have changed or developed especially when investigating how something could encourage or deter (positive or negative influence).

Supporting Question 1

How can we describe where we are located? As students begin to consider this first supporting question, they will explore physical maps of CT. This will allow students to begin noticing physical and geographical features in different regions of CT in order to get closer to answering the compelling question of *Why live in CT?* In the first performance task students will describe the regions of Connecticut using geographic tools and vocabulary. Students can do this in any form chosen by the teacher (orally, or written in response notebook, etc.). The formative assessment should list some of the following features of Connecticut: various rivers and lakes, Long Island Sound, highlands/lowlands and various elevations.

Supporting Question 2

What geographical factors encouraged or deterred early human settlements in Connecticut? For the second supporting question, students continue their investigations of Connecticut’s geography and their development of map-reading knowledge and skills by examining the location of early settlements in the state of Connecticut.

Key to that relationship is understanding the perceptions of *opportunities* and *constraints* afforded by the local geographies. A physical environment may provide *opportunities* for human activities (e.g., characteristics that attract people to places, support economic needs, or provide recreation activities), but it can also impose *constraints* on human activities (i.e., landforms and climates that are not conducive to farming, trade, or transportation). It is important to note that physical features are not inherently opportunities or constraints—for the same feature could represent both. Instead, it is how humans perceive the possibilities and/or challenges of a physical feature that matters.

The completed T-chart for the formative assessment may include some of the following observations:

- 1.) I notice early settlements are close to bodies of water. I think this could be because bodies of water were used for resources and transportation.
- 2.) I notice there are no early settlements in Northwest or Northeast Connecticut. I think this could be because the higher elevations/hills of the region made travel difficult for early settlers.
- 3.) Extended frost seasons could have deterred settlers.

Supporting Question 3

Why do different parts of Connecticut draw different groups of people to settle? As students further their inquiry into why people choose to live in Connecticut, they will examine why different parts or regions of Connecticut are more appealing to different people as well as why these regions attract various groups of people to settle. Students will examine some of Connecticut’s cultural and historical resources to see how they affect how people once lived in comparison to how they live today. In answering this third supporting question, students will interview an adult to investigate why he or she chose to settle in southeastern Connecticut as a final performance task in their investigation to answer the compelling question, *Why live in CT?*

One resource teachers may consider using is an interactive exploration of Ellis Island through the Scholastic website: [Scholastic Immigration](#)

Summative Performance Task

Create a travel brochure that explains why people have chosen to settle in Connecticut. At this point in the inquiry students have examined how different regions of Connecticut vary in cultural and environmental characteristics and how and why different regions can encourage/attract or deter people from settlement. They have investigated and considered the reasons behind why certain people settle in different parts of Connecticut, particularly the southeast. Students should be able to demonstrate the

breadth of their understanding and their ability to use evidence from multiple sources to construct an evidence-based argument responding to the compelling question, *Why live in Connecticut?*

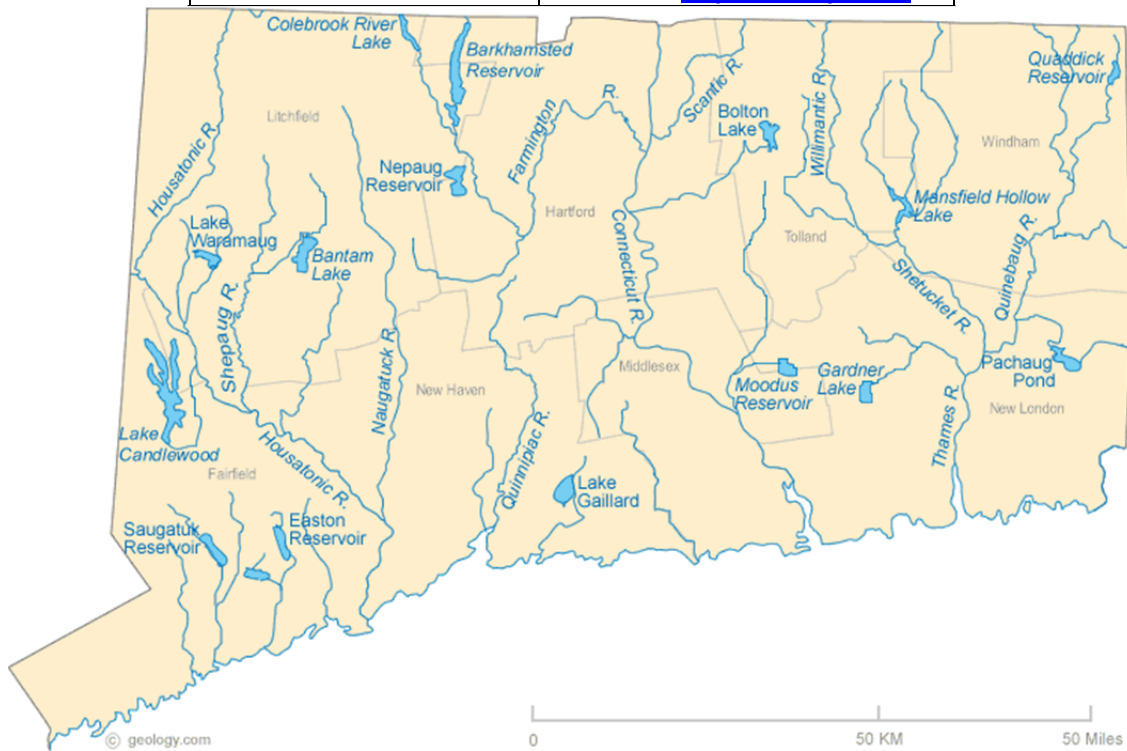
Student arguments will vary and could include any of the following:

- People settle in CT because of family ties.
- People settle in CT for the cultural environment (landscape, oceanside, museums, stores, restaurants, doctors, theaters, etc.).
- People settle in CT for the physical environment (four different seasons, land, ocean, lakes, etc.).
- People settle in CT for economic reasons (distribution of goods, natural resources, etc.).

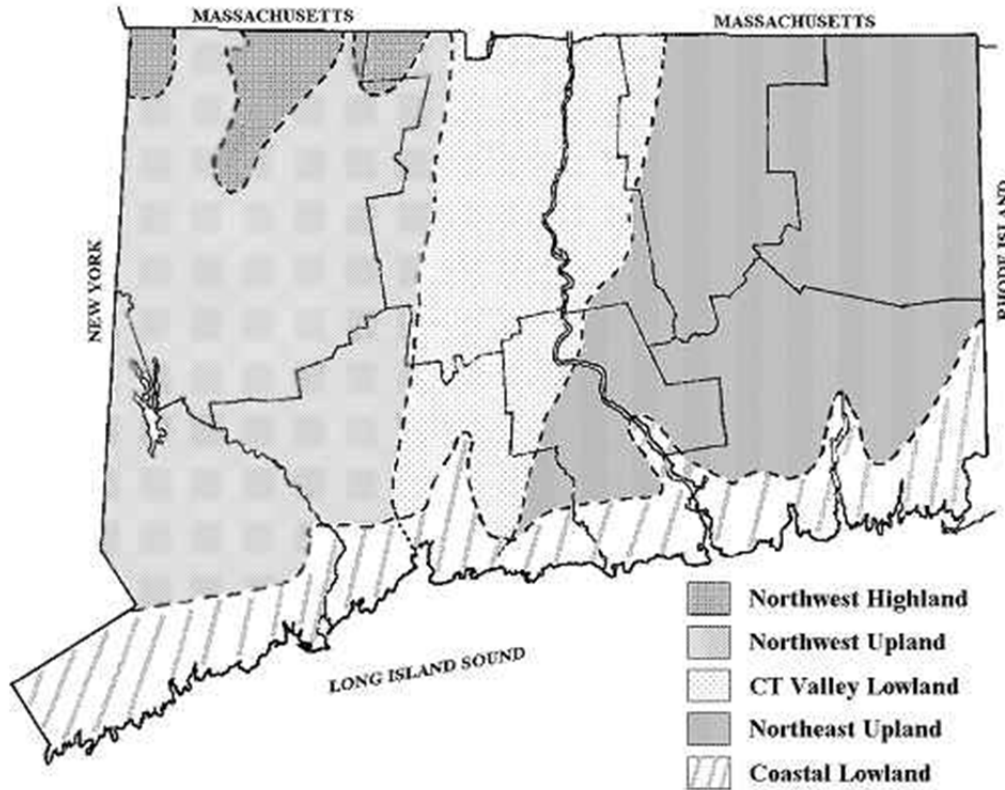
Students will have the opportunity to take informed action by inviting a local or state politician to visit the class in-person or via skype to review students’ conclusions to discuss the probability of possible community action that could turn any constraints into opportunities for living in CT.

RESOURCES

Supporting Question 1	
Featured Source	Source A: Physical Map of CT:



Supporting Question 1	
Featured Sources	Source B: Physical Map of CT (highlands/lowlands)



Connecticut Geography: Connecticut Regions and Landforms

Connecticut Geography: The Land

Geography and Landforms of Connecticut

<http://www.ereferencedesk.com/resources/state-geography/connecticut.html>

Connecticut is the third smallest state. Only Rhode Island and Delaware have less area. A low, flat region known as the Coastal Lowlands is found along the state's southern shore with the Atlantic Ocean. It is between 6 and 16 miles wide. Several important harbors are found along the coast. They include New London, New Haven, and Greenwich.

Connecticut Highest, Lowest, & Mean Elevations		
Mean Elevation	500	
Highest Point	Mt. Frissell, on south slope	2,380
Lowest Point	Long Island Sound	Sea level

Northwest Highland (Taconic Section)

Located in the northwestern corner of the state is the Taconic Section. This section between the Housatonic River and the New York border extends north into Massachusetts. Mt. Frissell, the highest point in Connecticut is found in the Taconic Section.

Northwest Upland (Western New England Upland)

The Western New England Upland in Connecticut slopes gradually downward from northwest to southeast. Its elevation above sea level falls from about 1,400 to 1,000 feet. Most of western Connecticut is Western New England Upland. Characterized by steep hills, ridges and rivers, this area also runs into parts of Massachusetts and Vermont.

Connecticut Valley Lowland

The Connecticut Valley Lowland runs through the center of Connecticut and north into Massachusetts. It averages about 30 miles wide. Small rivers with basalt ridges characterize this area.

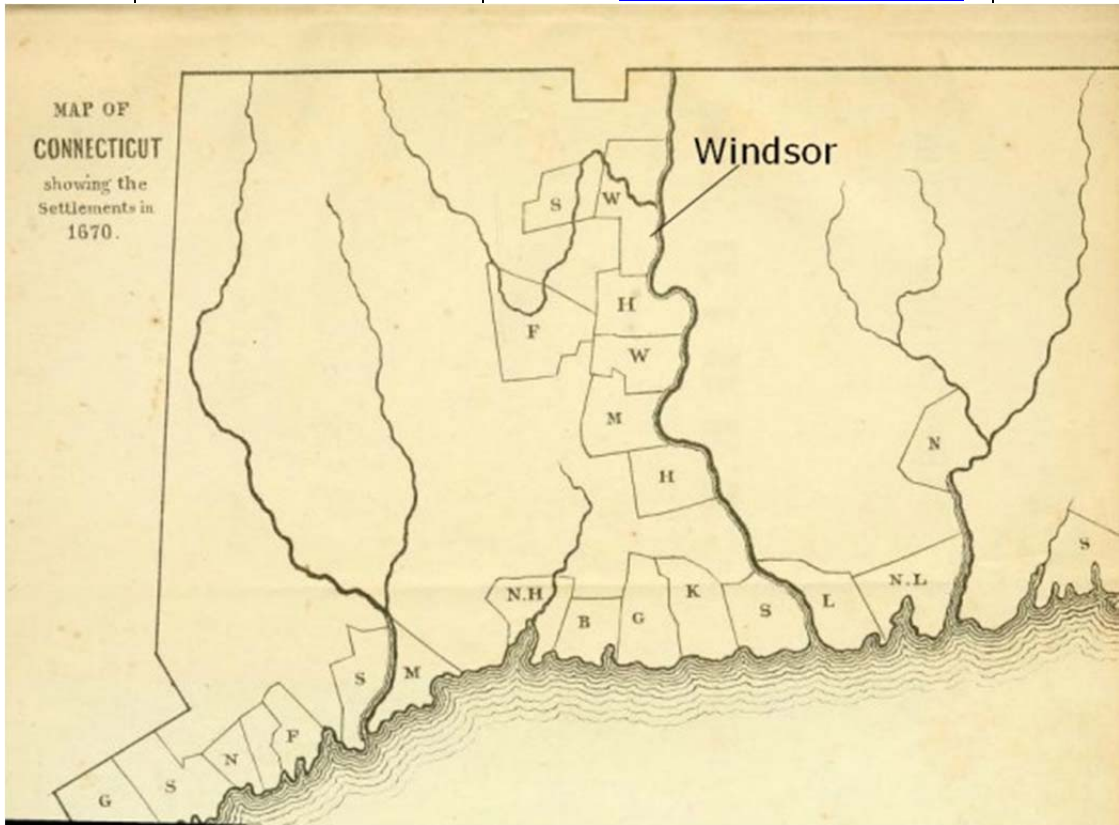
Northeast Upland (Eastern New England Upland)

Most of western Connecticut is characterized by the narrow river valleys and the low hills of the Eastern New England Upland. The land slopes downward from northwest to northeast. The Connecticut section of the Eastern New England Upland, that stretches from Connecticut to Maine, is heavily forested.

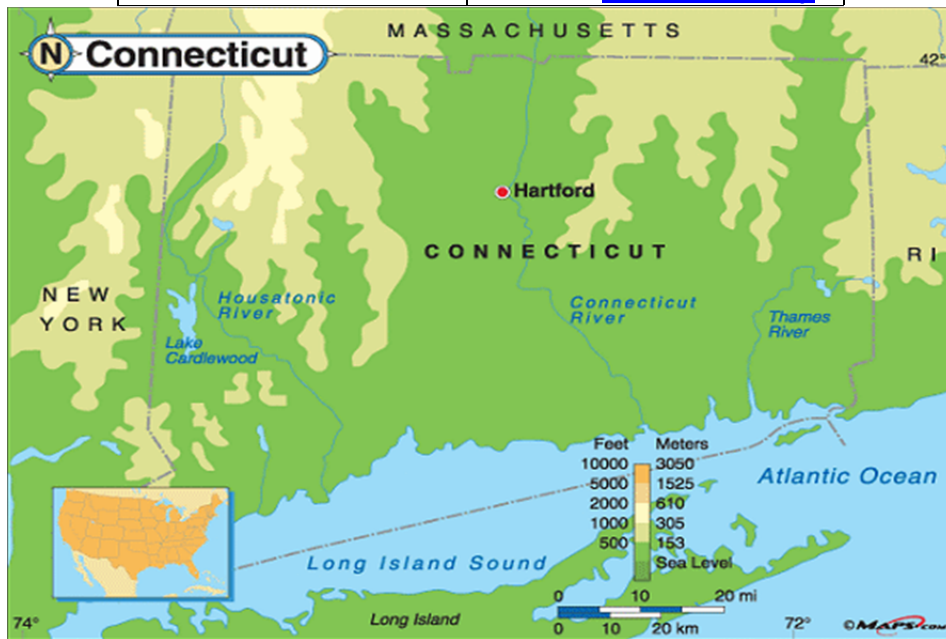
Coastal Lowlands

Part of the Coastal Lowlands that cover the entire New England Coast, the Connecticut Coastal Lowlands form a narrow strip of land, 6 to 16 miles wide, that runs along the southern shore of the state at Long Island Sound. Lower than most of Connecticut, the Coastal Lowlands are characterized by lower ridges and beaches and harbors along the coast.

Supporting Question 2
Featured Sources | Source A: [Map of Early CT Settlements](#)



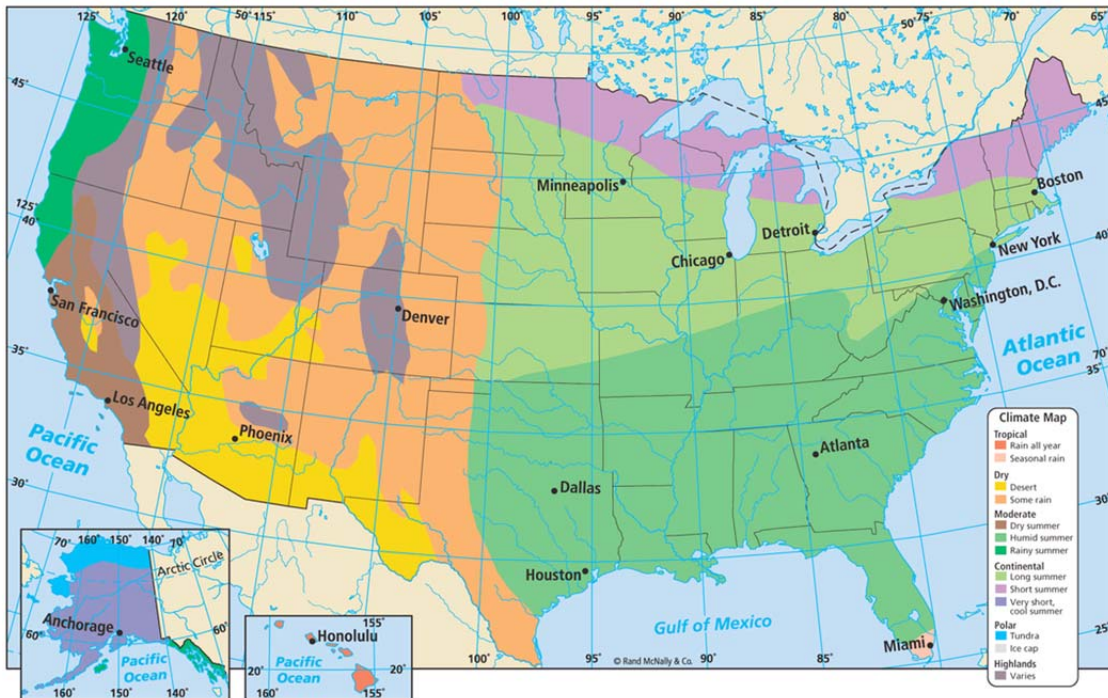
Supporting Question 2
Featured Source | Source B: [CT Elevation Map](#)



Supporting Question 2

Featured Source

Source C: [US Climate Zone Map](#)



Supporting Question 2

Featured Source

Source D: [Farming Dictionary, 1790](#)



Old Sturbridge Village

An 1830s New England Living History Museum



OSV Documents - Samuel Deane's Four Seasons, Dictionary

[return to main site](#)

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Title	Samuel Deane's Four Seasons, Dictionary
Author	Samuel Deane
Date	1790
Type	Primary Sources: Other

This late eighteenth century agricultural dictionary defines each of the four seasons, describing New England's weather and the farmer's work. The dictionary itself was part of a growing body of published information that advocated agricultural reform and aimed at improving farming practices.

Definitions from Samuel Deane's *The New-England Farmer; or Georgical Dictionary*, 1790

SPRING, one of the seasons of the year, so called from the springing or shooting up of vegetables, which in the winter were in a torpid* state.

This season includes, according to common parlance*, March, April and May. It is the most busy and hurrying season, for farmers in this country, of any in the year; partly owing to the long continuance of frost, which commonly prevents all kinds of tillage till sometime in April; and in the northern parts, till the end of that month. But it is partly owing also to what we might order otherwise, to sowing a larger proportion than is necessary of our grain in the spring, and neglecting in autumn to cart out so much of our manure as we might.

But besides tillage* and seeding, which are enough to employ the whole time, there are other matters to be attended to at this season. The fences are always to be examined, and repaired: For though they were in good order in the fall, high winds, violent storms, and deep snows, may upset, break or settle them, not to mention the gradual decay and rotting of wooden fences: or the violence of frost may heave and disorder them. Compost dunghills it will often be needful to make at this season, especially, if the materials were not all obtainable in the preceding autumn.

But preparing and seeding the ground must not be neglected, nor slightly performed: For as a man soweth, so shall he reap. Sluggishness at the beginning, will be followed with want at the end of the year.

SUMMER, the warmest quarter of the year, including June, July and August.

In this season, as well as in the spring, the farmer has plenty of work. Crops that are to be hoed, are first to be attended to, and must by no means be neglected. There is often much of this work to do in a little time especially on farms where much Indian-corn* is raised. And the more fruitful the season is, the more frequent hoeings will be needful, to keep the weeds under. This work can hardly be, and seldom is finished, before the grass on the high lands calls for mowing. And before the mowing season is ended, reaping*, and all the toil of the former harvest, come on.

The summer business is the most toilsome, on account of the intense heat of a considerable part of that season. To lighten the labours of the field, the farmer and his men should be at their work early and late, and rest themselves in the hottest hours. Thus they may perform as much as they ought to do, without fatiguing or overheating themselves, and without exciting such an immoderate thirst as will tempt them to ruin their constitutions with cold drinks.

FALL, autumn, that quarter of the year which includes September, October, and November. It is so called, because the leaves of deciduous trees fall off in that season. In this quarter of the year, the farmer finishes his harvesting, and lays in his stores for winter.

In a country where the springs are backward, as in the northern parts of New-England, farmers should do all they can in autumn, to diminish or lighten the labours of the following spring, when they will have much work to perform in a short time. Summer-dung and composts should be carted out at this season. Fences should be built or repaired, not only to prevent having them to do in the spring, but to keep cattle from injuring the lands with their feet. All the ground should be ploughed in the fall, that is to be seeded the following spring. That which is intended for spring-wheat should be ploughed twice. Though all that is ploughed in the fall, for spring tillage, must be ploughed again before seeding, the fall

ploughing saves labour, as one ploughing may answer in the spring where two would be otherwise needful. It is saving labour at a time when teams are most apt to be faint and feeble, and when there is too often a scarcity of food for them.

WINTER, one of the four quarters of the year.

According to some, winter begins at the time when the sun’s distance from the zenith of the place is greatest, and ends at the vernal equinox. But it is more usually considered as including December, January, and February. Notwithstanding the cold of winter, it is proved by astronomers, that the sun is nearer to the earth in winter than in summer. The reason of the cold is the increased obliquity of the rays of the sun.

Winter is the season when the days are shortest: But the shortness of the days is little regretted by our farmers, as they have then the most leisure, or are least hurried in their business. For, in this country, the ground is so continually frozen in winter, that none of the operations of tillage can be performed. The good husbandman, however, is not idle; his trees are to be pruned, and his stock must be daily and carefully tended: Stones which have been piled may in the easiest manner be removed on sleds to the places where they are wanted. Such of the produce of his farm as he can spare may be carried to market; which may be more easily done than at any other season.

Glossary

- *Indian corn - maize; corn grown as grain
- *parlance - manner of speech
- *reaping - harvesting grain, usually rye or wheat, by cutting with a sickle
- *tillage - cultivation of land
- *torpid - dormant; inactive

Source

Samuel Deane, *The New-England Farmer; or Geographical Dictionary* (Worcester, Mass.: Isaiah Thomas, 1790), 86, 262, 272-273, 326-327. Edited by Old Sturbridge Village.

Supporting Question 3	
Featured Source	Source A: Cultural Life in CT (slides)

Cultural life



Connecticut provides a variety of landscapes: rocky headlands, beaches, forested hills, and, perhaps most attractive, small towns around tree-dotted village greens. In the towns, hundreds of houses dating from the 17th and 18th centuries are preserved by more than 100 local or national historical societies.

*Suggested Pacing Guide for Teachers**Unit 1: Why Live in CT?*

Pre-teaching before Inquiries to build background knowledge and content from *Where I Live: Connecticut*

- Chapter 1: Geography – Geographical Features of CT
- Chapter 2: CT's First – Native American and Early settlers
- Chapter 3: Quinnetukut Becomes CT- Settlements of CT (Just first part, you do not need to teach the early government part)

Note: Students should save all resources used throughout the unit and inquiries until the unit and inquiries are completely finished.

Interactive Field Trip: Life in a Colonial Town, Plimoth Plantation <http://vimeo.com/51948925>

Day 1: Staging the Question

Post the compelling question on the board (using *ActivInspire* FlipChart, Day 1). Have students, in groups of 3 or 4 brainstorm a list of possible reasons/answers to the question in their social studies notebook for 5 to 10 minutes. Come back as a whole group; lead discussion/share out with what groups came up with. Encourage students to stop and jot questions they have in their notebooks.

Day 2: Mini-lesson on map vocabulary terms to determine students' prior knowledge

Task is to have students develop a word bank/glossary of map words. Partnered students brainstorm words and definitions they know and choose the one they know best that they would feel most comfortable sharing with the class. They will make a small poster of their word, definition and drawing. Once all presentations have been done, the teacher can copy them to assemble a student glossary. (Students should know: geographical features including rivers, lakes, mountain range, terrain, etc.) See Flip Chart Slide, Day 2.

Day 3: Supplement Map Skills Work (if needed)

If you feel students need more time via direct instruction on map skills (vocabulary such as elevation, lowlands, highlands, etc.) take the opportunity today to do so. If you feel this is not needed, move forward with Supporting Question 1, *How Can We Describe Where We Are Located?*

If moving forward with Supplemental Map Skills lesson, use the two *Optional Day 3* Flip Chart Slides to lead a discussion on elevation, lowlands and highlands (using the photos and question prompts).

If moving forward with Supporting Question 1, prepare printed copies of the two maps for each student in order to answer the question. **Click right on the maps on the Day 3 slide to print them out!** Have students glue the maps into their Social Studies' notebooks.

Day 4: Today students will work with a partner to complete the Formative Performance Task for Supporting Question 2, *What geographical factors encouraged or deterred early human settlements in Connecticut?*

Begin with a discussion on, *What would attract people to live in Waterford? What would deter people from living Waterford?* (5 to 10 minutes)

Use the map and T-Chart on Day 4 Flip Chart slide to model completing the chart (model using Waterford, not CT).

Suggested Script:

I notice...	I think...
I-95, a major highway goes through Waterford	People would want to live in Waterford to be close to the highway (can say why in think-aloud)
	Some people may not want to live near a highway (too noisy, busy, etc.)

Next, lead the discussion to the Native Americans and early settlers in Connecticut to stretch students’ thinking in order for them to determine the needs and wants of those groups of people (survival, shelter, food, etc.)

Pre-selected partners (see below) will then receive their sources and begin examining them in order to complete the T Chart.

Students then complete their T- Charts. This may go into a second day.

Partner students accordingly. Students who have mastered map skills independently will receive Sources C and D for analyzing and students who may still require practice with map skills will receive Sources A and B.

Day 5: Students will be grouped by the teacher so that an A/B partnership will now share out with a C/D partnership and vice versa. Teacher will facilitate by circulating among groups. See Flip Chart Day 5.

Day 6: Using Flip Chart Day 6 slide, start with a discussion on culture by asking, *What is the culture of our school?* A second question would be, *How does culture relate to families and groups of people?* The third question, *How does culture affect where we choose to live?* will then lead them toward answering the question in the third formative performance task, *Why do different parts of Connecticut draw different groups of people to settle?*

Task: Make a collage of words in Tagxedo or make a collage of words and sketches that represents your family’s culture in the social studies notebook.

Home Task: Using Interview Sheet (attached), students will interview an adult to investigate why he or she chose to settle in southeastern Connecticut.

Day 7: To answer Supporting Question 3, *Why do different parts of Connecticut draw different groups of people to settle?*, students will work in small groups to discuss their interview findings in order to explore cultural aspects of why their family settled in southeastern CT. (See Flipchart Slide Day 7)

Day 8: Students will begin to work on the summative performance task in order to answer the compelling question, *Why live in CT?*

Task: Create a travel brochure that explains why people have chosen to settle in Connecticut. In order to do this effectively, students will independently draw on what they learned while completing the previous three formative performance tasks. Students will incorporate evidence of multiple sources and use specific claims in order to create their brochure to persuade people to live in CT.

(See Flip Chart Slide Day 8)

Interview Sheet

Name _____

Name of Person You are Interviewing _____

1. In which town do you currently live? _____

2. How long have you lived there? _____

3. What made you settle here in southeastern CT?

4. If your relatives settled here years ago, what made them choose southeastern CT?

5. Do you plan on staying where you live? Why or why not?

6. From what countries did your ancestors immigrate?

7. Do you know if any of them settled here? If yes, do you know why?

3rd Grade Historical Sources and Evidence

Why use multiple sources?	
Connecticut Social Studies Frameworks	<p>HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>HIST 3.7 Compare information provided by different historical sources about the past.</p> <p>HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.</p> <p>HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>HIST 3.10 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <p>Gathering, Using, and Interpreting Evidence Geographic Reasoning Comparison and Contextualization</p>
Staging the Question	<p>Lead the students in a round of the telephone game (whisper a short story in someone’s ear and have him/her silently pass it on in the ear of their neighbor to see if the message is the same once the message gets to the last person). A discussion will immediately follow on how a story or “fact” can change from one person to another (perspective) and how over time the “facts” or details may change and why.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
How do you determine if a source is useful?	What role does perspective play in the creation of a source?	How do you determine if a source is still relevant (today)?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Construct an argument for which source would be the best to use when researching whaling history.	Analyze the woodcarving and reflect on the artist's’ perspective of Prudence Crandall’s school.	Complete the Source Analysis worksheet to determine if the source is relevant today.
Featured Source	Featured Source	Featured Source
Source A: Primary Source: Letter (Mystic Seaport) Source B: Secondary Source: NLHS Article Source C: Source Document Sheet (Mystic Seaport)	Source A: Woodcarving: Burning of School	Source A: Rules for Teachers Source B: Source Document Sheet (Mystic Seaport)

Summative Performance Task	<p>ARGUMENT</p> <p>Your friend is doing a project on Connecticut history and plans to use one book he checked out of the library. Write a letter to convince him why he should use multiple sources.</p>
Taking Informed Action	<p>ACT</p> <p>As an optional enrichment activity, choose a research topic on a famous historical figure. Create an index of multiple sources and explain why each one was chosen and how it will contribute to the effectiveness of the project.</p>

Inquiry Description

In this inquiry, students will answer the compelling question, *Why use multiple sources?*, as they discover that many types of sources exist but not all are valid. The question leads students to the conclusion that sources can be authentic or falsified, that perspective of the author influences the source (which in turn may lead them to question the facts of the historical event itself) and that some sources are so outdated, they are no longer relevant or valid.

Three supporting questions assist the students throughout the inquiry by asking them to summarize how different kinds of historical sources are used to explain events in the past, compare information provided by different historical sources about the past, infer the intended audience and purpose of a historical source from information within the source itself, generate questions about multiple historical sources and their relationships to particular historical events and developments and use information about a historical source. The information could include the maker, the date, the place of origin, the intended audience, and the purpose to judge the extent to which the source is useful for studying a particular topic.

This inquiry is expected to take six class days. The time frame can be extended based on the need for additional instructional experiences (featured sources, supporting questions, performance tasks, etc.) Inquiries may be adapted to meet the needs and interests of students as well as scaffolded and/or differentiated to meet the needs of individual students.

Structure of the Inquiry

In answering the compelling question, *Why use multiple sources?*, students answer supporting questions and formative performance tasks using featured sources in order to construct an argument with evidence for using multiple sources during research.

Suggested Resources:

[Engaging Students with Primary Resources - Teacher Book](#)

Staging the Compelling Question

This inquiry opens with the compelling question, *Why use multiple sources?* To engage students in considering the compelling question, teachers can start a game of “telephone.” In doing so, students should develop a basic understanding of how information changes over time and how each individual's perspective can influence information.

Supporting Question 1

How do you determine if a source is useful? The first supporting question, *How do you determine if a source is useful?*, introduces the idea of primary and secondary sources. Group discussions should lead to the questioning of usefulness and authenticity of sources. In the formative performance task, students analyze two sources about Connecticut whaling history. Students will then construct an argument as to which source they believe is most useful for a researching a project on Connecticut whaling history. The featured sources for this task include both a primary and secondary source.

Supporting Question 2

What role does perspective play in the creation of a source? The second supporting question, *What role does perspective play in the creation of a source?*, directs students to examine the intentions of creators of sources. The formative performance task asks students to analyze a piece of wood-carved artwork. Students will need to consider how the burning of Prudence Crandall's school is portrayed in the artwork. Students will then come to a conclusion about the artist's opinion of the schoolhouse.

Supporting Question 3

How do you determine if a source is still relevant (today)? In answering the third supporting question, *How do you determine if a source is still relevant today?*, students examine and answer questions that allow them to determine the relevancy of sources. The performance task is to complete a source analysis worksheet after examining a source, *Rules for Teachers*. Students will be able to determine that rules for teachers in 1886 are no longer relevant as rules for teachers today, thus making the determination that it is no longer a relevant source.

Summative Performance Task

Students will write a letter to a fictional friend who plans to use only one source on his Connecticut history project. Students will explain why it is best to use multiple sources.

RESOURCES

Supporting Question 1	
Featured Source	Source A: Primary Source: Letter

Maud Maxson Letter

Original content by: [Laurie Hartnett](#)

JUNE 25th DEAR MAMA WE. ARE. NEARLY. AROUND. CAPE. HORN. _____ I. WAS. ONLY. SEA. SICK. ONE. DAY. AND. UNCLE. CHARLIE LAUGHED. AT. ME. ____

JULY 2nd. HAVE. HAD. TWO. OF: MY. TEETH. PULL-ED _____ I. HAVE, SEWED. FIVE. STRIPS. OF. PATCH. WORK _____ JULY 9TH THE. BOATSWAIN. CAUGHT. A. CAPE. PIGEON. AND. HE. CHASED FRISK. AROUND. THE. DECK. _____ I DID. NOT. LEARN. ANY. LESSON. OR. SEW. ANY. FOURTH OF. JULY ____

JULY 16TH _____ I. HAVE. COMMENCED. TO. LEARN. THE. MULTIPLICATION. TABLE. THE. WEATHER. IS. NICE. NOW

JULY. 30.TH ____ WE. CAUGH. THREE. BONITOS. TO. DAY. ____ I. HAVE. ONLY. ONE. MORE. STRIP. TO. SEW. OF. MY. PATCH. WORK. ____

JULY 31ST I. HAVE. A. LARGE. TUB . BROUGHT. IN. AND. FILLED. WITH. WATER AND. I. HAVE. A. NICE. TIME. BATHING. _____ I. CUT. MY. FINGER. AND. COULD. NOT. FINISH. MY. BLOCK. _____ WE. CAUGHT. TWO. FISHES. TO. DAY _____

AUGUST. 8TH. I MISSED. MY. REVIEW. SATURDAY. AND. HAD. TO. LEARN. IT. ON MONDAY. _____

AUGUST. 9TH __ I. DID. NOT. MISS. SPELLING. LESSON. TO. DAY. _____ I. HAVE. READ. AS. FAR. AS. THE. SECOND. CHAPTER. OF. CORINTHIANS _____ I. HAVE. BEEN. HELPING. SINBAD. SCRAPE. BLOCKS. _____

AUGUST. 13TH I. HELPED. AUNT. SARAH. CLEAN. HER. ROOM. LAST. WEEK. AND. SO. I. DID. NOT. LEARN. ANY. LESSON. _____

Supporting Question 1

Featured Source

Source B: [Secondary Source: NLHS Article](#)

The Second Largest Whaling Port IN THE WORLD in the Middle of the Nineteenth Century

New Londoners have always depended upon their excellent harbor and their connection to the sea for their livelihood, so it should come as no surprise that they would seek to meet the market demand and exploit the world's largest mammals for their oil.

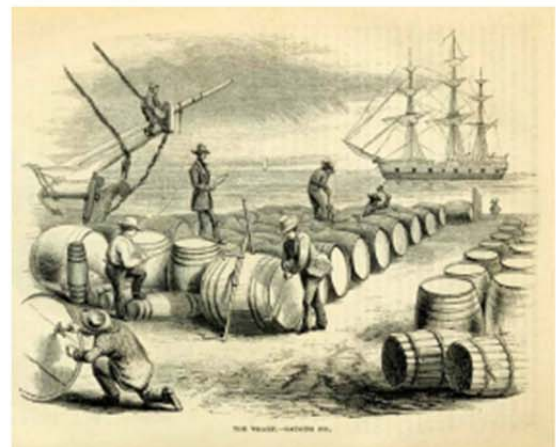
At the end of the eighteenth and beginning of the nineteenth century the development of steam engines and machinery for spinning and weaving textiles created an industrial revolution. Those machines also created a demand for fine lubricants. The oil from whales, especially sperm whales, was the finest, and New London whalers increasingly sought to return from distant voyages with ships full of oil to sell. By the middle of the nineteenth century New London had become the second largest whaling port in the world; a total of 257 ships embarked on over 1100 separate whaling voyages between 1718 and 1908.

New London vessels holds records for the longest voyage, the most successful voyage, the first steam powered whaling vessel, and the largest whaleship. New London captains were some of the first to go whaling and sealing in remote areas of the Western Arctic and Indian Oceans.

Oil From Whales

Oil taken from Sperm Whales is the finest natural lubricant in the world. Unlike most animal fats, sperm oil is classified as liquid paraffin. It is very stable, does not degrade and become sticky, and burns very cleanly and very brightly with no soot or smoke. It has been used to lubricate the most delicate of instruments and in a number of industrial applications.

Because of its exceptional burning characteristics, the government was one of the largest purchasers of sperm oil during the nineteenth century to use in coastal lighthouses – where the safety of shipping and passengers depended upon avoiding dangerous shoals, rocks and islands. Until the selling of whale products became illegal in 1972, sperm oil was used in car transmissions, to lubricate clocks and sewing machines, and for delicate machinery on submarines and satellites.



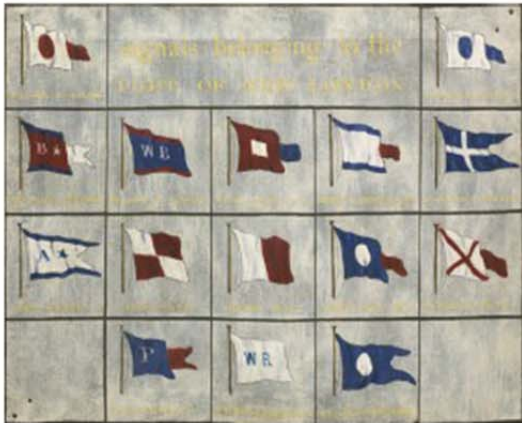
A Key to the House Flags of the Whaling Firms of New London, 1846

The large capital investment involved in putting together the ship and outfit for a whaling voyage was managed by agents who were generally the primary owners of the ships. Not wanting to put "all of their eggs in one basket," whaling merchants were more likely to own several partial shares of a number of vessels rather than being the sole owner of one vessel.

By 1846, New London had more whaling ships on the seas than any other port other than New Bedford, Massachusetts. The fifteen firms operating in New London in that year are listed with their house flag.

12/9/2016

Whaling out of New London | New London County Historical Society



The house flags were important communicators. Flying most of the time at the peak of the main or foresail, the flags could be seen at a great distance and the ship could be identified even from far away. Captains would sometimes move the signal to different locations on the ship to communicate with their crews who were out pursuing whales in smaller whaleboats.

Just About Everyone’s Livelihood Depended upon Whaling

At the middle of the nineteenth century New London’s economy was driven by the effort required to bring large amounts of oil processed from the blubber of whales to shore. The city directory of the time lists ship builders, sail makers, coopers – to make barrels to hold the oil and the provisions, and bakers – to bake the ships’ bread. Rope makers, block makers, and smiths are some of the most obvious related businesses. But there were also photographers, cigar merchants, ready-made clothing stores, and lots of saloons all catering to men about to head out for long journeys.

The men who owned the ships often also had businesses that supplied the materials that were required for a voyage. They owned the banks and railroads, building supplies companies and hardware stores, and they ran the town.

The wives of seamen made clothing to sell and took in laundry and did other handwork as they cared for their families and waited for their sailors to return. The wives of captains and merchants organized the Lewis Female Cent Society to support the vulnerable families left behind, and the Seamen’s Friend Society to attempt to provide alternatives to the saloons.

Supporting Question 1	
Featured Sources	Source C: Source Document Sheet

Mystic Seaport Document Analysis Sheet



1. What kind of document is it? Check all that apply.

- | | | | |
|---------------------------------|--|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Receipt | <input type="radio"/> Advertisement | <input type="radio"/> Lesson Book |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Record | <input type="radio"/> Personal Papers |
| <input type="radio"/> Patent | <input type="radio"/> Report | <input type="radio"/> Logbook | <input type="radio"/> School Documents |
| <input type="radio"/> Memo | <input type="radio"/> Essay | <input type="radio"/> Census Report | |
| <input type="radio"/> Map | <input type="radio"/> Formal Agreement | <input type="radio"/> Other | |

2. Does the document have any unique physical characteristics?

- interesting letterhead handwritten typed drawings or sketches official seals stamp

3. What is the date of the document?

4. Who do you think wrote the document?

5. Who was the document written for?

6. Important document information:

- List one thing that the author said that you think is important:

- Why do you think this document was written?

- What evidence in the document helps you know why it was written?

- List two things the document tells you about life at the time it was written.

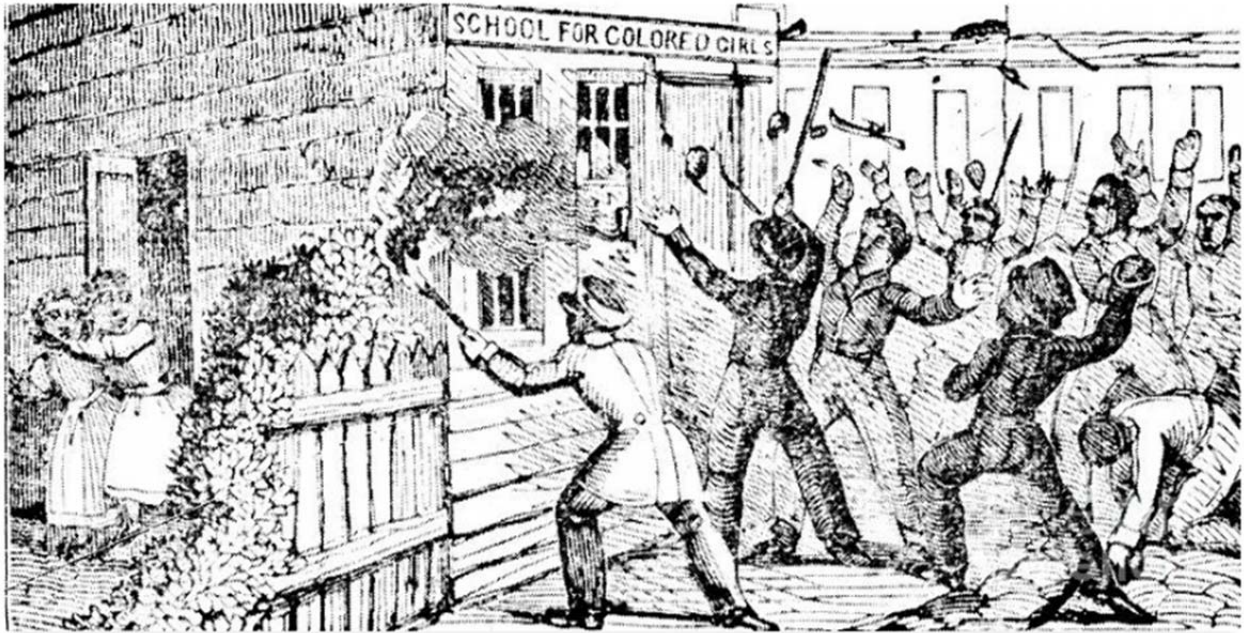
- Write a question to the author– something you are wondering about!

* Worksheet Adapted from the *Written Document Analysis Worksheet* designed by the National Archives & Records Administration.

Supporting Question 2

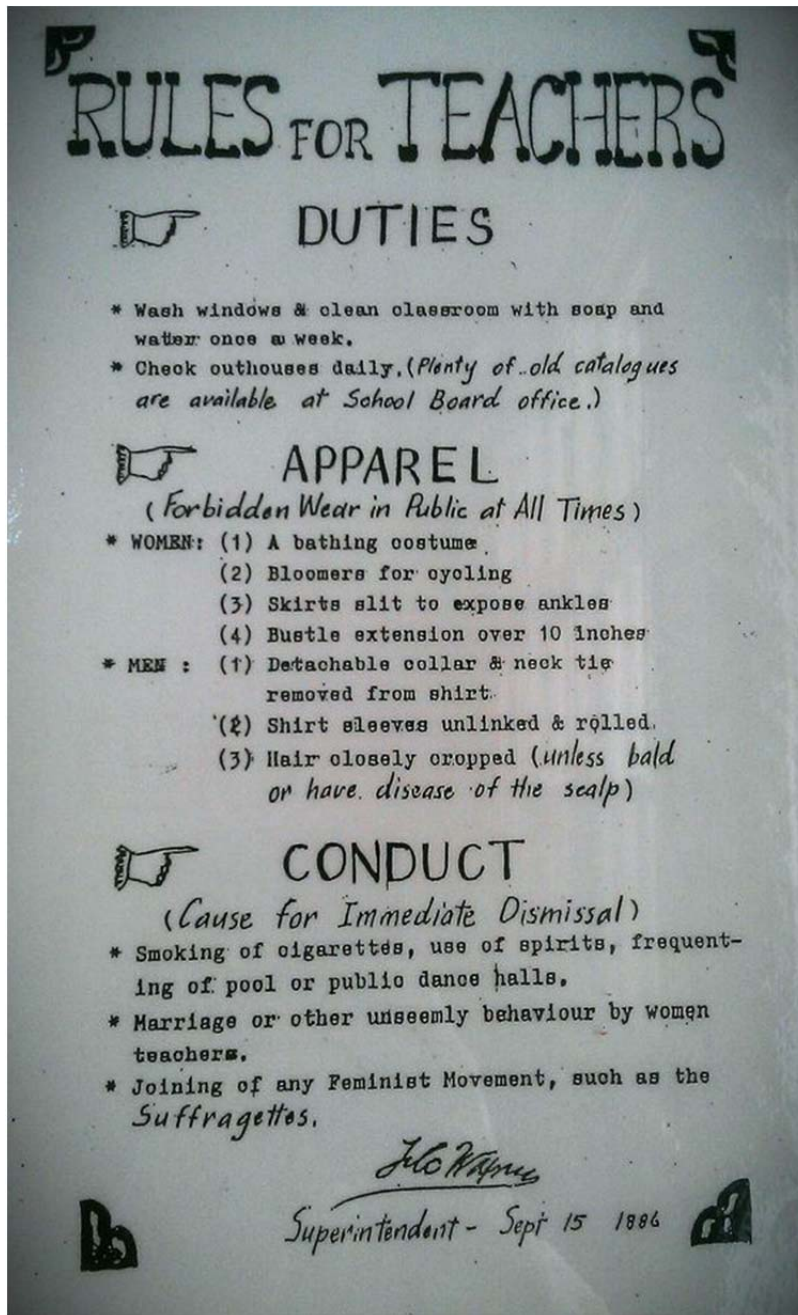
Featured Sources

Source A: [Woodcarving: Burning of School](#)



Supporting Question 3

Featured Source

Source A: [Rules for Teachers](#)

Supporting Question 3	
Featured Source	Source B: Source Document Sheet (Mystic Seaport)

Mystic Seaport Document Analysis Sheet


1. What kind of document is it? Check all that apply.

- | | | | |
|---------------------------------|--|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Receipt | <input type="radio"/> Advertisement | <input type="radio"/> Lesson Book |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Record | <input type="radio"/> Personal Papers |
| <input type="radio"/> Patent | <input type="radio"/> Report | <input type="radio"/> Logbook | <input type="radio"/> School Documents |
| <input type="radio"/> Memo | <input type="radio"/> Essay | <input type="radio"/> Census Report | |
| <input type="radio"/> Map | <input type="radio"/> Formal Agreement | <input type="radio"/> Other | |

2. Does the document have any unique physical characteristics?

- interesting letterhead handwritten typed drawings or sketches official seals stamp

3. What is the date of the document?

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5. Who was the document written for?

6. Important document information:

- List one thing that the author said that you think is important:
- Why do you think this document was written?
- What evidence in the document helps you know why it was written?
- List two things the document tells you about life at the time it was written.
- Write a question to the author– something you are wondering about!

* Worksheet Adapted from the *Written Document Analysis Worksheet* designed by the National Archives & Records Administration.

*Suggested Pacing Guide for Teachers**Unit 2: Why Use Multiple Sources?***Pre-teaching before Inquiries:**

- **Read – Alouds:**
 - ❖ *George vs. George: The American Revolution As Seen from Both Sides*
 - ❖ *Nathan Hale: Patriot Spy*
 - ❖ *The Forbidden School House*

Note: Students should save all resources used throughout the unit and inquiries until the unit and inquiries are completely finished.

Virtual Field Trip: Interactive map of trades of historical Williamsburg <http://tour.history.org>

Day 1: Staging the Question and establishing an understanding of perspective/opinion

Lead the students in a round of the telephone game. Whisper a short story in someone’s ear and have him/her silently pass it on in the ear of his/her neighbor to see if the message is the same once the message gets to the last person. A discussion will immediately follow on how a story or “fact” can change from one person to another (introducing the vocabulary word “perspective”) and how/why facts and/or details change.

See Day 1 Flip chart Slide.

Read-Aloud

- ❖ *The True Story of the Three Little Pigs* by Jon Scieszka

Students should consider the following questions when looking at a source to answer the compelling question, *Why use multiple sources?*

- Who made/wrote it?
- What is his or her opinion?
- When was it made?
- Why did he or she make/write it?
- How does he or she describe the situation?

Further resources for pre-teaching perspective:

- ❖ *The Other Side of the Story: Fairytales with a Twist*
- ❖ *Fabulously Funny Fairy Tale Plays*

Day 2: Mini-lesson for Supporting Question 1

To answer Supporting Question 1, *How do you determine if a source is useful?*, the teacher initiates by going to the website, <http://zapatopi.net/treeoctopus/>. The website is on the screen and teacher proceeds as if she/he was about to do a lesson using that website. Spend about 5 -10 minutes looking at the site on the Promethean during a think-aloud, pointing out names that are fake, spelling errors, etc. (See Day 2 Flip Chart slide.)

Students will be partnered and given the Mystic Seaport Document Analysis sheet to analyze either Source A or Source B (teacher’s choice of who gets what).

Day 3: Share out of sources for Supporting Question 1

Students with **Source A** will be paired with students who analyzed **Source B** to share-out findings. Each set of partners (A and B) will present and summarize to the other pair (A to B and then B to A). Each set will then discuss/debate why their source is the best source of the two to use when conducting their research. They will then question each other and debate to determine the best source to use. (See Day 3 Flip Chart.)

End with a mini-lesson to wrap up the discussion to teach the difference between a primary source and one that is secondary.

Day 4: Mini-lesson for Supporting Question 2

To answer Supporting Question 2, *What role does perspective play in the creation of a source?*, begin by showing video on Nathan Hale (See Day 4 slide on Flip Chart). After the video lead a discussion to determine the artist’s perspective of the painting of Nathan Hale.

Things you’d want to solicit or bring to the students’ attention:

- Artist paints Hale with his head held high
- Hale is painted taller than the British soldiers
- Onlooking female appears to be weeping with child looking on
- Onlookers look sad
- British soldiers look mean and stiff
- Sky is dark and cloudy (somber)
- Red coats stand out
- British soldier on ladder has hand on his hip as if to say, “Let’s get this over with.”
- Why are kids there?
- Hale appears to be clean (perhaps innocent)

Students will receive individual copies of **Source A**, the Prudence Crandall woodcarving . They will independently determine the artist’s perspective and record it in their social studies’ notebook.

As a precursor to this lesson read the short biography on Prudence Crandall (click on her photo on the Day 4 Flip Chart slide).

To end the lesson, have students turn and talk and compare their ideas.

Day 5: Mini-lesson for Supporting Question 3

To answer Supporting Question 3, *How do you determine if a source is still relevant today?*, Google search “Connecticut’s governor”. Facilitate a quick discussion on determining how they know the website is authentic. Then click on the second link on Day 5 Flip Chart slide that shows Jodi Rell as CT’s governor. Model how to complete the *Document Analysis Worksheet* using one of the CT governor websites. Continue discussion (or mini-lesson on not only who wrote the source but when the source was written) to determine why there are two different governors (students should realize that one is outdated - 2005). Lesson focus is on the relevance of the source (can refer back to tree octopus - the link is on the slide) and using prior knowledge as well as new learning.

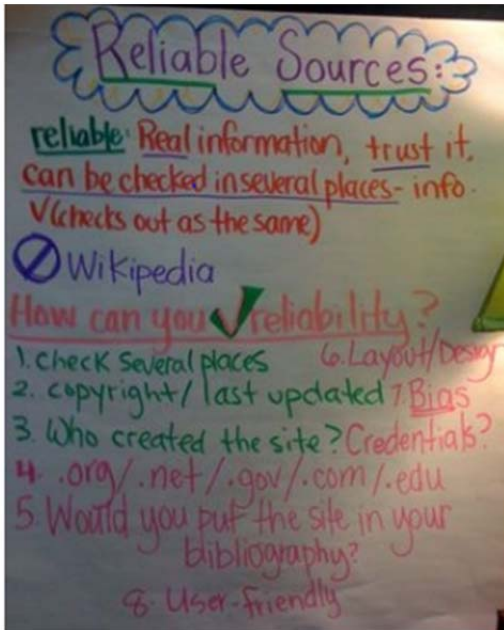
In order to determine the relevance of the source, students will complete the *Document Analysis Worksheet* to determine if the article they received is valid and relevant today.

Day 6: Summative Performance Task

Students will complete the summative performance task. Students are to write a letter to a fictional friend who plans to use one book on his Connecticut history project. Teachers may want to tie in opinion writing to this performance task, as students will need to come up with reasons/details/examples as to why using multiple sources is a better option than just using one source.

Possible reasons to use multiple sources:

- Multiple perspectives, opinions
- Relevancy - Just because you get one source, it may not contain information relevant to your project
- Authenticity - Using multiple sources builds general knowledge on the topic, easier to spot non-authentic sources



[Scholastic Anchor Chart](#)

Mystic Seaport Document Analysis Sheet

1. What kind of document is it? Check all that apply.

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Receipt	<input type="checkbox"/> Advertisement	<input type="checkbox"/> Lesson Book
<input type="checkbox"/> Letter	<input type="checkbox"/> Telegram	<input type="checkbox"/> Record	<input type="checkbox"/> Personal Papers
<input type="checkbox"/> Patent	<input type="checkbox"/> Report	<input type="checkbox"/> Logbook	<input type="checkbox"/> School Documents
<input type="checkbox"/> Memo	<input type="checkbox"/> Essay	<input type="checkbox"/> Census Report	
<input type="checkbox"/> Map	<input type="checkbox"/> Formal Agreement	<input type="checkbox"/> Other	

2. Does the document have any unique physical characteristics?
 interesting letterhead handwritten typed drawings or sketches official seals stamp

3. What is the date of the document?

4. Who do you think wrote the document?

5. Who was the document written for?

6. Important document information:

- List one thing that the author said that you think is important.
- Why do you think this document was written?
- What evidence in the document helps you know why it was written?
- List two things the document tells you about life at the time it was written.
- Write a question to the author—something you are wondering about!

* Worksheet Adapted from the *Written Document Analysis Worksheet* designed by the National Archives & Records Administration.

[Document Analysis Worksheet](#)

3rd Grade Connecticut; Change, Continuity and Context

How is Connecticut’s story a part of America’s story?

Connecticut Social Studies Frameworks	<p>HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>HIST 3.2 Compare life in specific historical time periods to life today.</p> <p>HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.</p> <p>ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.</p> <p>Gathering, Using, and Interpreting Evidence</p> <p>Geographic Reasoning</p> <p>Comparison and Contextualization</p>
Staging the Question	To launch this inquiry, the teacher should begin by presenting images representing different industries, inventions, and ideas developed in Connecticut. (See Day 1 slide.)

Supporting Question 1	Supporting Question 2	Supporting Question 3
How have Connecticut industries contributed to national history over time?	How have historical Connecticut residents impacted Connecticut and national history?	How did inventions and technology contribute to Connecticut and national history?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a timeline that shows how the shipbuilding industry has contributed to national history over time.	Present a song, poem, or short biography that proves a historical Connecticut resident had an impact on history.	Create an advertisement for Connecticut Magazine that features something invented in Connecticut. Explain the impact the item has had on life in Connecticut and beyond.
Featured Source	Featured Source	Featured Source
Source A: Electric Boat Timeline Source B: General Dynamics Electric Boat Video Source C: Mystic Built Ships Source D: Portland, CT Shipbuilding	Source A: Nathan Hale Video Source B: Nathan Hale Article Source C: Prudence Crandall Article Source D: Prudence Crandall Museum	Source A: Can-Opener Article Source B: Original Patent for Can-Opener Source C: Noah Webster History Source D: Noah Webster Minipage

Summative Performance Task	ARGUMENT Create a timeline captivating five significant people, events, or ideas that represent part of Connecticut’s story. Explain how the people, events, or ideas contributed to America’s story.
Taking Informed Action	ACT As an optional enrichment activity, create and publish a school book on CT history.

Inquiry Description

This inquiry is an exploration into the link between Connecticut’s development and place in history on a national level. Through the investigation of Connecticut’s industries, famous residents of Connecticut, and technologies, students build their knowledge in order to answer the compelling question, *How is Connecticut’s story a part of America’s story?*

The three supporting questions assist students in their inquiry by investigating industries developed in Connecticut (i.e. whaling, manufacturing, etc.), famous residents and their ideas or contributions to history, and technology/inventions from Connecticut. Students will come to the conclusion that people

influence change and contribute to Connecticut and America’s history. Students will be able to construct an argument for the compelling question, *How is Connecticut’s story a part of America’s story?*

Note: This inquiry is expected to take seven class days. The time frame can be extended based on the need for additional instructional experiences (featured sources, supporting questions, performance tasks, etc.) Inquiries may be adapted to meet the needs and interests of students as well as scaffolded and/or differentiated to meet needs of individual students.

Suggested Resources:

[Life As a Colonial Kid video](#)

[Noah Webster House](#)

Structure of the Inquiry

In answering the compelling question, *How is Connecticut’s story a part of America’s story?*, students answer supporting questions and complete formative performance tasks using featured sources in order to construct an argument with evidence and counterevidence using multiple sources.

Staging the Compelling Question

To launch this inquiry, the teacher should begin by presenting the images from the Day 1 slide, which features images representing different industries, inventions, and ideas developed in Connecticut.

Supporting Question 1

Supporting Question One, *How have Connecticut industries contributed to national history over time?* suggests that students can use the literary structure of a historical timeline to view historical events as they investigate the compelling question, *How is Connecticut’s story a part of America’s story?* In order for students to complete the formative performance task of creating a timeline of the shipbuilding industry in Connecticut, students will first need to make use of the featured sources listed. Students will have access to a timeline of the history of Electric Boat, a documentary, and two articles about historical shipbuilding in Mystic and Portland, Connecticut, will also allow students to answer the compelling question.

Supporting Question 2

The second supporting question, *How have historical Connecticut residents impacted Connecticut and national history?*, directs students to examine the intentions of the state hero and heroine, Nathan Hale and Prudence Crandall. The formative performance task asks students to gather information on the resident of their choice and then present a song, poem, or short biography that proves and discusses that particular person’s impact on Connecticut and/or national history. Students will come to the conclusion that people from Connecticut contribute to America’s story.

Supporting Question 3

In answering the third supporting question, *How did inventions and technology contribute to Connecticut and national history?*, students further their exploration of Connecticut’s story by directing their attention to inventions and technologies developed and used throughout Connecticut history. Students can also explore the impact of these inventions and technologies on a national level. The formative performance task asks students to choose one Connecticut invention and discuss its impact on Connecticut and beyond.

Summative Performance Task

In the summative performance task students will create a timeline capturing five people, events, or ideas that represent Connecticut’s story. Students will then explain how these people, events, or ideas have contributed to national history. Having answered the three supporting questions on their quest to answer the compelling question, students will now be prepared to show how Connecticut fits into America’s history.

Sample events could include:

- Noah Webster and the dictionary
- Prudence Crandall’s school opening, the idea of acceptance of all people
- Connecticut’s Charter (the first Constitution)

Any acceptable events should be accepted. As a further extension of this unit, students could take informed action by creating and publishing a school book on CT history.

RESOURCES

Supporting Question 1

Featured Source

Source A: Electric Boat Timeline 1899 - Present Day

EB HISTORY (www.gdeb.com)

Established in 1899, Electric Boat has established standards of excellence in the design, construction and lifecycle support of submarines for the U.S. Navy. Primary operations are the shipyard in Groton, CT, the automated hull-fabrication and outfitting facility in Quonset Point, RI, and an engineering building in New London, CT. The current workforce is more than 13,000 employees.

2014: The U.S. Navy awards Electric Boat a \$17.6 billion contract for the construction of 10 additional Virginia-class submarines, the largest contract ever given by the Navy. Known as Block IV, this contract enables Electric Boat and its industry teammate, Newport News Shipbuilding, to proceed with the construction of two ships per year over a five-year period.

2013: Electric Boat is awarded a \$1.85 billion Ohio Replacement Program contract to perform research and development work for this new class of ballistic-missile submarine, which is scheduled for a 2021 construction start. Electric Boat will also continue development of the joint U.S. Navy/Royal Navy Common Missile Compartment for Ohio Replacement submarines and the UK Successor-class ballistic-missile submarine.

2010: Electric Boat acquires the former Pfizer building in New London to accommodate its growing engineering workforce in modern space.

2007: Electric Boat re-delivers USS Georgia (SSGN 729), completing the conversion of four Ohio-class SSBNs to an enhanced conventional strike platform that can accommodate large numbers of special forces.

2004: Electric Boat delivers both the Virginia (SSN774) and the Jimmy Carter (SSN23) to the U.S. Navy.

2004: Electric Boat christens the Jimmy Carter (SSN23), the third and final Seawolf-class submarine, which has been modified for special warfare and surveillance.

2003: The Navy awards Electric Boat an \$8.7 billion block-buy contract for six Virginia-class

submarines, the largest submarine order in U.S. history. The contract is later converted to a multiyear purchase plan for five submarines.

2003: Electric Boat christens the Virginia (SSN774), first of its class.

2003: Electric Boat begins the SSGN conversions of the four oldest Ohio-class SSBNs into multi-mission submarines optimized for covert strike and special operations support.

2002: Electric Boat receives a \$443 million contract to design the SSGN, a conversion of the four oldest Ohio-class SSBNs into multi-mission submarines optimized for covert strike and special operations support.

2001: The Quonset Point Facility's new automated steel-processing center is dedicated.

2000: The first hull section of Virginia (SSN774), the first of the U.S. Navy's newest class of nuclear attack submarines, arrives at the Groton shipyard. The 1,000-ton section was transported from Quonset Point.

2000: Electric Boat breaks ground for a \$12.4 million automated steel-processing center at the Quonset Point Facility.

1999: U.S. Sen. John Warner of Virginia inscribes his initials on Virginia (SSN774) during a keel-laying ceremony at the Quonset Point Facility for the lead ship of the Navy's newest class of submarines.

1999: The U.S. Navy awards Electric Boat an \$887 million contract to modify Jimmy Carter (SSN23) to accommodate advanced technology for special warfare and surveillance.

1999: Electric Boat marks the centennial of its founding.

1998: Electric Boat receives a \$4.2 billion contract to build the first four Virginia-class submarines. Construction is shared with teammate Northrop Grumman Newport News (now Huntington Ingalls-Newport News Shipbuilding).

1998: Electric Boat delivers the second Seawolf-class submarine, Connecticut (SSN22), to the U.S. Navy.

1997: USS Louisiana (SSBN743), Electric Boat's 18th and final Trident submarine, is delivered to the Navy, bringing to a close what has been described as a model military procurement program.

1997: The Navy commissions USS Seawolf (SSN21).

1997: Electric Boat teams with Newport News Shipbuilding (now Huntington Ingalls-Newport News Shipbuilding) to produce the Virginia Class of submarines.

1997: Electric Boat christens the second Seawolf-class submarine, Connecticut (SSN22).

1996: Electric Boat receives a \$1.4 billion contract to design the successor to the Seawolf class, the New Attack Submarine, now known as the Virginia class.

1996: At the completion of its initial sea trials, Seawolf (SSN21) is described as the fastest, quietest, most heavily armed submarine in the world.

1995: Seawolf (SSN21) is christened by Margaret Dalton, wife of Secretary of the Navy John H. Dalton.

1994: First lady Hillary Clinton christens Columbia (SSN771), Electric Boat's 33rd and final Los Angeles-class submarine. Columbia was also the last U.S. submarine to be launched in the traditional sliding fashion.

1991: Electric Boat wins the contract to build the second Seawolf submarine (SSN22), later named Connecticut.

1989: The company begins construction of Seawolf (SSN21), the lead ship in what will be the most advanced class of attack submarine in the world.

1980: Quonset Point's automated frame and cylinder facility becomes fully operational.

1979: Electric Boat launches the Ohio (SSBN726), the first of an 18-ship class popularly known as Tridents.

1978: Construction of EB's \$120 million automated frame and cylinder facility begins at Quonset Point.

1977: The land-level submarine construction facility in Groton becomes fully operational.

1975: Construction of EB's \$150 million land-level submarine construction facility begins in Groton.

1974: Production begins at Quonset Point, with an initial workforce of eight trainees and a handful of management personnel.

1973: The company's Quonset Point Facility in North Kingstown, RI, is established.

1972: The company lays the keel for its first Los Angeles-class attack submarine, Philadelphia (SSN690).

1972: Electric Boat receives contracts for the design and development of the Ohio-class ballistic-missile submarine. These mammoth 560-foot ships will be built in a modular fashion, a process pioneered by EB.

1966: Sturgeon (SSN637), the lead ship in a new class of attack submarines, is launched.

1960: USS George Washington embarks on its first strategic deterrence patrol carrying 16 Polaris missiles.

1960: The Electric Boat-built USS Triton (SSN586) circumnavigates the globe submerged in 84 days. The journey followed Ferdinand Magellan's route, which took three years to complete.

1959: USS George Washington (SSBN598), the Navy's first fleet ballistic-missile submarine, is commissioned.

1954: First lady Mamie Eisenhower christens the Nautilus. Embarking on initial sea trials a year later, the submarine sends the historic message: "Underway on nuclear power."

1951: The company announces its contract to build the Nautilus (SSN571), the world's first

nuclear-powered submarine.

1941-45: Over the course of World War II, Electric Boat produces 74 submarines and 398 PT boats.

1934: Cuttlefish, the first submarine ordered by the U.S. Navy since 1918, is delivered. Cuttlefish is also the first welded submarine and the first submarine built in Groton for the Navy.

1924: The Peruvian government places orders for two submarines, the first to be built at the Groton shipyard.

1914-18: During World War I and just after, Electric Boat receives orders to build 85 submarines for the U.S. Navy. The company's ELCO subsidiary builds 722 submarine chasers, while another subsidiary, the Submarine Boat Co., builds 118 Liberty ships.

1911: Electric Boat acquires the New London Ship and Engine Co. in Groton, CT, to build diesel engines and other machinery and parts for submarines and commercial ships.

1900: Considered the world's first practical submarine and named for its inventor, the Holland is accepted by the U.S. Navy, marking the beginning of the U.S. Submarine Force.

1899: Financier Isaac Rice founds Electric Boat Company. The company was established to bring to completion a 54-foot submersible vessel developed by John Philip Holland.

Supporting Question 1

<p>Featured Source</p>	<p>Source B: General Dynamics Electric Boat Video Click here to watch video (Most relevant portion of video counts down from 4:45 to 2:00)</p>
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Supporting Question 1

Featured Source

Source C: [Mystic Built Ships](#)**MYSTIC-BUILT SHIPS**

Before the war, Mystic, with a population of just 2,500, was famous for building fast clipper ships and other sailing vessels but quickly converted to building steamships once war broke out. In fact, in response to war demands, more steam vessels were built at Mystic between 1861 and 1865 than at any other New England port. “All our shipyards are hard at work. Whatever the effect of the war in other places, we believe it will prove a benefit to Mystic,” wrote the editor of the *Mystic Pioneer* newspaper on May 18, 1861. And, so it was. Mystic shipyards launched 56 steamers during the war, representing five percent of Northern steamship construction.

Supporting Question 1
Featured Source | Source D: [Portland, CT Shipbuilding](#)

4/15/2016

The Gildersleeve Shipbuilding Legacy in Portland | ConnecticutHistory.org

ConnecticutHistory.org

The Gildersleeve Shipbuilding Legacy in Portland

The town of Portland has a rich history of shipbuilding. Launching its first vessel in 1741, Portland, like many river towns in Connecticut, built numerous ships for local industries, as well as for military protection during the American Revolution and the War of 1812. Perhaps the most recognizable name in the history of Portland shipbuilding is Sylvester Gildersleeve, the man for which a large section of Portland is still named today.



Shipbuilding at Gildersleeve Ship Construction Co., Portland, 1918 - Mystic Seaport and Connecticut History Illustrated

Born on February 25, 1795, Sylvester Gildersleeve was the fifth of six children born to second-generation shipbuilder Philip Gildersleeve. Sylvester's grandfather started the family business in 1776. When Sylvester turned 18 he entered his father's business, then quickly relocated to the lakes region of western New York to build ships to bolster area defenses during the War of 1812.

Gildersleeve Builds Ships in Portland

Sylvester returned to Portland after the war and in 1821 began building ships under the name S. Gildersleeve & Sons. Between 1821 and 1844, the firm produced 135 vessels worth approximately \$2.5 million. After purchasing a shipyard from builders Charles and David Churchill in 1828, S. Gildersleeve & Sons went on to produce some of the most famous ships in US history.



S. Gildersleeve

Sylvester Gildersleeve from History of Middlesex County, Connecticut, with Biographical Sketches of Its Prominent Men by Henry Whittemore

In 1836, Gildersleeve launched the schooner *William Bryan*, the first vessel to make regular voyages between New York and Texas. The journey proved so successful that investors established a regular New York and Galveston Line. Between 1847 and 1850, S. Gildersleeve & Sons built five ships for this line, naming them all after Texas patriots. The line continued operation right up until hostilities broke out between the North and the South in 1861.

An Early War Casualty and a Continued Legacy

One of the early victims of Civil War hostilities was the 1,400-ton *S. Gildersleeve*. Built in 1854, the ship, while carrying coal on a voyage to China, fell prey to an attack by the Confederate cruiser *Alabama*. The Gildersleeves did more than produce commercial vessels during this era, however. One of the company's most important and substantial builds was the steam-powered gunboat *Coryuga* built for the US government in 1861. Three years later, the family completed work on the *United States*, the largest steamship in the country, weighing in at 1,600 tons.

Despite Sylvester's death in 1886, the Gildersleeve legacy in Portland lived on. During the height of his shipbuilding operation, Sylvester opened a mattress factory, wagon shop, and general store in town. His son and grandson ensured the shipbuilding company operated well into the 20th century. Other members of his family served the town as teachers, its first postmaster, and in a variety of other occupations ensuring that when the Connecticut River flood of 1936 brought devastation to local industries—and thus an end to the Golden Age of shipbuilding in Portland—the Gildersleeve name continued to play an important role in shaping the town's identity.

<http://connecticuthistory.org/the-gildersleeve-shipbuilding-legacy-in-portland/>

Supporting Question 2

Featured Sources

Source A: [Nathan Hale Video](#)



Nathan Hale- A Connecticut Hero

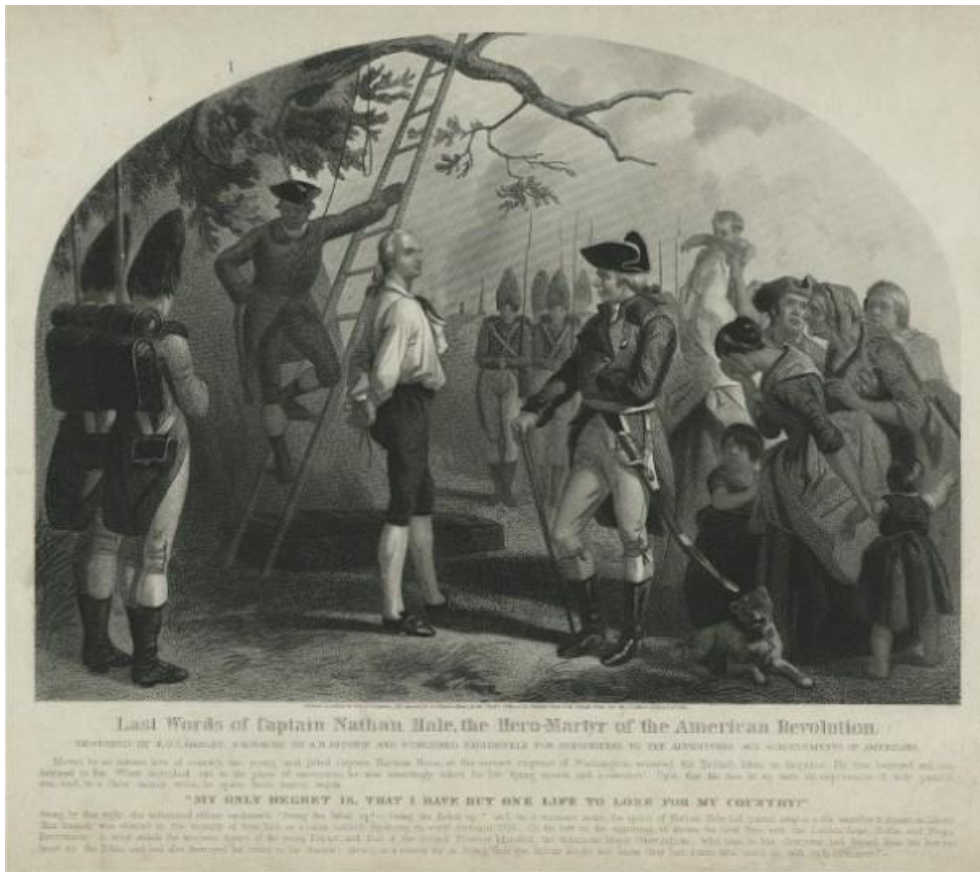
TeacherTube Tutorials

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Supporting Question 2	
Featured Source	Source B: Nathan Hale Article



Last Words of Captain Nathan Hale, the Hero-Martyr of the American Revolution - [New York Public Library Digital Collections, The Miriam and Ira D. Wallach Division of Art, Prints and Photographs](#)

Nathan Hale: The Man and the Legend

By Nancy Finlay

He never lived in the Nathan Hale Homestead. There is no credible proof he ever said, “I only regret that I have but one life to give for my country.” The portrait of the handsome young spy that everyone knows is the invention of a 20th-century sculptor. So who was [Nathan Hale](#)?

Nathan Hale was born in [Coventry](#) on June 6, 1755. In 1773, he graduated [Yale College](#) and got a job as a schoolmaster in a small school in [East Haddam](#). The following year he obtained a better position at a private academy in [New London](#). One year later, the American Revolution began.

News of the battles of Lexington and Concord quickly reached Connecticut. Two of Hale’s brothers marched off to Massachusetts with the Connecticut militia; Hale himself enlisted a few weeks later, on July 6, 1775. By the time he joined Washington’s army in Cambridge, the Battle of Bunker Hill was over

and the two armies were in a state of stalemate, which lasted until the British evacuated Boston in March 1776.

A Schoolteacher Becomes a Spy

Washington soon began transferring troops to New York, where he expected the next British attack to take place. The Battle of Brooklyn Heights at the end of August 1776 left the British in control of Long Island, with Washington and his army holed up in Manhattan and badly in need of reliable information about the opposing forces. Washington began recruiting spies. Although spying was not considered a very honorable occupation for a gentleman, Hale had been in the army for over a year and had yet to see any action. He decided to volunteer.

Hale left New York and traveled to [Norwalk](#), Connecticut, where he arranged passage across Long Island Sound. He left his uniform, commission, and official papers behind in Norwalk, and, dressed as a schoolmaster in a plain brown suit and a round hat, landed in Huntington, Long Island. He should have made a convincing schoolmaster since he taught school for two years before joining the army, but he asked too many questions and soon aroused suspicion. In conversation with a British agent posing as an American sympathizer, he revealed his mission and British authorities promptly arrested him. In the few days that Hale had been absent, Washington's troops retreated again and the British occupied New York. Hale was brought to General Howe's headquarters at what is now First Avenue and 51st Street, and promptly condemned to death. The following morning, September 22, he was taken to the artillery park at what is now Third Avenue and 66th Street and, after mounting a ladder, was hanged from a tree. The British buried his body nearby. Contemporary accounts indicate that he met his death with great resolution and composure.

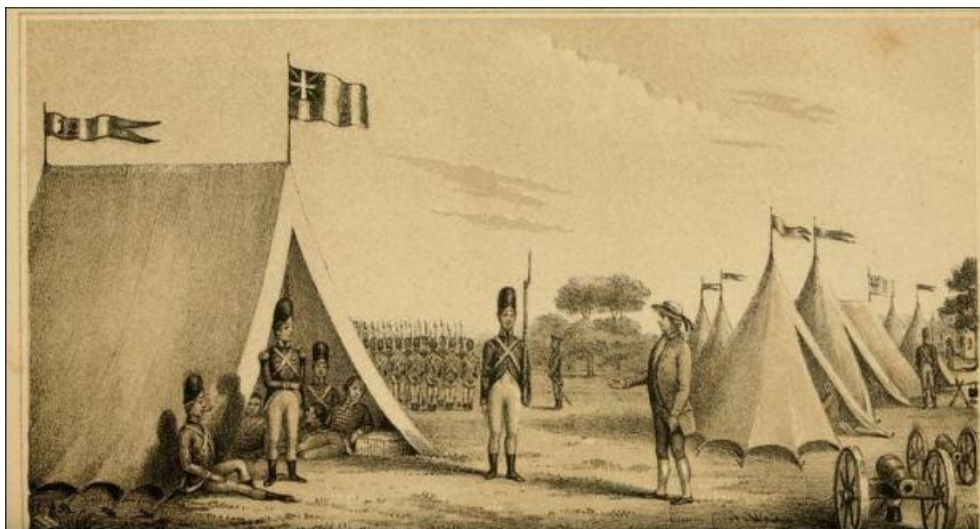


Illustration of Nathan Hale approaching the British from *Life of Captain Nathan Hale, the Martyr Spy of the American Revolution* by Isaac William Stuart, 1856

How History Remembers Nathan Hale

Hale was not a very good spy, but he was a patriotic and likeable young man with many good friends who, over the years, kept his memory alive. It was one of his college friends who attributed to him his famous last words, "I only regret that I have but one life to give for my country." The words are from

Joseph Addison’s play *Cato*, and though the play was a favorite of Hale and his friends when at Yale, there is no reason to think that Hale spoke them at his execution.

Over the years, as his story was told and retold, history transformed Hale from an obscure and unsuccessful spy into a symbol of selfless sacrifice in the service of his country. Cities such as [New Haven](#), [Hartford](#), and New York erected statues of Hale. Since no contemporary likeness survived, the sculptors created idealized portraits of heroic young men. Perhaps the most famous of these statues is the one by Bela Lyon Pratt (1913) outside Connecticut Hall at Yale, where Hale lived as a student.



Nathan Hale Homestead, Coventry – Hartford Daily Photo

Hale’s parents built what is now the Hale Homestead in Coventry in 1776, on the site of an earlier house where their son Nathan had been born. Antiquarian George Dudley Seymour acquired the house in the early 20th century and restored it as a shrine to Hale’s memory. Connecticut Landmarks acquired the property in the 1940s. In 1985, a vote by the Connecticut legislature officially designated Nathan Hale as Connecticut’s state hero.

Nancy Finlay grew up in Manchester, Connecticut. She has a BA from Smith College and an MFA and PhD from Princeton University. From 1998 to 2015, she was Curator of Graphics at the Connecticut Historical Society.

See more at: <http://connecticuthistory.org/nathan-hale-the-man-and-the-legend/#sthash.GreE9ZXT.dpuf>

Supporting Question 2**Featured Source****Source C: [Prudence Crandall Article](#)**

KIDS: Prudence Crandall Statue

<http://www.kids.ct.gov/kids/cwp/view.asp?q=428212>**The Story Behind the Statue - Student Action**

It all began about ten years ago when a group of students from the fourth grade class of 2000 at Ellen P. Hubbard School in Bristol, wrote to Representative Betty Boukus of Plainville complaining that there was a statue of the State Hero, Nathan Hale, in the Capitol, but none of the State Heroine, Prudence Crandall. Representative Boukus met with the students and encouraged them to get involved and do everything they could to make this project a reality. The students wrote letters, collected money and lobbied members of the General Assembly. The student's campaign was called "Pennies for Prudence," and they collected more than \$3,000 to support the project. Their determination and hard work certainly contributed to the eventual winning of a \$100,000 state grant to commission an artist to create the statue.

It was students from the New Canaan Country School who worked hard to have Prudence Crandall named the State Heroine. While they may not yet be able to vote, kids can make a difference! Artist Gabriel Koren Sculptor Gabriel Koren was born in Hungary and received her Master of Fine Arts degree from the Hungarian Academy of Fine Arts. As a young child, she played around the many statues of famous writers and historical figures in the parks of the capital city of Budapest. Her parents were both artistic and encouraged her interest in African civilizations and African American Art. She studied at the Ecole des Beaux in Paris, France and then moved to New York City where she established a studio in Brooklyn. She was commissioned to create a sculpture of Malcolm X that is now located in the Audubon Ballroom in Manhattan. A statue of the abolitionist Frederick Douglas will soon be part of a monument to be erected in Central Park. Ms. Koren spent six years sculpting the Prudence Crandall statue.

About Prudence Crandall

Connecticut's State Heroine was born in Hopkinton, Rhode Island on September 3, 1803. She was the daughter of Quaker parents and was educated at the Society of Friends Boarding School in Providence. Prudence Crandall spent much of her childhood in the village of Canterbury, Connecticut and returned there after completing her education and teaching briefly in Lisbon and Plainfield. In 1831, with the support and assistance of the leaders of the town, Prudence Crandall opened the Canterbury Female Seminary. The school was in a large house just off the village green. Today the house is a museum and a National Historic Landmark. The school prospered until Prudence Crandall accepted the application of Sarah Harris, the daughter of a free African American farmer in the area, to be admitted to the school. Many Quakers were active in the Abolitionists Movement and opposed slavery as un-Christian. The admission of an African American to the school angered many of the town residents, and attempts were made to close the school. The parents of the white students removed their daughters from the school, but by then the reputation of the school had spread and African American parents began sending their daughters to the school. Prudence and her students were subjected to insults and abuse. On May 24, 1833, the Connecticut General Assembly passed a law known as the "Black Law," making it a crime for anyone to establish a school for the instruction of "colored people who are not inhabitants of this State," or to teach in any such school without the consent of local authorities. Prudence Crandall was arrested and briefly imprisoned in the Brooklyn, Connecticut Jail. She was brought to trial three times, but the case was finally dismissed by the Supreme Court of Errors in July, 1834. Shortly after the dismissal, the school was attacked by a mob and, fearing for the safety of her students, Prudence

Crandall closed the school. She married the Reverend Calvin Philco that same year and moved eventually to Illinois. She died in Elk Falls Kansas in 1890 at the age of 87 and is buried there. The "Black Law" was repealed 1838. In 1886, an annual annuity of \$400 was established by the Connecticut Legislature and Prudence Crandall received that money until she died. In 1995, the Connecticut General Assembly designated Prudence Crandall as the state's official heroine.

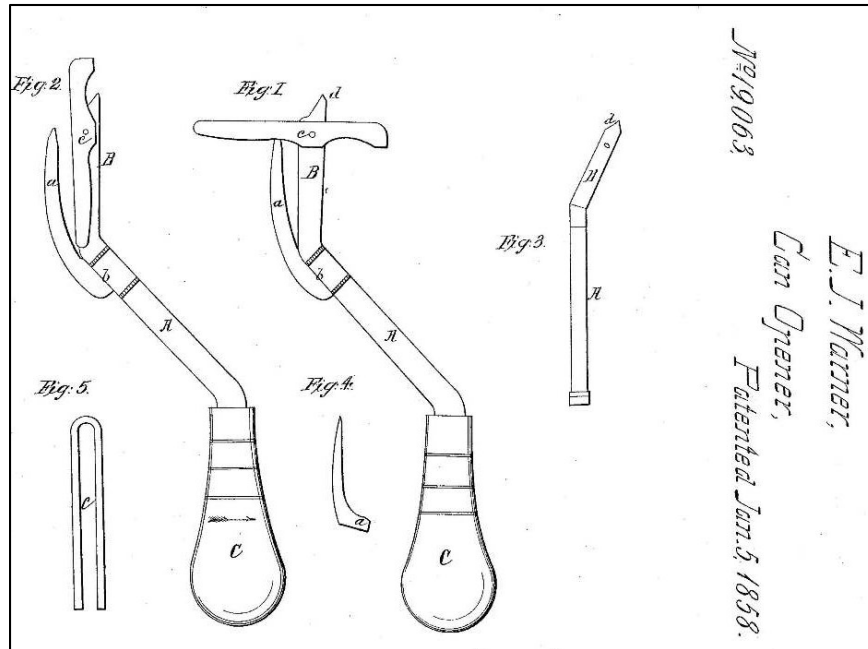
Supporting Question 2

Featured Source

Source D: [Prudence Crandall Museum](#)

Supporting Question 3

Featured Source

Source A: [Can-Opener Article](#)

Can Opener, E. J. Warner, patented January 5, 1858

On January 5, 1858, [Waterbury](#) native Ezra J. Warner invented the first US can opener. The idea of storing food in cans dates back almost 50 years earlier when Peter Durand of England patented a can made of wrought iron with a tin lining. To open these cans, which could be as thick as 3/16 of an inch, it was suggested that they be “cut around at the top with a chisel and hammer.” Amazingly, it took decades—and Ezra Warner’s design—for a practical can opening tool to be made. By that time, the iron cans were just starting to be replaced by thinner steel cans.

Warner designed a pointed blade that, when pressed into the can, was prevented from penetrating too far into the contents by a guard. The guard then swung out of the way and a second curved blade (or sickle) cut around the top of the can with a saw-like action, which, unfortunately, left quite a jagged edge. Though never a big hit with the public, Warner’s can opener served the US Army during the [Civil War](#) (1861-1865) and found a home in many grocery stores, where clerks would open cans for customers to take home. A plus to Warner’s design was that it consisted of several parts which could be replaced if worn out.

The can opener wasn’t Warner’s first invention. He had received a patent in November of 1850 for a *Mode of Fastening Hooks and Eyes upon Cards*, a useful holder for a standard Waterbury product.

Supporting Question 3	
Featured Source	Source B: Original Patent for Can-Opener

UNITED STATES PATENT OFFICE.

EZRA J. WARNER, OF WATERBURY, CONNECTICUT, ASSIGNOR TO HIMSELF, WM. H. WARNER, AND RUFUS E. HITCHCOCK, OF SAME PLACE.

INSTRUMENT FOR OPENING CANS.

Specification of Letters Patent No. 19,063, dated January 5, 1858.

To all whom it may concern:

Be it known that I, EZRA J. WARNER, of the city of Waterbury, in the county of New Haven and State of Connecticut, have invented a new and useful Improvement in Instruments for Cutting Open Sealed Tin Cans and Boxes; and I do hereby declare that the following is a full, clear, and exact description of the construction, character, and operation of the same, reference being had to the accompanying drawings, which make a part of this specification, in which—

Figure 1, is a view of the whole instrument, showing the looped bar, (as Fig. 5,) swung across the piercer bar. Fig. 2, is a view of the same, showing another position of the looped bar. Fig. 3, is a view of the shaft, with the piercer bar. Fig. 4, is a view of the curved cutter, (as in Figs. 1 and 2). Fig. 5, is a view of the looped bar, (as in Figs. 1 and 2.)

I make the shank, A, (including the piercer-bar, B,) of steel, substantially, as represented in Figs. 1, 2, and 3, with a suitable handle, as C, Figs. 1 and 2, and I make the point of the piercer bar, B, substantially, in the form represented at *d*, Figs. 1, 2, &c., I make the curved cutter, *a*, of cast steel, substantially in the form shown in Figs. 1, 2, and 4, and attach it to the shank, A, (as at *b*,) by passing the end, *a*, Fig. 4, into a dovetail slot, so that it may be readily removed, in case of its being injured, or when I desire to change the position of the cutting edge from one side of the looped or swinging bar *c*, to the other or to have it cut in the center, between the two sides, and I bevel the edge on either side, or on both sides, according to the position in which it is to be placed for cutting. I make the looped bar, *c*, of steel, or any other suitable material, substantially in the form shown in Fig. 5, (and indicated in Figs. 1 and 2,) and attach it to the piercer bar, B, (near its end,) by a fulcrum or joint pin, as shown at *e*, Figs. 1 and 2, (and indicated in Fig. 3,) so that it may readily swing, or rock, from

the position shown in Fig. 1 to that shown in Fig. 2.

To use this instrument, I swing the loop bar substantially to the position shown at *c*, in Fig. 1, take hold of the handle, C, and press the point, *a*, of the piercer-bar, B, through the tin in the desired place, turn the instrument, and insert the point of the curved cutter, *a*, through the perforation already made, (when the looped or swinging bar, *c*, will be substantially in the position shown in Fig. 2,) and work the handle, C, (in the manner of a brake.) When the handle, C, is moved in the direction indicated by the dart in Fig. 2, the loop bar, *c*, will be held against the surface of the tin, while the curved cutter, *a*, will be forced between its parts and cut the tin smoothly through, and when the handle is moved in the opposite direction the instrument may be pushed forward for another cut, and so on, thus allowing the operator to cut as fast as he can move his hand.

The advantages of my improvement over all other instruments for this purpose consist in the smoothness and rapidity of the cut, as well as the ease with which it is worked, as a child may use it without difficulty, or risk, and in making the curved cutter susceptible of being removed, so that if one should be injured it may be replaced by another, thus saving all the other portions of the instrument, and consequently much expense, and in that the piercer will perforate the tin without causing the liquid to fly out, as it does in all those which make the perforation by percussion of any kind.

What I claim as my invention, and desire to secure by Letters Patent, is—

The combination of the curved cutter, (*a*,) with the looped bar, (*c*,) when constructed, and made to operate; substantially, as herein described.

E. J. WARNER.

Witnesses:
WM. H. WARNER,
R. FITZGERALD.

Supporting Question 3

Featured Source

Source C: [Noah Webster History](#)

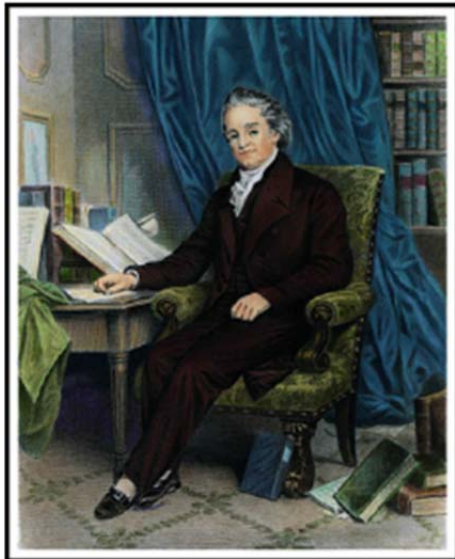
2/1/2016

Noah Webster Biography | Noah Webster House and West Hartford Historical Society

Noah Webster Biography | Noah Webster House and West Hartford Historical Society

Noah Webster History

Noah Webster was born on October 16, 1758 in the West Division of Hartford, Connecticut (now West Hartford). Webster grew up in an average colonial family - his father farmed and worked as a weaver, while his mother worked at home. At the time, few people went to college, but Webster enjoyed learning so much that his parents sent him to Yale, Connecticut's first college. He left for New Haven in 1774 when he was 16 and graduated in 1778. Webster wanted to continue his education by studying law, but his parents could not afford to give him more money for school. After thinking about his options, Webster began working as a teacher.



During his years as a student and then as a schoolteacher, Webster realized the American education system needed to be updated. Children of all ages were crammed into one-room schoolhouses with no desks, poor books, and untrained teachers. Although this was after the American Revolution, their books came from England, often pledging their allegiance to King George. Webster believed that Americans should learn from American books, so in 1783, he wrote his own textbook: *A Grammatical Institute of the English Language*. It earned its nickname, the "Blue-Backed Speller", because of its characteristic blue

<https://www.noahwebsterhouse.org/discover/noah-webster-history.htm>

1/2

2/12/2016

Noah Webster Biography | Noah Webster House and West Hartford Historical Society

cover. For over 100 years, Webster's book taught children to read, spell and pronounce words. It was the most popular American book of its time, selling nearly 100 million copies.

In 1789, Noah married Rebecca Greenleaf, the daughter of a rich man from Boston. During their long marriage, they had eight children and numerous grandchildren. The family lived in New Haven, and then moved to Amherst, Massachusetts. There, Webster helped to found Amherst College. The family later moved back to New Haven.

In 1801, Webster started working on defining the words that Americans use. He did this because Americans spoke and used words differently than the English, and to help people who lived in different parts of the country to speak and spell the same way.

In his dictionary, Webster used American spellings like "color" instead of the English "colour" and "music" instead of "musick". He also added American words that weren't in English dictionaries like "skunk" and "squash." His first edition, *A Compendious Dictionary of the English Language* was published in 1806. This book offered brief definitions of about 37,000 words. It took him 22 more years to finish his *American Dictionary of the English Language*. When he finished in 1828, at the age of 70, Noah's dictionary defined over 65,000 words.

Noah Webster accomplished many things in his life. Not only did he fight for an American language, he also fought for copyright laws, a strong federal government, universal education, and the abolition of slavery. In between fighting for these causes, he wrote textbooks, edited magazines, corresponded with men like George Washington and Benjamin Franklin, helped found Amherst College, created his own version of an "American" Bible, raised eight children, and celebrated 54 anniversaries with his beloved wife. When Noah Webster died in 1843, he was an American hero.



Supporting Question 3
Featured Source | Source D: [Noah Webster Minipage](#)



BETTY DEBNAM – Founding Editor and Editor at Large

dic•tio•nary \ˈdik-shə-,ner-ē\ n.

Happy Birthday, Noah Webster!

When you see a word you don't know, you probably use a **dictionary** (DIK-shuh-nair-ee) to find out what it means. The dictionary you use may be a newer version of the one first written by Noah Webster. He started his dictionary in 1801 and finished in 1828. It gave the meanings of more than 70,000 words.

This week, The Mini Page honors Webster's 250th birthday by learning about his life and the things he did that still affect us today.

Early life

Noah Webster was born on Oct. 16, 1758. His family lived in West Hartford, Conn. Noah had two brothers and two sisters.

Noah's father was a farmer and weaver. ("Webster" comes from Old English and means "female weaver.") His mother, Mercy, was a homemaker.

When Noah was a child, many kids went to school until they were 10 or 11 years old. After that, they stayed home to work on the farm. But when Noah was 14, he began studying with a minister. After two years, he went to Yale College. After he graduated, he wanted to study to be a lawyer, but he didn't have enough money.



Noah Webster (1758-1843) was patriotic, or loyal to the United States. He believed that American subjects and styles should be included in books. He thought this would make America more independent, or free, from England.

A different career path

Instead of studying law, Noah became a teacher.

Teachers in the late 1700s had many challenges: They taught all grades together, in one room. One teacher might have children from ages 6 to 16. The books were not well-written, and they were published in England. Schools had bad lighting and not enough heat in the winter.

Noah wrote essays about improving the poor conditions for teachers and students.

Working for change

Noah thought American children should have American textbooks.

In 1783, he finished "A Grammatical Institute of the English Language." It included "The Blue-backed Speller." A **speller** is a textbook that helps kids learn to read, spell and pronounce words. A lesson from it is shown below.

TABLE XXV. Lesson I.
 People often sound ow at the end of words like or, thus, follow they call filler, pillow, pillar. This corruption is called, in London, the cockney pronunciation. In the following lesson, children should be taught that w is silent and o retains its proper sound.

barrow	fallow	shallow
barrow	hallow	serrow
barrow	mellow	talow
barrow	marrow	wilow
barrow	narrow	wilow
barrow	pillow	wilow
barrow	shadow	wilow



Noah Webster would have taught in a one-room schoolhouse similar to this. Younger kids sat in front, with older kids in back rows. Light came from windows and candles.

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Noah Webster's Dictionary



Noah Webster married Rebecca Greenleaf in 1789. They had eight children.

Copyright

While he was writing the "Speller" and his dictionary, Noah Webster began to work for **copyright laws**.* He thought America should have laws to protect the works of its authors.

*Copyright is protection against someone copying someone else's work.

Noah tried to convince the U.S. government to make copyright laws. In 1790, the first federal, or national, copyright law was passed. It protected an original piece of work from being copied for 14 years after it was created.



The copyright symbol

Look through your newspaper, including this Mini Page, for copyright symbols. Circle the ones you find.

The Mini Page thanks Jennifer DiCola Matos, director of education, Noah Webster House & West Hartford Historical Society, West Hartford, Conn., for help with this issue.

New country, new words

While he was working on the Speller, Noah Webster realized that people in the United States were using different words to describe their new government and laws. He decided to write an American dictionary.

In 1806, he published a shortened version of the dictionary. It had 40,600 words.



Twenty-two years later, the final version was published. "An American Dictionary of the English Language" had about 70,000 words. Webster included spelling, pronunciation, and information about the history of each word.

What took so long?

Noah Webster had to do a lot of research to write his dictionary. Most of the words we use today come from other languages, such as Latin or French. Noah learned 26 languages so that he could figure out the **origins**, or beginnings, of our words.

Next week, The Mini Page is all about spiders.

Site to see: www.noahwebsterhouse.org/childcentral.html

American spellings

For his American dictionary, Noah changed the spelling of many English words. He wanted to make the spelling simpler.

These are some examples of spellings he changed. Can you think of other words that are still spelled differently in England or Canada than they are in the United States?

The old British way	Noah's American way
Kee	Key
Dawter	Daughter
Centre	Center
Flavair	Flavor
Programme	Program
Aluminium	Aluminum
Gaol	Jail
Mould	Mold
Travelled	Traveled
Honour	Honor
Humour	Humor
Masque	Mask
Publick	Public
Defence	Defense
Colour	Color
Musick	Music

Merriam-Webster

After Noah Webster died in 1843, a publishing company called G. & C. Merriam Co. bought all the unsold copies of the 1841 edition of Webster's dictionary. They also bought from his family the rights to update and sell new versions of the dictionary.

Today, Merriam-Webster's Collegiate Dictionary has more than 225,000 definitions — more than three times as many as Webster's original book.

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*Suggested Pacing Guide for Teachers**Unit 3: How is Connecticut's Story a Part of America's Story?*

Pre-teaching before Inquiries to build background knowledge and content from *Where I Live: Connecticut*

- **Chapter 4: Cities and Towns - Growing cities and industries**
- **Chapter 5: Notable Connecticutans**
- **Chapter 6: Disasters- Only need to teach the historical aspects of CT's role in US history (wars) in this chapter**
- **Chapter 7: Our Economy**

Note: Students should save all resources used throughout the unit and inquiries until the unit and inquiries are completely finished.

Virtual Field Trip: Interactive Board Game, *American History and Colonial Life*
<http://electronicfieldtrip.org/freedom/frontPage.html>

Day 1:

To launch this inquiry, the teacher should begin by presenting the following slideshow, which features images representing different industries, inventions, and ideas developed in Connecticut. Have students do a quick write in their social studies notebooks about how these industries and inventions from Connecticut may have changed the world.

Day 2:

Explore the resources on the whaling industry with students. Model how to create a timeline of the whaling industry over time and its impact on national history.

This lesson would provide a great opportunity to teach notetaking skills.

Students can then work in partners to note-take from their resources.

<http://news.nationalgeographic.com/news/2014/07/140724-whaling-ship-new-england-boston-connecticut-sailing/>

Day 3:

Students should finish note-taking and create their timelines. After, students should present their timelines to the class.

Day 4: (May take 2-3 sessions for students to complete performance task)

Brainstorm a list of famous Connecticut residents.

Share the slide with famous CT residents and share how each impacted CT and national history.

Have students choose either the state hero Nathan Hale or heroine Prudence Crandall. Students will research their historical figure, practicing their notetaking skills. After, students will have the option to create a short biography, poem, or song about their figure and their impact on CT and national history.

Day 5:

Pose the question "How can one item impact an entire nation?" Give the example of the invention of the Frisbee. Ask students how would that change people's lives throughout the country. They can turn and talk or do a quick jot in their notebooks.

Possible discussion topics:

- entertainment purposes
- affordable
- taught in P.E. classes, new sport
- Advertisement- companies print logos on Frisbees

Day 6: (or can be a continuation of day 5)

Students choose to research either the invention of the can opener or the dictionary. They will create an advertisement to appear in Connecticut Magazine that features the invention and discuss its impact on life in Connecticut and beyond.

Day 7:

Performance Task: Create a timeline that includes at least 5 historical events, people, or ideas. Describe how each is important to CT history and U.S. history.

3rd Grade Applying Civic Virtues and Democratic Principles

What is a citizen’s role in the creation of a law?

Connecticut Social Studies Frameworks	<p>CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>CIV 3.2 Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.</p> <p>CIV 3.6 Explain how rules and laws change society and how people change rules and laws.</p> <p style="text-align: center;">Gathering, Using, and Interpreting Evidence Geographic Reasoning Comparison and Contextualization</p>
Staging the Question	Discuss the idea of whether leaders are necessary. Develop an understanding of the concept of leadership and of the relationship between leaders and followers.

Supporting Question 1	Supporting Question 2	Supporting Question 3
How does Connecticut’s government work?	What strategies can citizens use to influence government?	How are laws fair or unfair to all citizens?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a concept map that demonstrates the level of Connecticut government and explains their roles.	Write an editorial for your school’s newspaper explaining how students can get involved in government.	Choose a Connecticut state law and discuss whether the law is fair to all citizens of Connecticut.
Featured Source	Featured Source	Featured Source
Source A: Connecticut Project Source B: Connecticut's Kid Governor Source C: CT Government Roles	Source A: Why Vote? Video Source B: Poster - How a Bill Becomes Law Source C: Kids make a law article	Source A: Connecticut Bicycle Helmet Law Source B: Connecticut School Law

Summative Performance Task	ARGUMENT Propose a new CT state law. Students will submit a written or videotaped plan of action in order to promote their new law.
Taking Informed Action	ACT As an optional enrichment activity, implement your plan and present results and progress to the class.

Inquiry Description

This inquiry is an exploration into the Connecticut state government. Students will examine the fundamental principles of government and uncover the role of citizens in governments. In examining the idea that citizens have a voice in their government, students develop an argument that answers the compelling question, *What is a citizen’s role in the creation of a law?*

Three supporting questions assist students in their inquiry by building an understanding of how government is structured. Students will have the opportunity to examine strategies citizens use to become involved in government and infer why citizens would want to get involved with government.

Structure of the Inquiry

In answering the compelling question, *What is a citizen’s role in the creation of a law?*, students will answer supporting questions and complete formative performance tasks using featured sources in order to construct an argument, using evidence as to the role of a citizen in the creation of a law.

Staging the Compelling Question

This inquiry opens with the compelling question, *What is a citizen’s role in the creation of a law?* To engage students in considering the compelling question, teachers and students can discuss the idea of whether leaders are necessary. In doing so, students should develop an understanding of the concept of leadership and of the relationship between leaders and followers.

Supporting Question 1

The first supporting question, *How does Connecticut’s government work?*, suggests that our government has a specific structure and is set up to provide a division of power. In the formative performance task, students complete a concept map that demonstrates the structure of the Connecticut government. The featured sources provide general information about the structures of the state government.

Supporting Question 2

The second supporting question, *What strategies can citizens use to influence government?*, proposes the notion that citizens can influence government. Although students may consider participation in government an adult responsibility, this question leads them to the conclusion that they, too, are part of “We the People.” In the formative performance task, students are asked to write an editorial for their school newspaper explaining how students can get involved in government (local, state, national, or even school government).

Supporting Question 3

The final supporting question, *How are laws fair or unfair to all citizens?*, allows students to question a citizen’s purpose for getting involved in government. Students should explore different reasons as to why people have become involved in government decisions in the past through direct instruction and inquiry. The teacher should define the word “fair/fairness” and lead discussion on the fairness of laws to all citizens. The formative performance task asks students to get involved with government by constructing an argument as to whether or not particular Connecticut state laws are fair to all citizens.

Summative Performance Task

Research an issue that would require legislation to bring about change to better address the needs of the citizens.

RESOURCES

Supporting Question 1	
Featured Source	Source A: Connecticut Project

Government



State government in Connecticut has three branches: executive, legislative and judicial. Voters elect six state officers: Governor, Lieutenant Governor, Secretary of State, Treasurer, Comptroller and Attorney General. All have four year terms. Connecticut voters also elect two U.S. Senators and five U.S. Representatives.

The Secretary of the State keeps the state's public records and documents and is the Commissioner of Elections. The Treasurer receives all the money that belongs to the State. The Comptroller approves and pays all the State's bills. The Attorney General takes care of legal matters for the State.

The General Assembly or legislature has a Senate and a House of Representatives. Members of both houses represent districts based strictly on population. Currently, there are 36 state senators and 151 state representatives. Senators and Representatives are elected by the voters in an election held every two years.

The Judicial Department is composed of the Superior, Appellate and Supreme courts. Except for probate judges, who are elected by the voters of the town or district they serve, judges of the Superior Court are nominated by the Governor from a list given to the Governor by the Judicial Selection Commission.

Whenever the Governor names a judge to serve on any Connecticut Court, that judge must also be confirmed by the General Assembly. This means that the members of the House of Representatives and the Senate vote to approve the Governor's choice. All judges confirmed by the General Assembly serve for a term of eight years.

The Superior Court is the court where trials begin. The Superior Court has four divisions where trials are held. They are the civil, criminal, housing and family



divisions. The Appellate Court is made up of nine judges, who are also judges of the Superior Court.

They are named to the Appellate Court by the Governor and must be confirmed by the General Assembly, just like the Superior Court Judges.

The Supreme Court is made up of a Chief Justice and six Associate Justices. The Chief Justice and the Associate Justices are named by the Governor and must be confirmed by the General Assembly. It is the highest court in the State of Connecticut.

Connecticut has no county government. Below the state level, governing units are either cities or towns.



Supporting Question 1	
Featured Source	Source B: Connecticut's Kid Governor

CONNECTICUT'S THREE BRANCHES OF GOVERNMENT THE EXECUTIVE BRANCH

The Executive Branch of state government is composed of Officers called the Governor, Lieutenant Governor, Secretary of the State, Comptroller, Treasurer, and Attorney General.

The Governor is the chief executive for the State. The Lieutenant Governor takes the place of the Governor when needed. The Secretary of the State keeps the government's records and runs elections. The Treasurer handles money for the State and the Comptroller pays the bills. The Attorney General is the State's lawyer.

While each office in the Executive Branch has its own responsibilities, the six members of the branch work together to enforce the laws of the State of Connecticut.

Connecticut's laws start as bills passed by the Legislature. The Governor works with the Legislative Branch by approving (signing) or rejecting (vetoing) the proposed laws. The Executive Branch works with the Judicial Branch by appointing judges. Each member of the Executive Branch is elected to a 4-year term in office.

CONNECTICUT'S THREE BRANCHES OF GOVERNMENT THE JUDICIAL BRANCH

Connecticut's Judicial Branch includes four courts run by judges, also known as justices, who ensure that legal problems in Connecticut are solved fairly. In trials, judges are the heads of the courtroom and decide which evidence can be used.

When the Legislative Branch passes a bill, the Judicial Branch studies it to make sure that it follows the rules of our State Constitution and is legal. The Executive Branch nominates justices to serve on our highest courts and the Legislative Branch confirms the nominations. Justices are appointed for 8-year terms in office.

In addition to judges, there are other people important to the Judicial Branch. When a court listens to a civil trial, a court clerk is necessary to swear in the witnesses so their testimony is under oath. A plaintiff is the person who files the complaint at the center of the case, and the defendant is the person who defends himself or herself against the plaintiff. Both the plaintiff and defendant are represented by lawyers. A jury of citizens, or jurors, is selected to also hear the case and decide in favor of the plaintiff or defendant.

CONNECTICUT'S THREE BRANCHES OF GOVERNMENT THE LEGISLATIVE BRANCH

Connecticut's Legislative Branch is made up of two "Houses" called the Senate and the House of Representatives. Together, they are known as the General Assembly. Each Senator and Representative is elected by the people to represent specific districts, or areas, within the state. Districts can cross town and city lines. There are currently 36 senators and 151 representatives in Connecticut.

The Legislative Branch is responsible for creating new laws for the state. A law starts as a Bill, and once it is approved by the members of the Senate and House, it becomes an Act. At that point, the Act is sent to the Governor, who heads the Executive Branch. The Governor can approve (sign) the Act, turning it into a law, or veto (reject) the Act, so that it will not become a law at that time. If the Legislative Branch votes again and 2/3 of the House and Senate members vote for it, the Governor's veto will be "overridden" and the Act will become a law.

When the Legislative Branch proposes laws, the Judicial Branch reviews them to make sure that they follow the rules of Connecticut's Constitution (the Constitution is a written document that lays out how our government works). The Legislative Branch also approves the Governor's judicial appointments. Each member of the Legislative Branch is elected to a 2-year term in office.

THE ROLE OF THE GOVERNOR

The governor of Connecticut has the power/authority to:

- **Sign bills into law**
Once the Connecticut General Assembly has created a bill and the Supreme Court has verified the bill, the governor can: sign the bill into a law; veto the bill and send it back to the Connecticut General Assembly; or take no action for 5 days and it automatically becomes a law (even without the governor’s signature).
- **Serve as commander-in-chief of the state's National Guard and militia forces:**
The governor of Connecticut can call in the National Guard and state militia forces during times of natural disaster, state emergency or civil unrest to protect the state.
- **Convene special sessions of the state legislature:**
Every year, the General Assembly meets from January to May or June to make laws and handle business – this is called a “session.” When the Connecticut General Assembly is not in regular session, the governor can call for a special session to debate and potentially pass needed legislation for the state.
- **Deliver a “State of the State” address to citizens:**
From time to time, the governor delivers a “State of the State” address to inform the citizens of Connecticut what has been accomplished in the past year and what he or she plans to do in the coming year.
- **Appoint people to various judicial and state offices:**
The governor can appoint justices to the Connecticut Supreme Court, members of his or her cabinet, and some officials of the Executive Branch.

Supporting Question 1	
Featured Sources	Source C: CT Government Roles

CONNECTICUT LEGISLATIVE OFFICIALS & THEIR DUTIES

SENATE

President of the Senate

The Lieutenant Governor is the President of the Senate by virtue of the office. The duties of the Lieutenant Governor include presiding over the Senate, recognizing members wishing to address the Senate, putting all questions to vote, deciding questions of order, and referring bills to committees. In the event of a tie vote, the Lieutenant Governor may cast a vote to break the tie. Currently (2016): Nancy Wyman (D)

President Pro Tempore

The President Pro Tempore is elected by the Senate from its own members. The duties of the President Pro Tempore include presiding over the Senate in the absence of the President and appointing the Senate members of all committees, except when committee appointments are made by resolution. Currently (2016): Martin M. Looney (D)

Majority Leader

The Senate Majority Leader is appointed by the President Pro Tempore and serves as the majority party's leading spokesperson in floor debate. The Majority Leader is elected by majority party members of the Senate and manages the order of Senate business in conjunction with the President Pro Tempore. Currently (2016): Bob Duff (D)

Minority Leader

The Senate Minority Leader is elected by the minority party and serves as the minority party's leading spokesperson in floor debate. Some of the duties of the Minority Leader are to nominate committee members and designate committee ranking members. Currently (2016): Len Fasano (R)

The Majority and Minority Whips of the Senate

The Whips are Senators elected by their party to count potential votes and promote unity in voting.

Clerk and Assistant Clerk

The Clerk of the Senate is elected by the members. The Clerk appoints an assistant to help in carrying out the duties of the clerk. The Clerk presents and reads all official documents and legislation for action in the Senate and assists in management of Senate floor operations in cooperation with the Majority Leader and the President of the Senate. The Clerk also oversees the Senate Clerk's Office and signs bills upon engrossment. The Assistant Clerk has the same powers and performs the same duties as the Clerk, subject to the direction of the Clerk.

HOUSE OF REPRESENTATIVES

Speaker

The Speaker is elected by the House from its own members. The duties of the Speaker include presiding over the House during its sessions, appointing House members of all committees not appointed by

resolution, recognizing all persons wishing to address the House, putting all questions to vote, deciding questions of order, and referring bills to committees. Currently (2016): Brendan Sharkey (D)

Majority Leader

The House Majority Leader is elected by majority party members of House and serves as the party's leading spokespersons in floor debate. The Majority Leader presides over party caucuses, directs party strategy, assembles party members for important votes, and serves as ex-officio member on all committees. Currently (2016): Joe Aresimowicz (D)

Minority Leader

The House Minority Leader is elected by minority party members of the House and serves as the party's leading spokespersons in floor debate. The Minority Leader nominates minority committee members and designates committee ranking members. The position also presides over party caucuses, directs party strategy, assembles party members for important votes, and serves as ex-officio member on all committees. Currently (2016): Themis Klarides (R)

The Majority and Minority Whips of the House

The Whip is elected by his/her party to count potential votes and promote unity in voting.

Clerk and Assistant Clerk

The Clerk of the House is elected by the members and an Assistant Clerk is appointed by resolution. It is the duty of the Clerk to keep adequate records of the proceedings of the House, to read all bills, resolutions and other instruments presented for action, to keep the Journal and a daily Calendar including accurate records of all transactions between the House and Senate. Additional duties include keeping a record available to members of the action to date on all resolutions and bills, to supervise the distribution of the Journal, Legislative Bulletin and Calendar, and to sign bills upon engrossment.

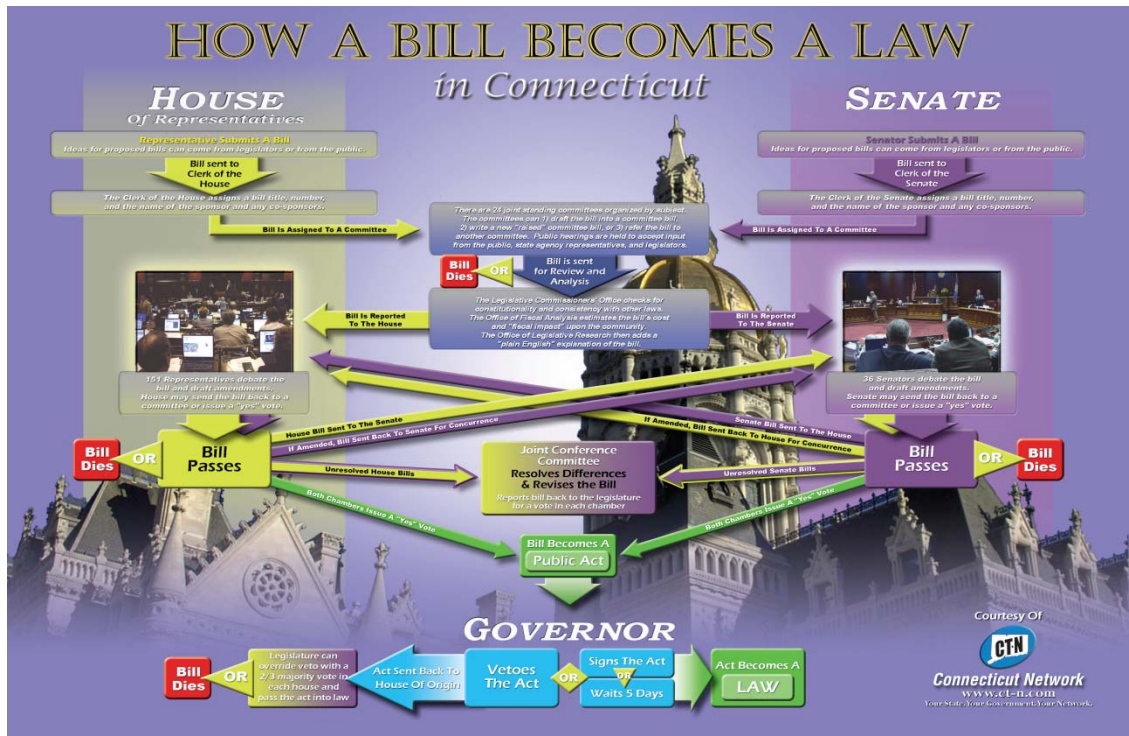
<http://www.ctn.state.ct.us/civics/pdf/Officials%20and%20their%20duties%202015.pdf>

CT-N State Civics Toolbox – CT Legislative Officials & Their Duties; CT Public Affairs Network, Inc.

Supporting Question 2	
Featured Sources	Source A: Why Vote? Video



Supporting Question 2	
Featured Source	Source B: Poster - How a Bill Becomes Law



Supporting Question 2	
Featured Source	Source C: Kids make a law article
http://www.scholastic.com/browse/article.jsp?id=3752607	

Kids Make a Law!

Students from Washington State put democracy into action as they help make marmots an official state symbol

By Zach Jones | September 14, 2009

A group of fourth graders at Wedgwood Elementary School in Seattle, Washington, recently got their first taste of politics. These students helped make a law that turned the Olympic marmot into an official symbol of their state. Each of America's 50 states has a set of official symbols, like birds, flowers, and slogans. One of these symbols may be an endemic animal, a type that lives in only one area. The Olympic marmot is named after its homeland, Washington's Olympic National Park. This park is the only place these rare marmots live in the wild. As a class project, students had to argue to lawmakers why the marmots should be recognized as a state symbol. Students emailed their opinions to lawmakers and later testified, or spoke, before lawmakers in the state capital of Olympia. They even appeared with Washington Governor Christine Gregoire when she signed the bill that turned their furry friends into an official symbol.

Law of the Land

In each state, a law must be passed to approve the naming of an official symbol. Wedgwood students would not have been able to name the marmot their state's official endemic animal without help from the Constitution, which provided a model for state governments to pass laws. On Thursday, Americans will celebrate Constitution Day, when this important document was signed on September 17, 1787.

The Constitution spells out the U.S. system of government. It divides the government into three branches: executive, judicial, and legislative. The President is the head of the executive branch. The Supreme Court is the most powerful court of the judicial branch. Congress is the legislative, or lawmaking branch. It contains two chambers: the Senate and the House of Representatives.

The Constitution sets rules for making laws in Congress. A bill, or plan for a law, must first pass both the House and the Senate by a majority vote. The President has the option of signing a bill or vetoing (saying no to) it. If a bill is vetoed, it can still become the law of the land if Congress overrides the veto.

State laws come about in a similar way. As in Congress, the state of Washington has two groups of elected lawmakers to help create laws: the Senate and the Assembly. The Governor, who is the state's elected leader, signs a bill into law only after both houses of the Washington Legislature vote to pass the bill.

With help from teachers, Wedgwood students asked State Senator Ken Jacobsen to write a bill to make the Olympic marmot their new state symbol. "I commend these fourth graders for taking the time to learn about this state mammal and learn about the process of proposing a bill," Jacobsen said.

State Law, State Pride

Students felt confident that the bill would pass the Legislature, but some lawmakers wanted first to focus on issues other than state symbols. "Maybe they just don't like the Olympic marmot," said 10 year

old Garrett Lawrence to The Seattle Times. Garrett is one of 50 students from Wedgwood Elementary School who helped persuade lawmakers to pass the bill.

Many people in the state were excited when Governor Gregoire finally signed the bill into law especially the students who helped make it happen. "The whole school was abuzz," said Kelly Clark, a teacher at Wedgwood Elementary School.

"It's not every day kids make a bill and get this experience," student Caroline Malone told The Seattle Times.

To celebrate the school's success, Washington's Secretary of State Sam Reed threw a party for all the students involved. All the kids wore marmot masks, and some even wore marmot costumes! But they were celebrating more than just the marmot. They were also joyful over the freedom kids have in the United States to participate in government.

Supporting Question 3	
Featured Source	Source A: Connecticut Bicycle Helmet Law

Connecticut's Bicycle Helmet Law

Senate Bill No. 597
Public Act No. 97-46

An Act Requiring Children Fifteen Years of Age and Under to Wear Bicycle Helmets

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Subsection (b) of section 14-286d of the general statutes is repealed and the following is substituted in lieu thereof:

(b)No child FIFTEEN years of age OR UNDER shall operate a bicycle on the traveled portion of any highway unless such child is wearing protective headgear which conforms to the minimum specifications established by the American National Standards Institute or the Snell Memorial Foundation's Standard for Protective Headgear for Use in Bicycling. Failure to comply with this section shall not be a violation or an offense. Failure to wear protective headgear as required by this subsection shall not be considered to be contributory negligence on the part of the parent or the child nor shall such failure be admissible in any civil action.

Supporting Question 3	
Featured Source	Source B: Connecticut School Law

Sec. 10-184. Duties of parents. School attendance age requirements. All parents and those who have the care of children shall bring them up in some lawful and honest employment and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic and United States history and in citizenship, including a study of the town, state and federal governments. Subject to the provisions of this section and section 10-15c, each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child’s withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.

*Suggested Pacing Guide for Teachers**Unit 4: What is a Citizen's Role in the Creation of a Law?***Pre-teaching:**

- *Where I Live: Connecticut*
Chapter 3: *Quinnnetukut Becomes Connecticut* (second half of the chapter about government - this chapter can also be used as a starting point on day 2).
- *You and the Law*
- *That's Not Fair, Getting to Know Your Rights and Freedoms*

Note: Students should save all resources used throughout the unit and inquiries until the unit and inquiries are completely finished.

Day 1: Staging the Question

Lead a discussion on whether or not we need leaders (principals, governors, presidents, etc.) Discuss the role of leaders and followers (i.e. constituents, citizens).

Day 2: Mini-lesson for Supporting Question 1

You may want to begin this lesson by reading about Connecticut's early government and constitution. Address the differences between town level/state level and national/federal government.

Students explore the provided three sources to create a concept map that outlines Connecticut's government. Examples of how they can set up their map or web are on the flipchart page for day 2.

Day 3: Mini-lesson for Supporting Question 2

After exploring the sources, students are to write an article to the school newspaper explaining to their peers how citizens (including kids) can get involved in government. This is a great opportunity to review notetaking from a video and articles in order to gather relevant information and facts that they can use in their articles.

Some of the ways to get involved that students may highlight are:

- Writing a letter/emailing a representative (propose a law)
- Voting (when you are old enough) or encouraging adults to vote
- Peaceful protests

Day 4: Mini-lesson for Supporting Question 3

Ask students if all laws are fair. Introduce the Connecticut school law. Have a small discussion and then introduce the read-aloud book, *Tomás and the Library Lady*. As you read aloud, ask students to think about whether or not the school law would be fair to Tomás and his family.

Read aloud *Tomás and the Library Lady*.

Begin by discussing how citizens may be different and therefore laws may not be fair to all citizens (cultures, beliefs, values, wants, etc.)

Day 5: Supporting Question 3

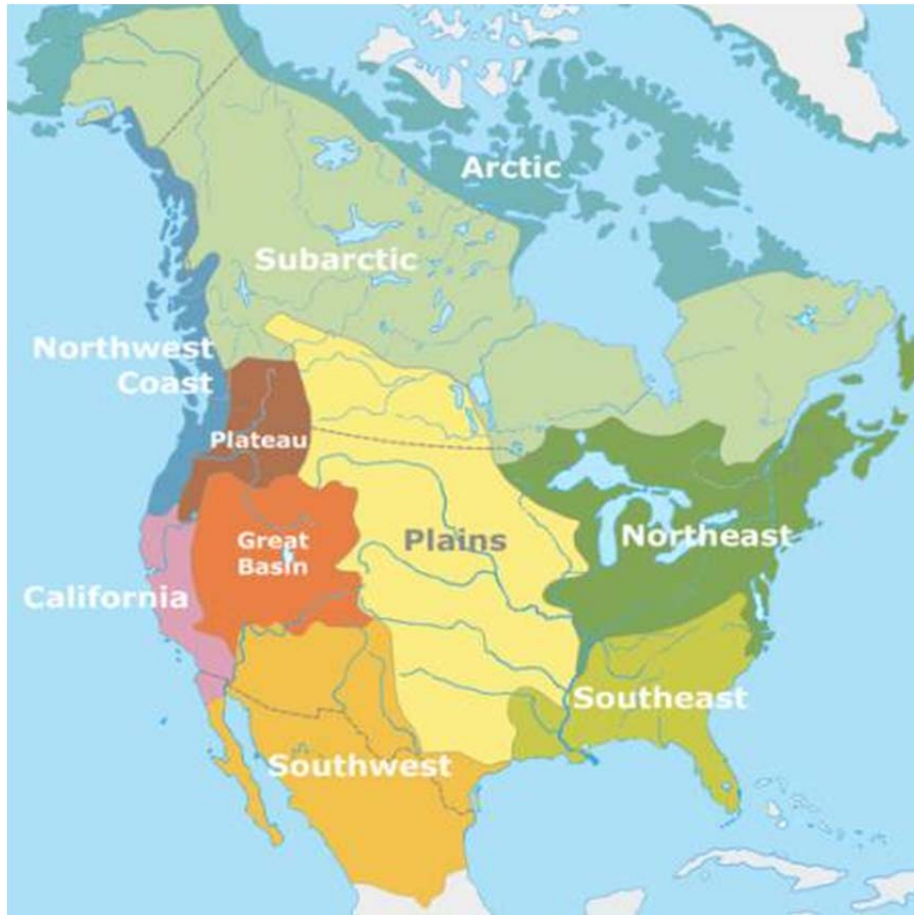
Task: Now it is the students' task to choose one of the two selected Connecticut laws (bicycle law and/or school law). Students should discuss with peers who this law may be unfair to and why.

Day 6: Summative Performance Task

Summative Performance Task: Students are to come up with an idea to propose as a new law in the state of Connecticut. They should be able to explain why their law is fair to all citizens. Students will submit a plan for how they will go about trying to get their idea turned into a law.

4th Grade Geography Inquiry

How Does Where We Live Affect How We Live?



http://www.ducksters.com/history/native_american_tribes_regions.php

Supporting Questions

1. What are the regions of the U.S. and their geographical features?
2. How did the geographical features affect the Native American settlements? (Eastern Woodland, Plains, Southwest, Pacific Northwest)
3. How did the early Native Americans in the U.S. modify and adapt to their physical environments? (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture)

How Does Where We Live Affect How We Live?	
Standards	<p>HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.</p> <p>GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.</p>
Staging the Question	<ol style="list-style-type: none"> 1. Present this version of the compelling question to the class: How does where you live affect how you live right now? (Affinity map-brainstorm) 2. Present a current regional map of the United States and a map showing Native American tribes and where they settled. Students analyze the maps and present observations of both.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the regions of the U.S. and their geographical features?	How did the geographical features affect the Native American settlements? (Eastern Woodland, Plains, Southwest, Pacific Northwest)	How did the early Native Americans in the U.S. modify and adapt to their physical environments? (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture)
Formative Performance Task	Formative Performance Task	Formative Performance Task
Through use of an interactive map(s), identify the regions and landforms throughout the U.S. (Google map)	Using all available maps for a specific U.S. or Native American region, complete a graphic organizer that shows the opportunities and challenges that affected one particular Native American settlement. (Iroquois, Sioux, Hopi, Haida)	Illustrate a day in the life of how one tribe (Iroquois, Sioux, Hopi, or Haida) modified and adapted to their physical environment. (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture) Format: Poster, collage, or virtual museum
Featured Sources	Featured Sources	Featured Sources
<p>Nystrom Junior Geographer Atlas Region/U.S. Map Websites: http://education.nationalgeographic.org/maps/united-states-regions/ http://www.eduplace.com/kids/ocsci/books/applications/imaps/maps/g4n_u1/index.html</p> <p><u>A True Book - U.S. Regions books:</u> The Midwest; The Northeast; The Southeast; The West; The Southwest; U.S. Landforms</p>	<p>Nystrom Junior Geographer Atlas</p> <p>http://www.emersonkent.com/map_archive/native_american_tribes_map.htm</p> <p>http://www.ducksters.com/history/native_american_tribes_regions.php</p>	<p><u>If You Lived With the Indians of the Northwest Coast; If You Lived With the Iroquois; If You Lived With the Sioux Indians; If You Lived With the Hopi Indians</u></p> <p>Discovery Education Native American Videos (Peter Matulavich Productions): People of the Forest; People of the Plains; People of the Northwest Coast; People of the Desert</p> <p>Website: Student Resources/ Class Projects page/Grade 4/Native Americans</p>

<p>Summative Performance Task</p>	<p><i>Argument: How does where we live affect how we live?</i> In an informational essay, describe how Native American cultures from all four regions developed differently because of their geography.</p> <p><i>Extension:</i> Using a PowerPoint or Sway presentations the ways in which the Iroquois, Sioux, Hopi, and/or Haida adapted to and modified their physical environments.</p>
<p>Taking Informed Action</p>	<p><i>Understand:</i> Brainstorm a list of the geographic opportunities and challenges in area neighborhoods and communities.</p> <p><i>Assess:</i> Discuss how individuals and communities can turn geographic challenges into opportunities.</p> <p><i>Act:</i> Arrange for a local official to visit the class to review the class conclusions and discuss possible community actions. *** Arrange for a guest speaker from Mohegan Sun (contact Beth Regan) to come to speak to the class about local cultural traditions.</p>

Inquiry Description

This inquiry focuses on physical geography in general and on the relationship between early (pre-1700) Native American regions and their environments in particular through the compelling question “How does where we live affect how we live?” The intellectual side of the compelling question highlights the idea that geography is not a neutral entity. Environments can exert an influence on human existence, but they are not immune from change—human activity can modify the physical landscape. The student engagement side of the compelling question is represented in the idea of agency—that humans can shape the environments around them. The reciprocal relationship between humans and their surroundings lies at the heart of this inquiry.

Three supporting questions guide students in their inquiry by exploring the diverse physical features of the regions of the United States, describing four regions of Native American settlements and the importance of the geography around them, and investigating how early Native Americans interacted with their physical environments in order to meet their needs and wants. Through an examination of the featured sources in this inquiry, students use early Native American settlements as a case study of the ways in which humans interact with the environment. (Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values).

NOTE: This inquiry is expected to take five to six 30-minute class periods. The inquiry time frame could expand if teachers think that their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Content Background

The United States is home to a variety of physical features, including lakes, oceans, rivers, waterfalls, marshes, coastlines, hills, forests, valleys, lowlands, plains, plateaus, deserts, and mountains. Across the United States, one can explore many different types of landforms--all which impact the ways in which people create successful settlements and find solutions to geographical challenges. With such geographic diversity, early Native Americans groups across the United States used the land and natural resources to support their settlements. Native peoples settled in areas near waterways. Water was the primary means for transportation, and trade; access to water and other natural resources supported Native Americans in meeting their basic needs. The Iroquois, Sioux, Hopi, and Haida people used different natural resources. Living nearer to the ocean and salt water, some tribes built

dugout canoes to harvest clams, mussels, and saltwater fish. In contrast, other tribes depended more on lakes and streams for food and transportation. Many tribes relied on farming, including the Three Sisters crops (corn, beans, and squash). Tribes interacted with their environments, albeit in different ways, because of their perceptions of geographic factors.

Throughout this inquiry, students will explore how early Native Americans reacted to and modified their environments to meet their basic needs of food, clothing, and shelter. Because of the differences in physical environment and climate across the United States, early Native American groups took varied approaches toward meeting the needs of their people. Accordingly, there is evidence throughout the United States of various forms of shelters used by early Native Americans, including longhouses, wigwams, tipis, pueblos, hogans, and plank houses, to name a few.

It is also important to note that, although the terms “Native Americans” and “Native peoples” are used in this inquiry, the term “American Indians” and “Indians” are used in much of the scholarly literature.

Staging the Compelling Question	
Compelling Question	How does where we live affect how we live?
Featured Source	United States topographic map United States Native American tribes map

The inquiry opens with the compelling question “How does where you affect how you live?” Teachers might begin with a student-driven brainstorming session in which the class teases out several meanings of this compelling question. Ultimately, this inquiry relies on exploring the reciprocal relationship between humans and their physical environments.

Teachers may wish to channel the discussion toward the identification of *opportunities*, or the advantages an environment can offer for human activities, and *constraints*, or the perceived limitations geography can present. If desired, a physical map of the United States as well as a Native American regional map of the United States may be used as a visual aid to generate student observations and questions. Students may discuss their ideas as a whole class or in small groups, and then document their initial findings as teachers see fit.

As the year progresses, students should be able to analyze and articulate how their ideas and perspectives may have changed or developed as a result of this inquiry. Concepts like opportunities and constraints could be useful in a number of inquiries throughout the grade four curriculum.



<http://www.kidsmaps.com/geography/United+States/Topographical/Topographic+Map+of+the+United+States>



<http://www.kidsmaps.com/geography/United+States/Topographical/Topographic+Map+of+the+United+States>

http://www.emersonkent.com/map_archive/native_american_tribes_map.htm

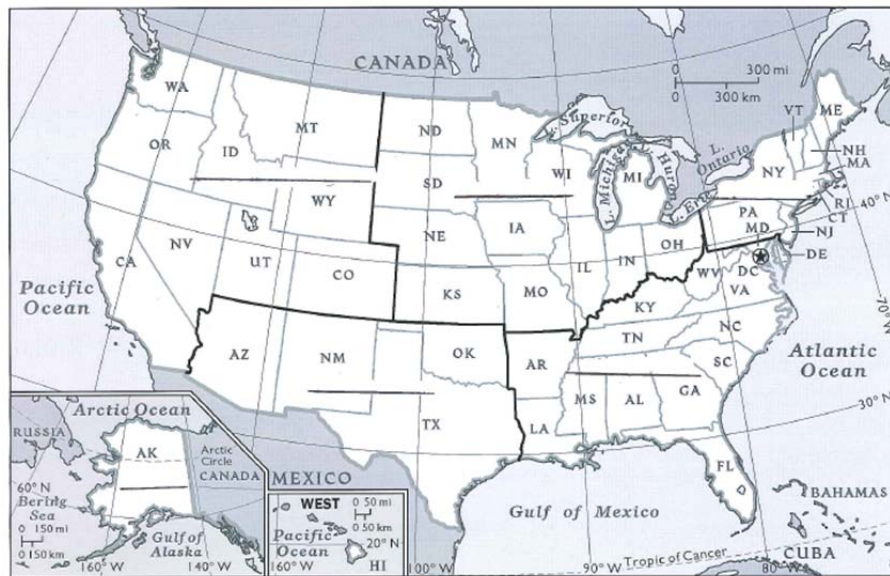
Supporting Question 1

Supporting Question	What are the regions of the U.S. and their geographical features?
Formative Performance Task	Through use of an interactive map(s), identify the regions and landforms throughout the U.S.
Featured Sources	<ol style="list-style-type: none"> 1. Nystrom Junior Geographer Atlas 2. http://education.nationalgeographic.org/maps/united-states-regions/ 3. http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g4n_u1/index.htm 4. http://kids.britannica.com/comptons/art-166203/Topographical-ma 5. Google Map Virtual Road Trip https://drive.google.com/open?id=1k3YgdPFyDbTmeLoWZkg3By7u5Zo&usp=sharing 6. Landforms List for teachers 7. <u>A True Book - U.S. Regions books</u>: The Midwest; The Northeast; The Southeast; The West; The Southwest; U.S. Landforms
Social Studies Practices	<ul style="list-style-type: none"> ● Gathering, Using, and Interpreting Evidence ● Geographic Reasoning

As students begin to think about and investigate this supporting question and the featured sources, they will explore the diverse geography of The United States of America. The images and maps presented will offer initial insights into the range of resources and physical features of the country.

Formative Performance Task

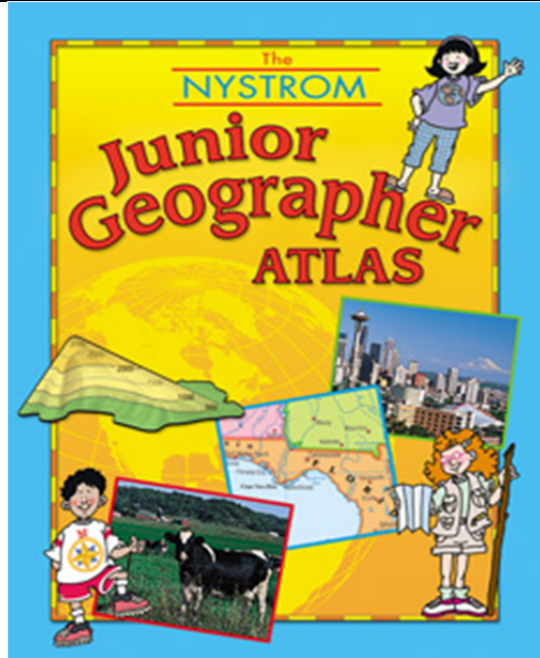
The formative performance task asks students to identify geographic features of the United States from various maps and to compile their findings on a blank U.S. map. Students will (1) cite 1-2 examples of landforms and bodies of water; (2) illustrate the chosen examples within different regions; and (3) identify the regions of the United States.



NATIONAL GEOGRAPHIC education UNITED STATES REGIONS
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Supporting Question 1

Featured Source 1 Nystrom Junior Geographer Atlas



Supporting Question 1

Featured Source 2 <http://education.nationalgeographic.org/maps/united-states-regions/>



UNITED STATES REGIONS

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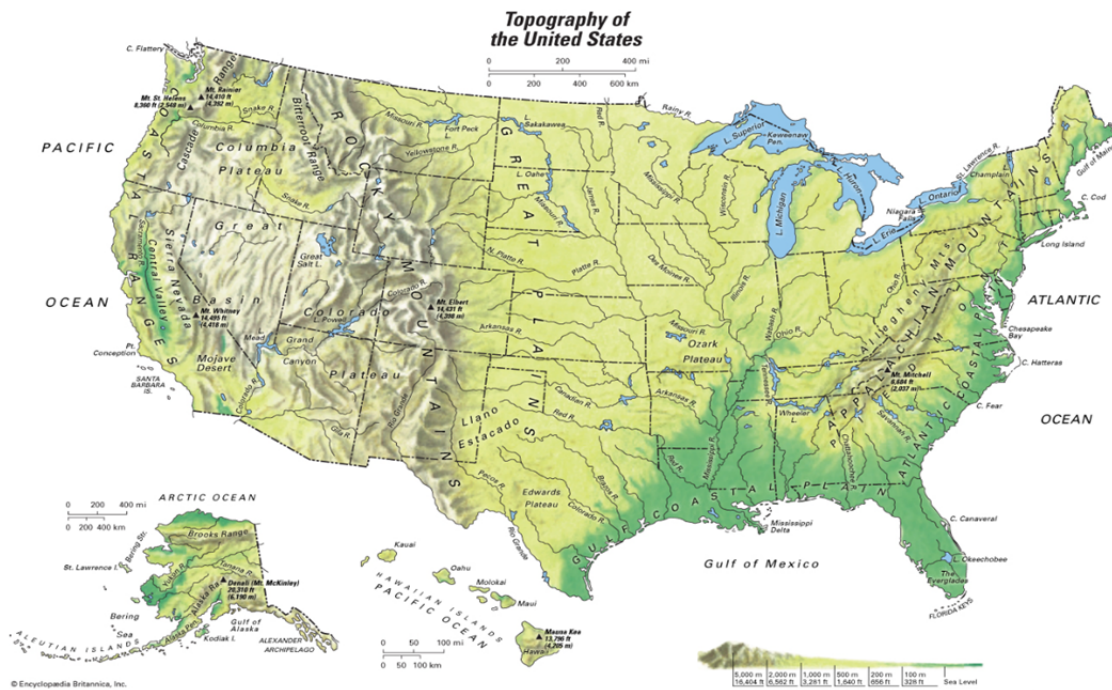
Supporting Question 1

Featured Source 3 http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g4n_u1/index.html



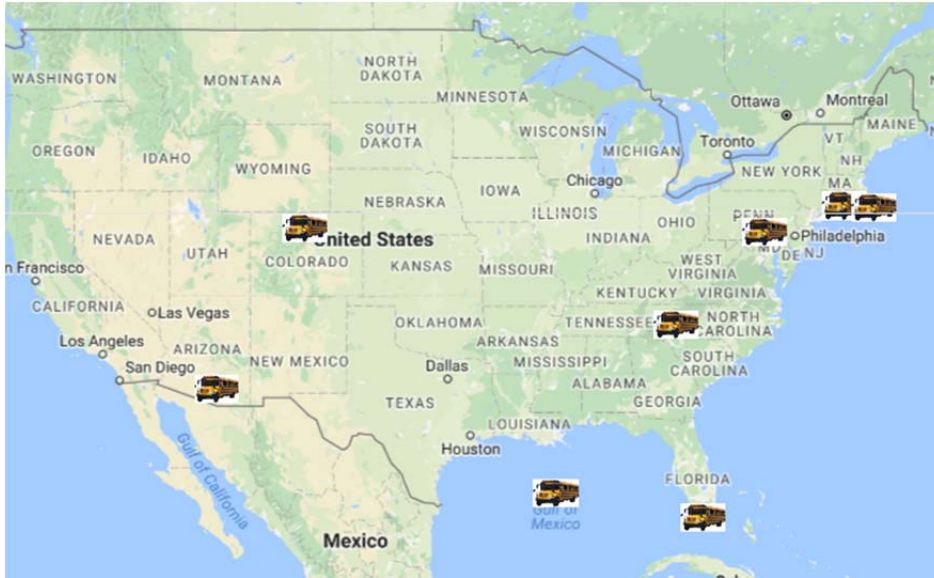
Supporting Question 1

Featured Source 4 <http://kids.britannica.com/comptons/art-166203/Topographical-ma>



Supporting Question 1

Featured Source 5 Google Maps Virtual Road Trip Across the United States



Supporting Question 1

Featured Source 6

Landforms List for Teachers

Ranges: mountains, cascades

Rivers

Lakes

Atlantic/Pacific Ocean/Gulf of Mexico

Basin

Plains

Desert

Island

Canyon

Delta

Cape

Fjord

Plateau/Highlands

Isthmus

Peninsula

Hill

Butte

Mesa

Supporting Question 1

Featured Source 7 **A True Book - U.S. Regions books:** *The Midwest; The Northeast; The Southeast; The West; The Southwest; U.S. Landforms*

Supporting Question 2

Supporting Question	How did the geographical physical features affect the Native American settlements? (Eastern Woodland, Plains, Southwest, Pacific Northwest)
Formative Performance Task	Using all available maps for a specific U.S. or Native American region, complete a graphic organizer that shows the opportunities and challenges that affected one particular Native American settlement. (Iroquois, Sioux, Hopi, Haida)
Featured Sources	<ol style="list-style-type: none"> http://www.emersonkent.com/map_archive/native_american_tribes_map.htm http://www.ducksters.com/history/native_american_tribes_regions.php http://kids.britannica.com/comptons/art-166203/Topographical-ma Nystrom Junior Geographer Atlas
Social Studies Practices	<ul style="list-style-type: none"> Gathering, Using, and Interpreting Evidence Comparison and Contextualization Geographic Reasoning

For the second supporting question, students continue their investigations of the United State’s geography and their development of map-reading knowledge and skills by examining four selected Native American regions: Eastern Woodland, Plains, Southwest, and Pacific Northwest Coast. Tribes from each region have been selected (Iroquois, Sioux, Hopi, Haida), however, at the teacher’s discretion could be substituted if desired.

The focus of the supporting question is less on the cultural distinctions between the four groups of Native American nations and more on the relationship between the groups and their physical

environments. The key to that relationship is understanding the perceptions of *opportunities* and *constraints* afforded by the local geographies. A physical environment may provide *opportunities* for human activities (e.g., characteristics that attract people to places, support economic needs, or provide recreation activities), but it can also impose *constraints* on human activities (i.e., landforms and climates that are not conducive to farming, trade, or transportation). It is important to note that physical features are not inherently opportunities or constraints—for the same feature could represent both. Instead, it is how humans perceive the possibilities and/or challenges of a physical feature that matters.

Formative Performance Task

The formative performance task calls on students to use the JIGSAW MODEL for research and presentation (groups that focus on 1 specific region and share their findings with the whole group) to (1) identify physical features from maps (2) categorize the opportunities and constraints associated with them, and (3) offer a rationale for their conclusions.

Opportunities and Constraints Chart

Physical features I learned about from the United States maps	Describe how these features can be an opportunity for Native American settlements	Describe how these features can be a constraint for Native American settlements

Supporting Question 2

Featured Source 1 http://www.emersonkent.com/map_archive/native_american_tribes_map.htm



Supporting Question 2

Featured Source 2 | http://www.ducksters.com/history/native_american_tribes_regions.php



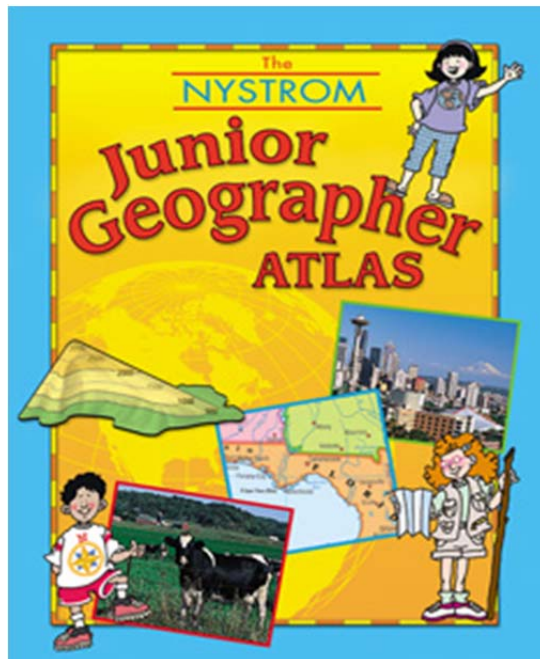
Supporting Question 2

Featured Source 3 <http://kids.britannica.com/comptons/art-166203/Topographical-ma>



Supporting Question 2

Featured Source 4 Nystrom Junior Geographer Atlas



Supporting Question 3

Supporting Question	How did the early Native Americans in the U.S. modify and adapt to their physical environments? (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture)
Formative Performance Task	Develop a poster, collage, or virtual museum showing a day in the life of how one tribe (Iroquois, Sioux, Hopi, or Haida) modified and adapted to their physical environment. (i.e., use of natural resources to meet basic survival needs, to communicate, and to develop their culture)
Featured Sources	<ol style="list-style-type: none"> 1. <u>If You Lived With the Indians of the Northwest Coast; If You Lived With the Iroquois; If You Lived With the Sioux Indians; If You Lived With the Hopi Indians</u> 2. Discovery Education Native American Videos(Peter Matulavich Productions): People of the Forest; People of the Plains; People of the Northwest Coast; People of the Southwest District 3. Website: Student Resources/ Class Projects page/Grade 4/Native Americans
Social Studies Practices	<ul style="list-style-type: none"> ● Gathering, Using, and Interpreting Evidence ● Geographic Reasoning ● Economics and Economic Systems

The supporting question asks students to focus on how early Native Americans in the United States interacted with their physical environment to meet their basic survival needs. Features of one’s physical environment appear to offer opportunities and constraints. Those opportunities and constraints, however, are neither immutable nor one directional—humans have the capacity to adapt to a physical feature and/or modify it. A physical feature that might seem a constraint in one sense (i.e., mountains are challenging for growing crops) but can be perceived as an opportunity in another (i.e., mountains are home to wildlife).

Formative Performance Task

The formative performance task asks students to use the JIGSAW MODEL for research and presentation to gather evidence from texts, websites, and videos on the Tribal Research Graphic Organizer to demonstrates how Native Americans in different regions used natural resources in their environment to survive and prosper. In particular, students should be able to draw inferences about how Native groups responded to their environments and how they capitalized on nearby natural resources to meet their wants and needs.

After gathering evidence, students are asked to create a poster or collage that illustrates what daily life would look like in the tribe they have focused on. Teachers should have students share their projects with their peers in order to provide an opportunity for the rest of the groups to have exposure to the other tribal regions.

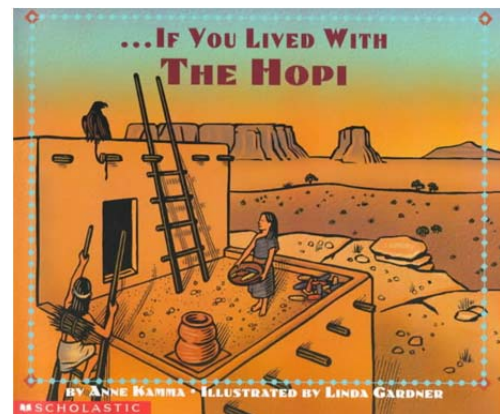
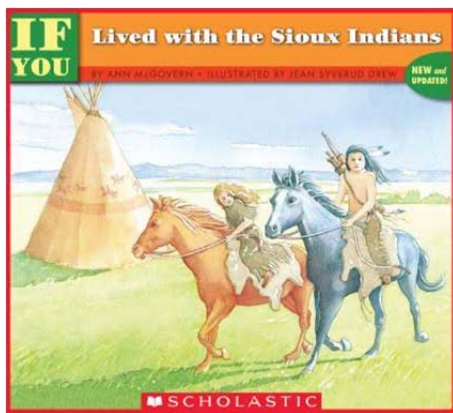
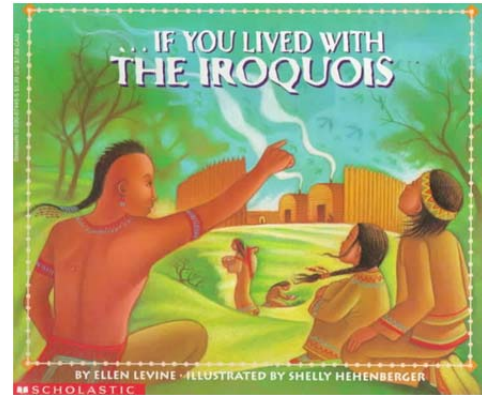
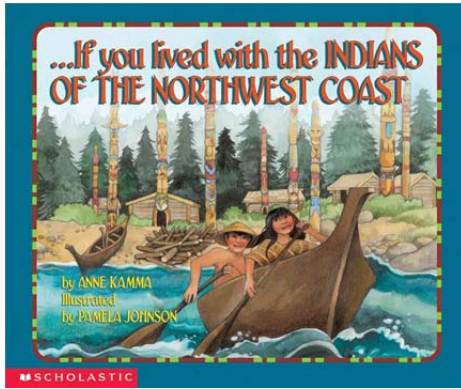
In introducing the task and supporting question, teachers may want to emphasize the vocabulary term “interaction,” noting that students will encounter evidence of how the Native Americans both adapted to and modified the physical environment through their interactions. This reciprocal relationship defines the inquiry behind the compelling question.

TRIBAL RESEARCH

Name of
Tribe/Region: _____

Food	
Shelter & Tools	
Clothing	
Ceremonies, Celebrations & Culture	
Roles of the People	
Recreation	

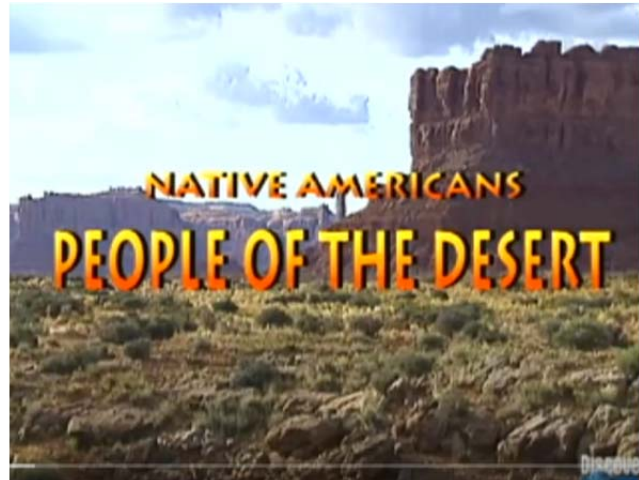
Supporting Question 3	
Featured Source 1	<p><u>If You Lived With the Indians of the Northwest Coast</u> by Anne Kamma</p> <p><u>If You Lived With the Iroquois</u> by Ellen Levine</p> <p><u>If You Lived With the Sioux Indians</u> by Ann McGovern</p> <p><u>If You Lived With the Hopi Indians</u> by Anne Kamma</p>



Supporting Question 3

Featured Source 2

Discovery Education Native American Videos(Peter Matulavich Productions): People of the Forest; People of the Plains; People of the Northwest Coast; People of the Desert



Supporting Question 3

Featured Source 4

<http://www.waterfordschools.org//site/Default.aspx?PageID=6665>



Class Projects Pages For K-5 Students



Grade 4 - Learning About Native Americans
Native American Internet Resources

Summative Performance Task

Summative Performance Task	<i>How does where we live affect how we live?</i> In an informational essay, describe how Native American cultures from all four regions developed differently because of their geography.
	<i>Extension:</i> Using a PowerPoint or Sway presentation highlight the ways in which the Native Americans throughout the United States adapted to and modified their physical environments.

In this task, students write an extended, evidence-based essay responding to the compelling question, *How does where we live affect how we live?* Students should be able to demonstrate the ability to synthesize information gathered from various sources throughout this inquiry to state a claim about how people interact with their environment in order to survive.

At this point in the students’ inquiry, they have identified examples of the diverse geography and natural resources of the United States, located physical features on various maps of the United States, described where early Native Americans lived, categorized the impact of their immediate physical surroundings, and identified text-based evidence to demonstrate how the early Native Americans in the United States interacted with their physical environments.

Before the Summative Performance Task, it may be helpful for students to review the sources provided and the graphic organizers created during the formative performance tasks. Doing so should help them develop their claim and highlight the appropriate evidence to support their opinion.

Students’ claims will likely vary, but could include any of the following:

- Early Native Americans had to use the land and resources around them in different ways to meet their needs and wants.
- The physical features and natural resources of the United States differ, and so Native American groups developed different ways to live in their environments.
- The environment of a location offers opportunities and constraints for humans, and so the early Native Americans settled in places that best fit their lives.
- Early Native Americans proved that where people live is not as important as they ways in which they adapt to and change their environments.

It is possible for students to find support for any of these arguments in the sources provided and through their analysis of the sources.

Extension:

Having students construct their evidence-based arguments in written form is one way of representing their new knowledge and understandings, but there are any number of alternatives. One way to have students express their claims and evidence is through the creation of PowerPoint presentations.

Taking Informed Action

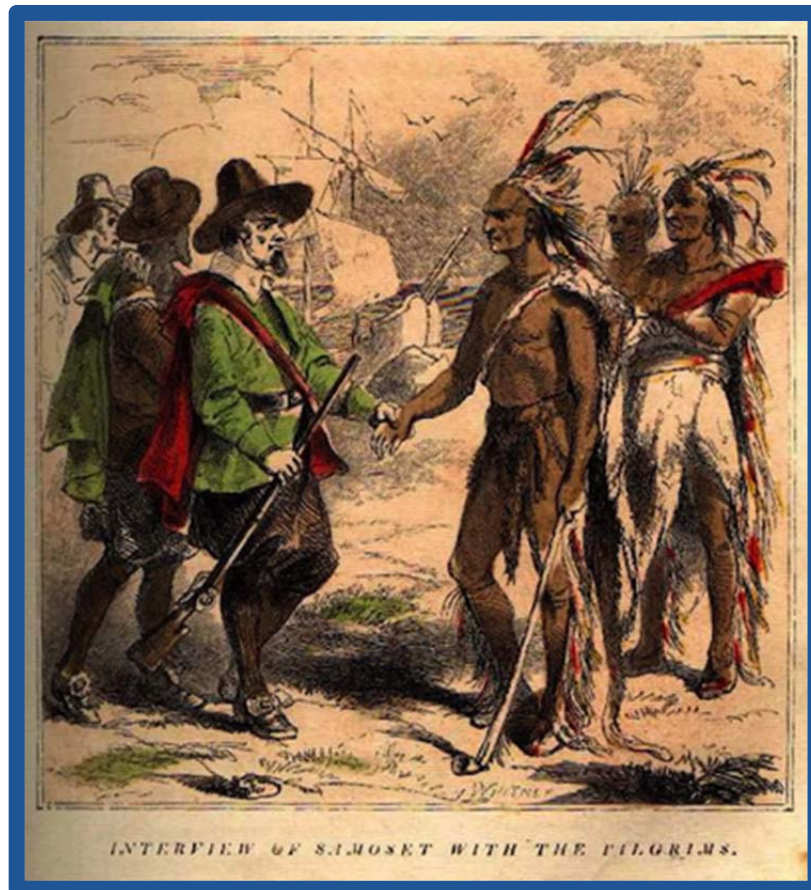
Compelling Question	How does where we live affect how we live?
Taking Informed Action	Understand Brainstorm a list of the geographic opportunities and constraints in area neighborhoods and communities. Assess Discuss how individuals and communities can turn constraints into opportunities. Act Arrange for a local official to visit the class to review the class conclusions and discuss possible community actions.

Taking informed action can manifest in a variety of forms and in a range of venues. Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world. The three activities described in this inquiry represent a logic that asks students to (1) *understand* the issues evident from the inquiry in a larger and/or current context, (2) *assess* the relevance and impact of the issues, and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

To *understand* the situation, students may go through an oral and/or written brainstorming activity in which they list the opportunities and constraints afforded in their neighborhoods and community. To follow up from this exercise, students might ask family members to brainstorm similar lists and then compare and contrast those lists with the list developed by the class. To *assess* their understandings of the local environment, students may discuss in small-group or whole-group settings how constraints might be transformed into opportunities. For example, an undeveloped hilly area might be reimagined as a winter sledding park. And to *act* on the emerging class understandings, students might send their ideas for transforming one or more local areas to a community official and then invite the official to class to discuss the possibilities for and the process by which the students’ ideas could come to fruition. To connect back to the Native American culture, teachers could invite local Native American groups to present from their past and present perspectives. As teachers and students bring their taking informed action activities to a close, they might consider the idea of how their ideas might be sustainable and lead to the protection of the environment for the community’s benefit.

4th Grade Pilgrims and Wampanoag Inquiry

Why Did the Pilgrim– Wampanoag Friendship Go So Wrong?



Charles DeWolf Brownell, illustration of Samoset meeting the Pilgrims, in *The Indian Races of North and South America*, 1822. Public domain.

Supporting Questions

1. What was the early contact like between the Pilgrims and the Wampanoags?
2. How did the Pilgrims and Wampanoags cooperate in the early years after first contact?
3. What influenced a shift in the relationship among the Pilgrims and the Wampanoags?

Why Did the Pilgrim–Wampanoag Friendship Go So Wrong?	
Standards	<p>GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics</p> <p>HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time</p> <p>HIST 4.2 Explain probable causes and effects of events and developments.</p> <p>ECO 4.2 Identify positive and negative incentives that influence the decisions people make.</p>
Staging the Question	Using a painting to spark interest, record prior knowledge about the Pilgrims, the Wampanoag, the positive and negative Pilgrim–Wampanoag interactions, and current beliefs about the Thanksgiving feast.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What was the early contact like between the Pilgrims and the Wampanoags?	How did the Pilgrims and Wampanoags cooperate in the early years after first contact?	What influenced a shift in the relationship among the Pilgrims and the Wampanoags?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Analyze sources and write a first person account from the perspective of a Pilgrim or Wampanoag man or woman describing the experience of first contact. <i>(Emphasis is not on the quality of student written responses, but on the understanding drawn from the analysis of the multiple sources provided)</i>	Create an annotated illustration (mural; poster; collage) that highlights how the Pilgrims and the Wampanoags cooperated in the early years after their first contact. <i>(Winslow’s letter shows that the first Thanksgiving was a 3 day event: rowdy, with ninety people, games, shooting of muskets and different food than our previous understanding-fowl, deer, crops--not turkey and cranberry sauce or sitting around a table)</i>	Complete a graphic organizer that highlights the reasons the relationship between the Pilgrims and the Wampanoags began to shift from cooperation to conflict.
Featured Sources	Featured Sources	Featured Sources
<ol style="list-style-type: none"> Image bank (2): Map of Wampanoag Country in the 1600s (Native American tribe settlements) https://www.plimoth.org/sites/default/files/media/olc/Map_Wampanoag.pdf Excerpts from <i>Mourt’s Relation: A Journal of the Pilgrims at Plymouth</i> Illustrations of Samoset meeting the Pilgrims Excerpts from <i>Mourt’s Relation: A Meeting With Samoset</i> <i>Encounter</i> by Jane Yolen 	<ol style="list-style-type: none"> Edward Winslow, Description of the first Thanksgiving, <i>Mourt’s Relation: A Journal of the Pilgrims at Plymouth</i> (excerpt), 1622 Excerpt from <i>Of Plymouth Plantation</i> of the First Thanksgiving Excerpt from <i>Of Plymouth Plantation: Treaty of Massasoit</i> https://www.plimoth.org/sites/default/files/media/olc/source.html (Edward Winslow letter to a friend about the First Thanksgiving- <u>primary source</u>) Children’s Books by Marcia Sewall: <ul style="list-style-type: none"> The Pilgrims of Plimoth 	<ol style="list-style-type: none"> William Bradford, description of an outbreak of smallpox among the Wampanoag, <i>Of Plymouth Plantation</i> (excerpt), 1651 Chart of population of the New England Colonies, 1620–1750 Image bank (2): Maps of 17th-century Plymouth settlements Excerpts from <i>A Relation of the Indian War</i> (John Easton text describing Native American complaints about the English) Map depicting King Philip’s War http://warfarehistorian.blogspot.com/2015/01/new-england-ablaze-king-

	<ul style="list-style-type: none"> • Children of the Breaking Day <i>(The story of Wampanoag people at the time the Pilgrims landed)</i> • The Pilgrim’s First Thanksgiving 	<p>philips-war.html</p> <p>6. Brainpop: “Thanksgiving”- discusses cooperation & conflict among Pilgrims & Native American https://www.brainpop.com/socialstudies/ushistory/thanksgiving/ <i>(You will need a subscription)</i></p> <p>7. Colonial America: King Philip’s War article http://www.ducksters.com/history/colonial_america/king_philips_war.php</p>
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<p>Summative Performance Task</p>	<p><i>Why did the Pilgrim–Wampanoag friendship go so wrong?</i> Develop a persuasive piece (optional: written, multi-media, or oral) that states a claim about the shift in relationship between the Pilgrims and Wampanoags from the perspective of a Pilgrim or a Wampanoag. It should describe the challenges or issues that changed the relationship between them. Students can work in groups on this summative performance task.</p>
	<p>EXTENSION Create a graphic short story that illustrates an argument for how and why the Pilgrim and Wampanoag relationship deteriorated over time, including supporting and counter-evidence from a variety of sources.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Research (e.g. examine online sources, interview an expert, contact someone from a Native American group) the point of view of a modern indigenous group that is fighting for its rights. ASSESS Explore whether or not conflict can be avoided in the situation you examined. ACT Create a video that argues for or against the merits of the group’s struggle and present the product at a classroom or community event.</p>

Inquiry Description

In this inquiry, students investigate one of the best-known stories in American history—the interaction between the Pilgrims and the Wampanoags that included the first Thanksgiving. The compelling question “Why Did the Pilgrim–Wampanoag Friendship Go So Wrong?” focuses on how the relationship between Native Americans and European settlers deteriorated over time. The Pilgrims’ initial contact with the Wampanoags in the winter of 1621 was not the first time Europeans and Native Americans met, but the interactions that followed have become a central part of the narrative of American history. As they complete this inquiry, students learn more about the history of colonial and Native American relations by responding to the compelling question with a claim about how the interactions between the Pilgrims and the Wampanoags changed over time.

NOTE: This inquiry is expected to take four to six 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Why Did the Pilgrim–Wampanoag Friendship Go So Wrong?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence from a variety of sources. A key element of this inquiry is a sequencing of events that played out over many decades after the Pilgrims and Wampanoags’ first encounter in 1620. Across the three formative performance tasks, teachers may have students complete a timeline that weaves together events related to this inquiry or create a large timeline display in the classroom. (Optional)

Timeline Tasks		
What was the early contact like between the Pilgrims and the Wampanoags?	How did the Pilgrims and the Wampanoags cooperate in the early years after first contact?	What influenced a shift in the relationship among the Pilgrims and the Wampanoags?
List events in 1620 and 1621 that represent the first contact between the Pilgrims and Wampanoags.	List events from 1621 through the 1630s that reflect cooperation between the Pilgrims and Wampanoags.	List events from the 1640s to the 1670s that illustrate how conflict emerged between the Pilgrims and Wampanoags.
Label events on a timeline related to <ul style="list-style-type: none"> ● Pilgrims landing ● First contact 	Label events on a timeline related to <ul style="list-style-type: none"> ● Treaty with Massasoit ● First Thanksgiving 	Label events on a timeline related to <ul style="list-style-type: none"> ● Pequot War ● King Philip’s War ● Sickness Among Native Americans

Staging the Compelling Question

Using the painting provided in the featured sources, students brainstorm and/or write down what they know (or think they know) about the Pilgrims, the Wampanoags, and the positive and negative Pilgrim–Wampanoag interactions.

Supporting Question 1

The first supporting question—“What was the early contact like between the Pilgrims and the Wampanoags?”—establishes the foundational understanding of the initial contact between one Native American group and the Pilgrims. The question asks students to understand this contact from the viewpoints of both Native Americans and colonists. To this end, the formative performance task calls on students to write a first-person account from the perspective of a Pilgrim settler or a Wampanoag man or woman about their first contact in 1620 and 1621. The featured sources are a map of the Wampanoag Country, circa 1600, a journal account of an early meeting between Pilgrims and the Wampanoags, and a set of illustrations of the Native leader Samoset meeting Pilgrim leaders.

Supporting Question 2

The second supporting question—“How did the Pilgrims and the Wampanoags cooperate in the early years after first contact?”—asks students to consider how the Wampanoags and Pilgrims cooperated through trade and coexisted in relative peace. The formative performance task asks students to use the featured sources—Edward Winslow’s account of the first Thanksgiving, the 1621 treaty with Massasoit, and the interactive website featuring Edward Winslow’s letter to a friend about the first Thanksgiving—to create an annotated illustration that highlights how the Wampanoags and the Pilgrims cooperated in

the early years after their first contact. After completing this task, students should understand how the first contact eventually led to mutually beneficial cooperation.

Supporting Question 3

The third supporting question—“What influenced a shift in the relationship among the Pilgrims and the Wampanoags?” —establishes the decline of the relationship between the Wampanoags and the Pilgrims. Relations deteriorated in the 1630s, most dramatically with the Pequot War (1634–1638) and eventually with King Philip’s War (1675), which remains the bloodiest in United States history relative to population size. The formative performance task asks students to use a cause and effect graphic organizer (on the following page) to collect evidence from the perspective of the Wampanoags and from the Pilgrims to illustrate the shift in their relationship and how it changed from cooperation to conflict. The featured sources are a chart of colonial population in New England, an image bank of maps of 16th-century settlements, excerpts from an account of Wampanoag leader Metacom’s complaints about the English, a map depicting King Philip’s War, a BrainPop video that covers the cooperation and conflict among the Pilgrims and the Wampanoags, and an excerpt written by William Bradford that describes the outbreak of smallpox among the Wampanoags as a result of the arrival of the Europeans.

Summative Performance Task

At this point in the inquiry, students have examined contact, cooperation, and conflict between the Wampanoags and the Pilgrims. Students should be able to demonstrate the breadth of their understanding and the ability to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question “Why Did the Pilgrim–Wampanoag Friendship Go So Wrong?” It is important to note that students’ persuasive pieces could take a variety of forms, including written, multi-media, or oral. Pieces should state a claim about the shift in relationship between the Pilgrims and Wampanoags from the perspective of a Pilgrim or Wampanoag and should describe the challenges or issues that changed the relationship between them.

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

- Conflict between the Pilgrims and Wampanoags was sure to happen since the two groups cared about different things and lived differently.
- Pilgrims and Wampanoags cooperated a lot in the early years of contact, but conflict was eventually going to happen because the two sides did not communicate very well.
- Unforeseen circumstances led to distrust and resentment between the two groups.
- Pilgrims and Wampanoags had many differences but that did not mean the two groups had to go to war.

Extension & Taking Informed Action (Optional)

To extend their learning, students could create comic strips that illustrate an argument for how and why the Pilgrim–Wampanoag relationship deteriorated over time, including support from a variety of sources.

Students have the opportunity to Take Informed Action by considering the point of view of a modern indigenous group that is fighting for its rights. To *understand* the problem, students may research (e.g., examine online sources, interview an expert, or contact someone from a Native American group) the efforts of one Native American group that is currently fighting for its rights to land or other resources. To *assess* the problem, students may explore whether or not conflict can be avoided in this struggle.

Students may then *act* by creating a video that argues for or against the merits of the group’s struggle and presenting the product at a classroom or community event.

RESOURCES

Staging the Compelling Question

Featured Source

Source A: J. L. G. Ferris, painting of relations between the Pilgrims and Wampanoags, *The First Thanksgiving 1621*, 1919

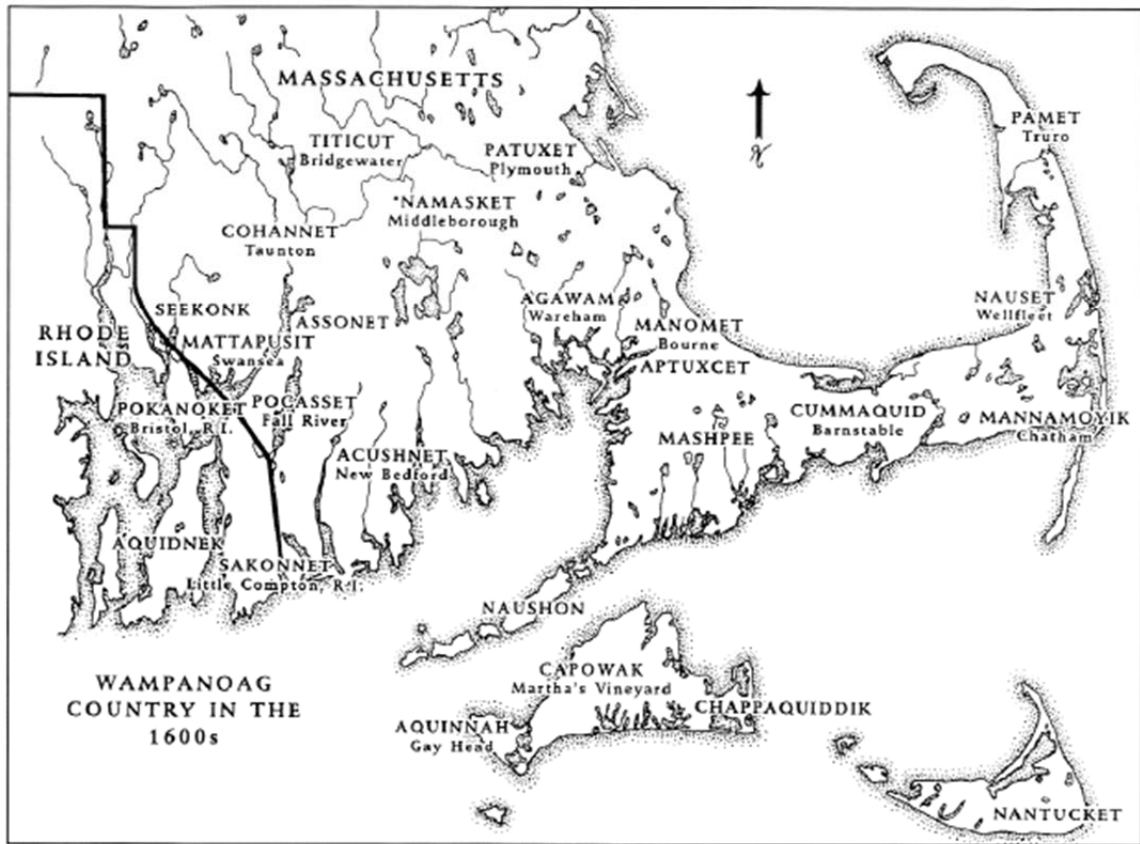


Public domain. Available at the Library of Congress: <http://www.loc.gov/pictures/item/2001699850/>.

Supporting Question 1	
Featured Source 1	Map of Wampanoag Country in the 1600's

Map of Wampanoag Country in the 1600s

Wampanoag territory in the 1600s was made up of about 67 villages. This map shows some of them. The large print shows the Wampanoag name of a village. The small print gives the modern name.



https://www.plimoth.org/sites/default/files/media/olc/Map_Wampanoag.pdf

Supporting Question 1	
Featured Source 2	Edward Winslow, description of the first encounter between the Pilgrims and Wampanoag, <i>Mourt's Relation: A Journal of the Pilgrims at Plymouth</i> (transcribed by Caleb Johnson, excerpts), 1622

NOTE: Mourt's Relation was an early Pilgrim booklet written mainly by Edward Winslow with significant contributions from William Bradford. Published in England (likely by George Morton), it provides a firsthand account of the early struggles of Pilgrims in exploring Cape Cod and then settling at Plymouth as well as early interactions with Native inhabitants. The excerpt here describes the first very brief encounter between Pilgrim settlers and Native Americans on November 15, 1620.

Text from *Mourt's Relation* Transcribed by Caleb Johnson

Wednesday, the 15th of November, they were set ashore, and when they had ordered themselves in the order of a single file and marched about the space of a mile, by the sea they espied five or six people with a dog, coming towards them, who were savages, who when they saw them, ran into the wood and whistled the dog after them, etc. First they supposed them to be Master Jones, the master, and some of his men, for they were ashore and knew of their coming, but after they knew them to be Indians they marched after them into the woods, lest other of the Indians should lie in ambush; but when the Indians saw our men following them, they ran away with might and main and our men turned out of the wood after them, for it was the way they intended to go, but they could not come near them. They followed them that night about ten miles by the trace of their footings, and saw how they had come the same way they went, and at a turning perceived how they ran up a hill, to see whether they followed them. At length night came upon them, and they were constrained to take up their lodging, so they set forth three sentinels, and the rest, some kindled a fire, and others fetched wood, and there held our rendezvous that night.

Supporting Question 1**Featured Source 4**

Edward Winslow, description of the first encounter between the Pilgrims and Wampanoag, *Mourt's Relation: A Journal of the Pilgrims at Plymouth* (transcribed by Caleb Johnson, excerpts), 1622

NOTE: The following excerpt describes the first extended encounter of Pilgrim settlers and Native Americans in March of 1621.

Text from *Mourt's Relation* Transcribed by Caleb Johnson

Friday, the 16th [of March], a fair warm day; towards this morning we determined to conclude of the military orders, which we had begun to consider of before but were interrupted by the savages, as we mentioned formerly. And whilst we were busied hereabout, we were interrupted again, for there presented himself a savage, which caused an alarm. He very boldly came all alone and along the houses straight to the rendezvous, where we intercepted him, not suffering him to go in, as undoubtedly he would, out of his boldness. He saluted us in English, and bade us welcome, for he had learned some broken English among the Englishmen that came to fish at Monchiggon, and knew by name the most of the captains, commanders, and masters that usually came. He was a man free in speech, so far as he could express his mind, and of a seemly carriage. We questioned him of many things; he was the first savage we could meet withal....The wind being to rise a little, we cast a horseman's coat about him, for he was stark naked, only a leather about his waist, with a fringe about a span long, or little more; he had a bow and two arrows, the one headed, and the other unheaded. He was a tall straight man, the hair of his head black, long behind, only short before, none on his face at all; he asked some beer, but we gave him strong water and biscuit, and butter, and cheese, and pudding, and a piece of mallard, all which he liked well, and had been acquainted with such amongst the English. He told us the place where we now live is called Patuxet, and that about four years ago all the inhabitants died of an extraordinary plague, and there is neither man, woman, nor child remaining, as indeed we have found none, so as there is none to hinder our possession, or to lay claim unto it. ...

Saturday and Sunday, reasonable fair days. On this day came again the savage, and brought with him five other tall proper men; they had every man a deer's skin on him, and the principal of them had a wild cat's skin, or such like on the one arm. They had most of them long hosen up to their groins, close made; and above their groins to their waist another leather, they were altogether like the Irish-trousers. They

are of a complexion like our English gypsies, no hair or very little on their faces, on the heads long hair to their shoulders, only cut before, some trussed up before with a feather, broad-wise, like a fan, another a fox tail hanging out. These left (according to our charge given him before) their bows and arrows a quarter of a mile from our town. We gave them entertainment as we thought was fitting them; they did eat liberally of our English victuals. They made semblance unto us of friendship and amity; they sang and danced after their manner, like antics. They brought with them in a thing like a bow-case (which the principal of them had about his waist) a little of their corn pounded to powder, which, put to a little water, they eat. He had a little tobacco in a bag, but none of them drank but when he listed. Johnson, Caleb. *Of Plymouth Plantation*, Xlibris, 2006 and *A Relation or Journal of the Beginning and Proceedings of the English Plantation Settled at Plymouth in New England by certain English Adventurers both Merchants and others*. © 2009, MayflowerHistory.com All Rights Reserved. Used with permission.

Paraphrased First Encounter Between Pilgrim Settlers and Native Americans

Friday, the 16th of March

It was a fair, warm morning and my men and I were preparing to carry out our military orders when suddenly out of the woods, Indians appeared before us. This one bold Indian man, confidently approached our men alone, saluting and welcoming us in our language. How odd, I thought, that this man, who looked wild and intimidating, knew the names of our commanders! My men were curious, of course, as they observed his appearance; extremely tall, and wearing nothing but a piece of fringed leather wrapped around his waist, long black hair falling down his back, and carrying a bow, and 2 arrows. My men noticed he was shivering as he spoke, so they offered him a horseman's coat to put around his shoulders. He asked for something to drink and to show hospitality, we offered water, biscuits, butter, cheese, and pudding. We asked him questions about this place, which he called, "Pawtuxet," and he explained to us that men before us who lived here all died from an untreatable illness. He left quickly that, leaving us to wonder if we would see him or any of his people again.

Saturday, the 17th of March

As the men went about completing their daily chores, the wild man returned with five of his kind. We were alarmed at first by the number of Indians approaching, but soon realized they came in peace when they dropped and left their bows and arrows outside of our camp. The bold one approached me personally, looking different than the others. He wore a coat of wild cat skin, while the others had on coats of deerskin. The bold one's feather and fox tail head decorations swayed as he walked toward me. He presented gifts: a bow case, corn powder to mix with water and eat, and tobacco for our pipes. My men were excited and gathered around to see what the bold man was giving me.

Supporting Question 1

Featured Source 3

Image bank(2): Illustrations of Samoset meeting the Pilgrims

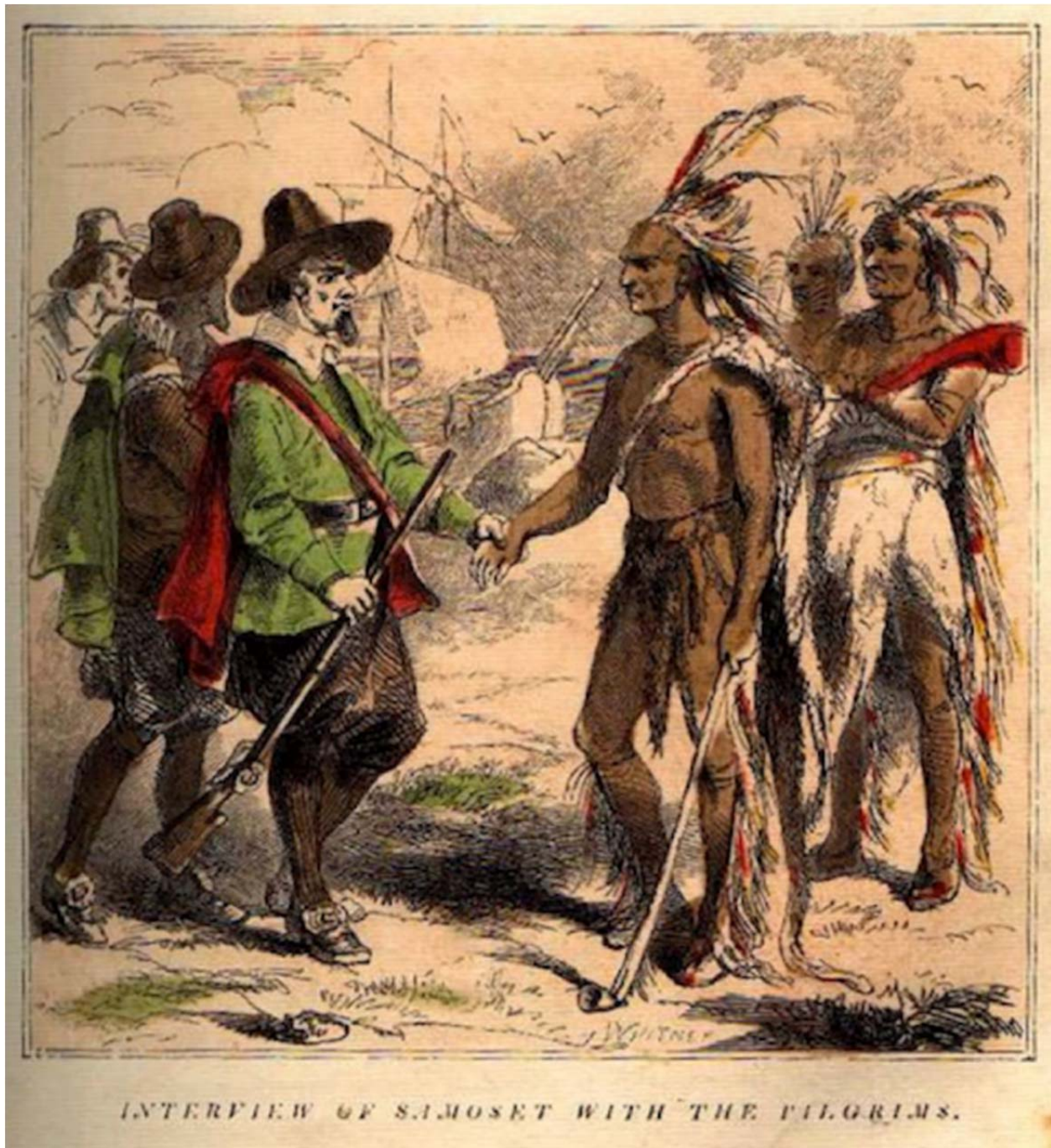


Image 1: Charles De Wolf Brownell, illustration of Samoset meeting the Pilgrims, in *The Indian Races of North and South America*, 1822. Public domain.

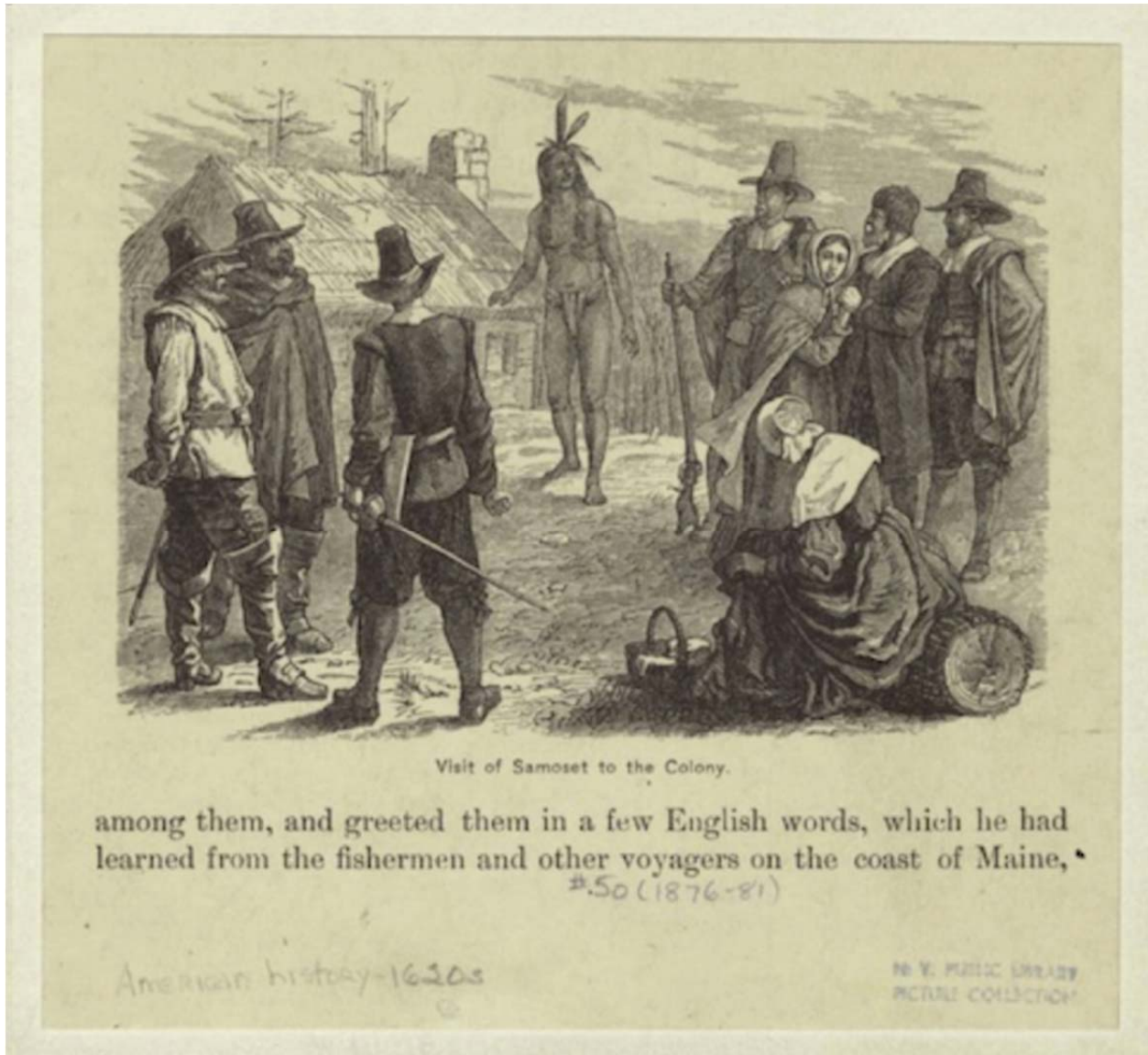
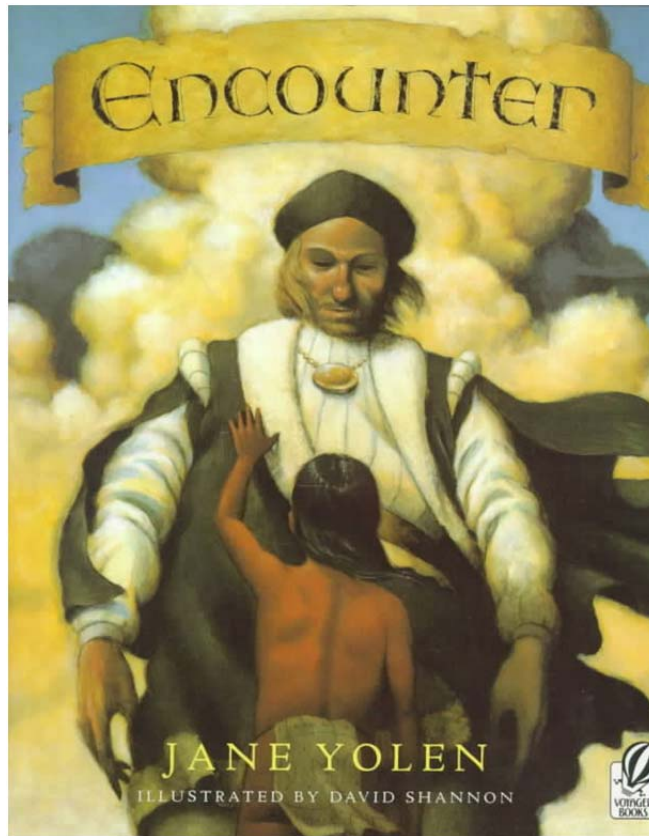


Image 2: Artist unknown, illustration of visit of Samoset to the Plymouth colony, *Popular History of the United States, from the First Discovery of the Western Hemisphere by the Northmen to the End of the Civil War*, 1876.

Public domain. Available from the New York Public Library Digital Collections:

<http://digitalcollections.nypl.org/items/510d47e0-f382-a3d9-e040-e00a18064a99>.

Supporting Question 1	
Featured Source 5	<u>Encounter</u> by Jane Yolen--may not be appropriate for this question about cooperation!



Supporting Question 2	
Featured Source 1	Edward Winslow, description of the first Thanksgiving, <i>Mourt's Relation: A Journal of the Pilgrims at Plymouth</i> (excerpt), 1622

NOTE: Mourt's Relation was an early Pilgrim booklet written mainly by Edward Winslow with significant contributions from William Bradford. Published in England (likely by George Morton), it provides a firsthand account of the early struggles of Pilgrims in exploring Cape Cod and then settling at Plymouth, as well as in early interactions with native inhabitants. In a later 1841 edition, an editor's note became the first ever reference to the 1621 Wampanoag–Pilgrim feast as "the First Thanksgiving." The excerpt below recounts the story of this "First Thanksgiving."

Mourt's Relation, Part VI Transcribed by Caleb Johnson

Our harvest being gotten in, our governor sent four men on fowling, that so we might after have a special manner to rejoice together after we had gathered the fruit of our labors; they four in one day killed as much fowl, as with a little help beside, served the company almost a week, at which time amongst other recreations, we exercised our arms, many of the Indians coming amongst us, and among the rest their greatest King Massasoit, with some ninety men, whom for three days we entertained and

feasted, and they went out and killed five deer, which they brought to the plantation and bestowed on our governor, and upon the captain, and others. And although it be not always so plentiful as it was at this time with us, yet by the goodness of God, we are so far from want that we often wish you partakers of our plenty.

This interactive website shows the above transcription from Mourt’s Relation:
<https://www.plimoth.org/sites/default/files/media/olc/source.html>

Name: _____ Cooperation & Conflict Evidence-Unit 2

Examples of Cooperation	Possible Causes of Conflict

Supporting Question 2	
Featured Source 2	Excerpt: Johnson, Caleb. <i>Of Plymouth Plantation</i> , Xlibris, 2006 and <i>A Relation or Journal of the Beginning and Proceedings of the English Plantation Settled at Plymouth in New England</i> by certain English Adventurers both Merchants and others. © 2009, MayflowerHistory.com All Rights Reserved. Used with permission.

We have found the Indians very faithful in their covenant of peace with us; very loving and ready to pleasure us; we often go to them, and they come to us; some of us have been fifty miles by land in the country with them, the occasions and relations whereof you shall understand by our general and more full declaration of such things as are worth the noting, yea, it has pleased God so to possess the Indians with a fear of us, and love unto us, that not only the greatest king amongst them, called Massasoit, but also all the princes and peoples round about us, have either made suit unto us, or been glad of any occasion to make peace with us, so that seven of them at once have sent their messengers to us to that end. Yea, an Isle at sea, which we never saw, hath also, together with the former, yielded willingly to be

under the protection, and subjects to our sovereign lord King James, so that there is now great peace amongst the Indians themselves, which was not formerly, neither would have been but for us; and we for our parts walk as peaceably and safely in the wood as in the highways in England. We entertain them familiarly in our houses, and they as friendly bestowing their venison on us. They are a people without any religion or knowledge of God, yet very trusty, quick of apprehension, ripe-witted, just.

Johnson, Caleb. *Of Plymouth Plantation*, Xlibris, 2006 and *A Relation or Journal of the Beginning and Proceedings of the English Plantation Settled at Plymouth in New England by certain English Adventurers both Merchants and others*. © 2009, MayflowerHistory.com All Rights Reserved. Used with permission.

Supporting Question 2

Featured Source 3	Excerpt: William Bradford, treaty with Massasoit, <i>Of Plymouth Plantation</i> (excerpt), 1651
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*NOTE: The treaty with Massasoit was included in the record of activities in the Plymouth colony kept by William Bradford called *Of Plymouth Plantation*.*

Text of the treaty

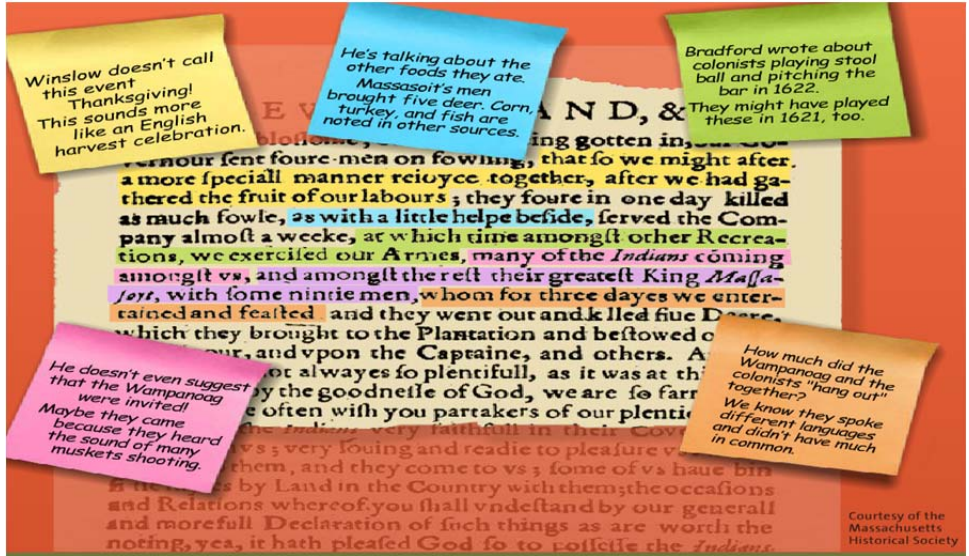
Their great Sachem[chief], called Massasoit. who, about four or five days after, came with the chief of his friends and other attendance, with the aforesaid Squanto. With whom, after friendly entertainment and some gifts given him, they made a peace with him (which hath now continued this 24 years) in these terms:

- I. That neither he nor any of his, should injure or do hurt to any of their people.
- II. That if any of his did any hurt to any of theirs, he should send the offender that they might punish him.
- III. That if anything were taken away from any of theirs, he should cause it to be restored; and they should do the like to his.
- IV. That if any did unjustly war against him, they would aid him; and if any did war against them, he should aid them.
- V. That he should send to his neighbours confederates to certify them of this, that they might not wrong them, but might be likewise comprised in the conditions of peace.
- VI. That when their men came to them, they should leave their bows and arrows behind them.

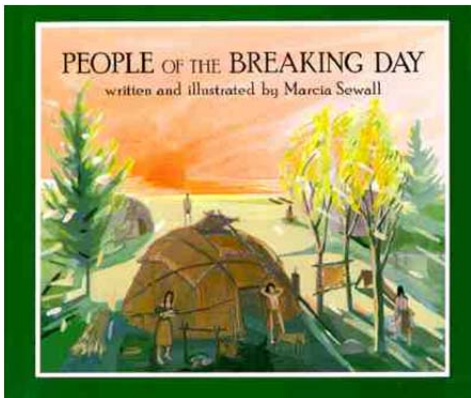
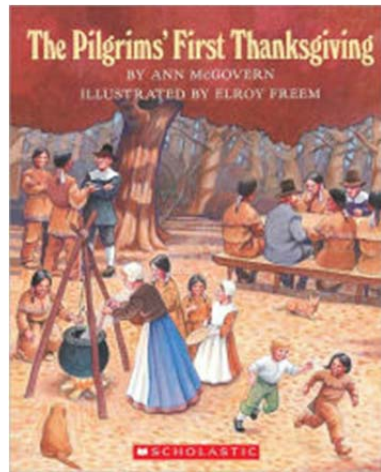
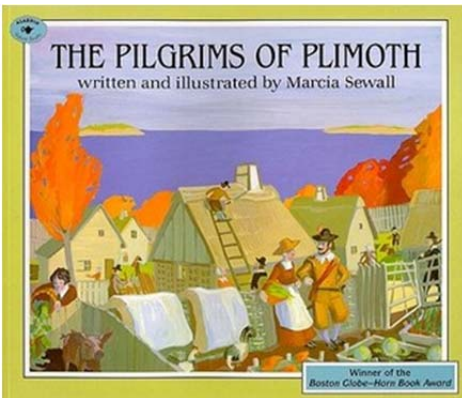
From: William Bradford, *Of Plymouth Plantation*, edited by Samuel Eliot Morison. Copyright © 1984. New York: Alfred A. Knopf, pp. 80–81.

http://www.pilgrimhallmuseum.org/pdf/Text_Treaty_with_Massasoit.pdf.

Supporting Question 2	
Featured Source 4	<p>https://www.plimoth.org/sites/default/files/media/olc/source.html</p> <p>(An interactive website to explore a primary source: Edward Winslow’s letter to a friend about the First Thanksgiving)</p>



Supporting Question 2	
Featured Source 5	<p>Children’s Books by Marcia Sewall:</p> <ul style="list-style-type: none"> ● The Pilgrims of Plimoth ● Children of the Breaking Day (<i>the story of Wampanoag people at the time the Pilgrims landed</i>) <p>The Pilgrims’ First Thanksgiving by Ann McGovern</p>



Supporting Question 3	
Featured Source 1	William Bradford, description of an outbreak of smallpox among the Wampanoag, <i>Of Plymouth Plantation</i> (excerpt), 1651

NOTE: Disease for which they had no immunities tore through Native Americans communities soon after their first extended contact with Europeans. William Bradford describes one such outbreak in Of Plymouth Plantation, his record of activities written over a three decades from 1621 to 1651

William Bradford on Sickness among the Natives (1634)

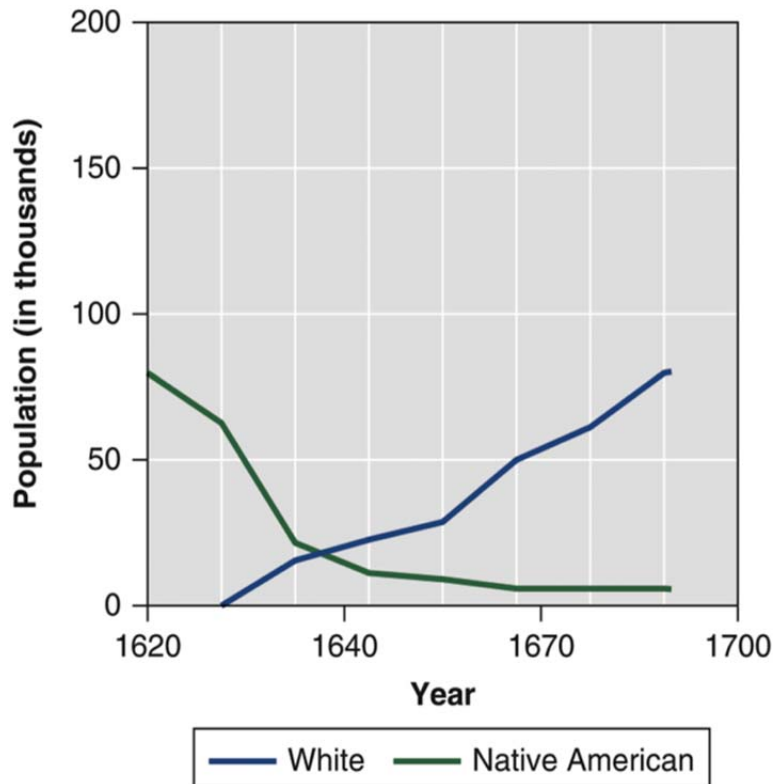
This spring, also, those Indians that lived about their trading house there fell sick of the smallpox, and died most miserably; for a sorer disease cannot befall them; they fear it more than the plague, for usually they that have this disease have them in abundance, and for want of bedding and linen and other helps, they fall into a lamentable condition, as they lie on their hard mats, the pox breaking and mattering, and running one into another, their skin cleaving (by reason thereof) to the mats they lie on; when they turn them a whole side will flay off at once, (as it were) and they will be all of a gore blood, most fearful to behold; and then being very sore, what with cold and other distempers, they die like rotten sheep. The condition of this people was so lamentable, and they fell down so generally of this disease, as they were (in the end) not able to help one another; no, not to make a fire, nor to fetch a little water to drink, nor any to bury the dead; but would strive as long as they could, and when they could procure no other means to make fire, they would burn the wooden trays and dishes they ate their meat in, and their very bows and arrows, and some would crawl out on all fours to get a little water, and sometimes die by the way, and not be able to get in again. But those of the English house (though at first they were afraid of the infection) yet seeing their woeful and sad condition, and hearing their pitiful cries and lamentations, they had compassion of them, and daily fetched them wood and water, and made them fires, got them victuals whilst they lived, and buried them when they died. For very few of them escaped, notwithstanding they did what they could for them, to the hazard of themselves. The chief Sachem himself now died, and almost all his friends and kindred. But by the marvelous goodness and providence of God not one of the English was so much as sick, or in the least measure tainted with this disease though they daily did these offices for them for many weeks together. And this mercy which they showed them was kindly taken, and thankfully acknowledged of all the Indians that knew or heard of the same; and their ministers here did much commend and reward them for the same....

Paraphrased account of a primary source – William Bradford on Sickness among the Natives (1634)

This spring, the Indians that lived about their houses fell sick of the smallpox, and died most miserably. They had never experienced such a horrible disease before. They feared it more than the plague because of the contagious condition it caused to their skin and bodies and how quickly it spread. Once infected, the blisters and sores would cover their bodies. Blood and ooze would spread all over their clothing and bedding, causing anyone around them to contract the disease. As a result of this debilitating disease, the majority of natives died a horrible, painful death. Even though the English feared this disease that was impacting the natives, they had compassion for the natives and daily would fetch them wood, water, food, and make fires. The English would also bury the bodies after death. Surprisingly, not one of the Englishmen or women fell ill with this disease. Word spread to other local Native American tribes of the mercy shown by the English. These Native American tribes acknowledged the kindness shown by the English with praise and many thanks for taking care of their people.

Public domain. From William P. Trent and Benjamin W. Wells, eds. *Colonial Prose and Poetry*. New York: Thomas Y. Crowell, 1901. <http://www.bartleby.com/163/103.html>.

Supporting Question 3	
Featured Source 2	United States Census Bureau, chart depicting the population of the New England colonies, 1620–1750, 2015



Created for the New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015. Adapted from Michael Berkowitz, American History Department, Trinity School, NYC: <http://www.trinityhistory.org/AmH/images/Pop,%20NE%20Colonies.png>.

Supporting Question 3	
Featured Source 3	Image bank(2): Maps of 17th-century Plymouth settlements



Image 1: Map of Wampanoag areas in modern-day Massachusetts, “Territory of the Wampanoag.” © 2007 National Geographic. Used with permission.

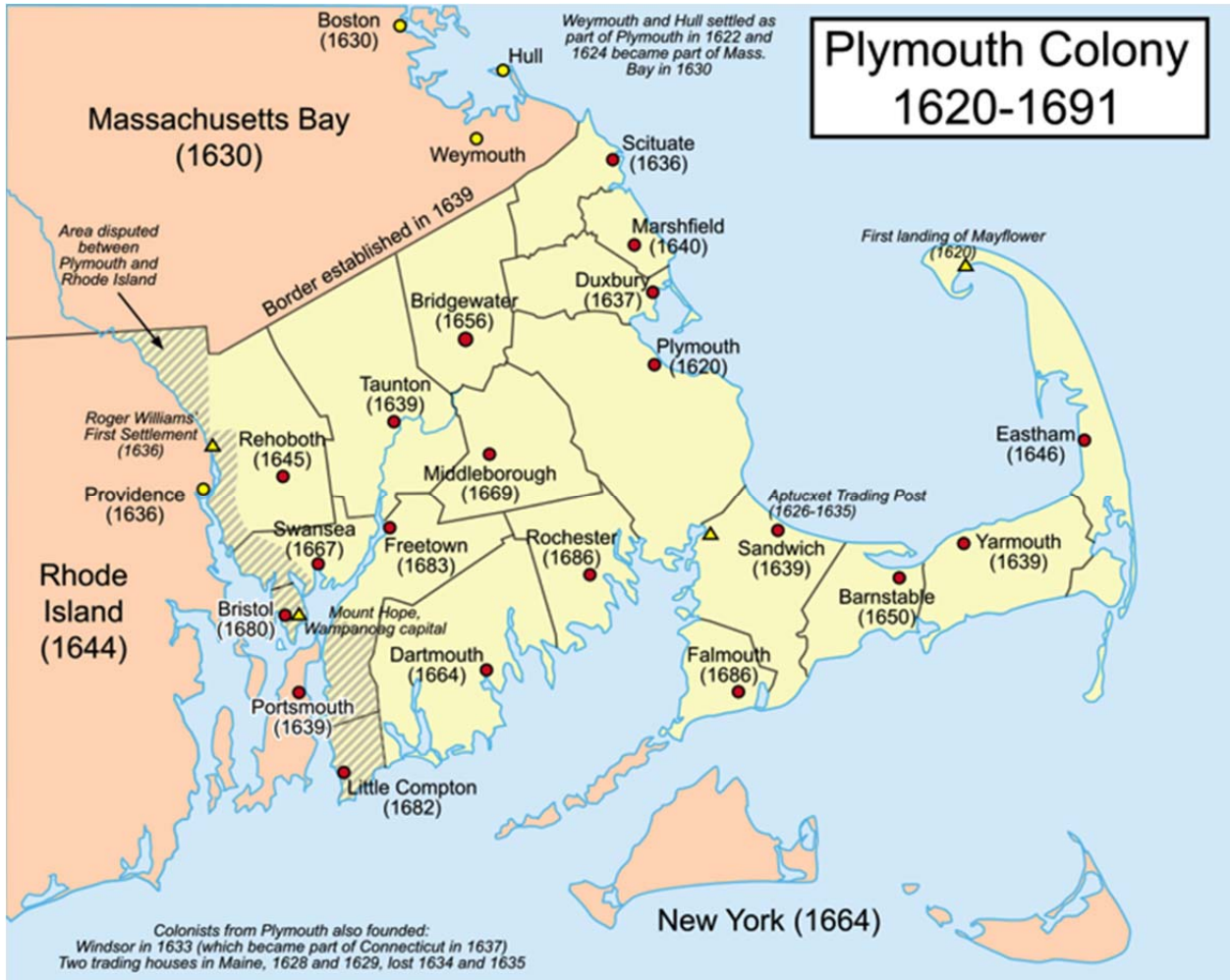


Image 2: Map depicting Plymouth colony locations in modern-day Massachusetts, “Map of the Plymouth Colony Showing Town Locations,” 1620–1691.

Map by Hoodinski. 2011. Creative Commons ShareAlike 3.0 license.

http://en.wikipedia.org/wiki/Plymouth_Colony#mediaviewer/File:Plymouth_Colony_map.svg.

Supporting Question 3	
Featured Source 4	John Easton, an account of Metacom describing Native American complaints about the English Settlers, <i>A Relation of the Indian War</i> (excerpts), 1675 (addresses King Philip’s War)

NOTE: Metacom, also known as King Philip, leader of the Wampanoag near Plymouth colony, led many other Native Americans into a widespread revolt against the colonists of southern New England in 1675. The conflict had been brewing for some time over a set of longstanding grievances between Europeans and Native Americans. In that tense atmosphere, John Easton, attorney general of the Rhode Island colony, met King Philip in June 1675 in an effort to negotiate a settlement. Easton recorded King Philip’s complaints, including the steady loss of Wampanoag land to the Europeans, the English colonists’ growing herds of cattle and their destruction of Native American crops, and the unequal justice Native Americans received in the English courts. This meeting between Easton and Metacom proved futile,

however, and the war (which became the bloodiest in US history relative to the size of the population) began late that month.

Easton text

In the winter in the year 1674 an Indian was found dead, and by a Coroner's inquest of Plymouth Colony judged murdered. He was found dead in a hole through ice broken in a pond, with his gun and some fowl by him. Some English supposed him thrown in. Some Indians that I judged intelligible and impartial in that case did think he fell in, and was so drowned and that the ice did hurt his throat, as the English said it was cut; but they acknowledged that sometimes naughty Indians would kill others but not, as ever they heard, to obscure it, as if the dead Indian was not murdered....And the report came, that the three Indians had confessed and accused Philip so to employ them, and that the English would hang Philip, so the Indians were afraid, and reported that the English had flattered them (or by threats) to belie Philip that they might kill him to have his Land; and that if Philip had done it, it was their Law so to execute whomever their kings judged deserved it, and that he had no cause to hide it. ...

Then to endeavor to prevent [war], we sent a man to Philip to say that if he would come to the ferry, we would come over to speak with him,...Philip called his council and agreed to come to us; he came himself unarmed and about 40 of his men armed....The Indians owned that fighting was the worst way; then they propounded how right might take place.... They said they had been the first in doing good to the English, and the English the first in doing wrong; they said when the English first came, their king's father was as a great man and the English as a little child. He constrained other Indians from wronging the English and gave them corn and showed them how to plant and was free to do them any good and had let them have a 100 times more land than now the king had for his own people. But [Metacom's] brother, when he was king, came miserably to die by being forced into court and, as they judged, poisoned. And another grievance was if 20 of their honest Indians testified that an Englishman had done them wrong, it was as nothing; and if but one of their worst Indians testified against any Indian or their king when it pleased the English, that was sufficient. Another grievance was when their kings sold land the English would say it was more than they agreed to and a writing must be proof against all them, and some of their kings had done wrong to sell so much that he left his people none, and some being given to drunkenness, the English made them drunk and then cheated them in bargains, but now their kings were forewarned not to part with land for nothing in comparison to the value thereof....Another grievance was that the English cattle and horses still increased so that when they removed 30 miles from where the English had anything to do, they could not keep their corn from being spoiled, they never being used to fence, and thought that when the English bought land of them that they would have kept their cattle upon their own land. Another grievance was that the English were so eager to sell the Indians liquors that most of the Indians spent all in drunkenness and then ravened upon the sober Indians and, they did believe, often did hurt the English cattle, and their kings could not prevent it....In this time some Indians fell to pilfering some houses that the English had left, and an old man and a lad going to one of those houses did see 3 Indians run out thereof. The old man bid the young man shoot, so he did, and an Indian fell down but got away again. It is reported that then some Indians came to the garrison and asked why they shot the Indian. They asked whether he was dead. The Indians said yea. An English lad said it was no matter. The men endeavored to inform them it was but an idle lad's words, but the Indians in haste went away and did not harken to them. The next day the lad that shot the Indian and his father and five more English were killed; so the war began with Philip....But I am confident it would be best for English and Indians that a peace were made upon honest terms for each to have a due propriety and to enjoy it without oppression or usurpation by one to the other. But the English dare not trust the Indians' promises; neither the Indians to the English's promises; and each has great cause therefore.

Open access. John Easton and Paul Royster (editor). "A Relation of the Indian War, by Mr. Easton, of Rhode Island, 1675," *Faculty Publications, UNL Library*, Paper 33:
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1036&context=libraryscience>.

Supporting Question 3	
Featured Source 5	http://warfarehistorian.blogspot.com/2015/01/new-england-ablaze-king-philips-war.html



Supporting Question 3

Featured Source 6

Brainpop video: "Thanksgiving" (you will need a subscription to access the video)



Supporting Question 3

Featured Source 7

Article: Colonial America King Philip's War

http://www.ducksters.com/history/colonial_america/king_philips_war.php

Colonial America

King Philip's War

King Philip's War is sometimes called the First Indian War. It took place between 1675 and 1678.

Who fought in King Philip's War?

King Philip's war was fought between the English colonists of New England and a group of Native American tribes. The main leader of the Native Americans was Metacomet, chief of the Wampanoag peoples. His English nickname was "King Philip." Other tribes on the side of the Native Americans included the Nipmuck, Podunk, Narragansett, and Nashaway peoples. Two Native American tribes, the Mohegan and the Pequot, fought on the side of the colonists.

Where was it fought?

The war was fought throughout the Northeast including Massachusetts, Connecticut, Rhode Island, and Maine.

Leading up to the War

For the first 50 years after the Pilgrims arrived at Plymouth in 1620, the English colonists had a fairly peaceful relationship with the local Native Americans in New England. Without the help of the Wampanoag people, the Pilgrims would have never survived the first winter.

As the colonies began to expand into Indian territory, the local tribes became more concerned. Promises made by the colonists were broken as more

and more people arrived from England. When the chief of the Wampanoag died while in captivity in Plymouth Colony, his brother Metacomet (King Philip) became determined to drive the colonists out of New England.

Major Battles and Events

The first major event of the war was a trial in Plymouth Colony that resulted in the execution of three Wampanoag men. Metacomet had already been preparing for war, but it was this trial that caused him to first attack. He attacked the city of Swansea, burning the town to the ground and killing many of the settlers. The war had begun.



Battle of Bloody Brook by Unknown

Over the course of the next year, both sides would mount attacks against each other. The colonists would destroy an Indian village and then the Indians would respond by burning down a colonial settlement. Around twelve colonial towns were completely destroyed during the fighting.

One particularly bloody battle is called the Great Swamp Fight which took place in Rhode Island. A group of colonial militia attacked the home fort of the Narragansett tribe. They destroyed the fort and killed around 300 Native Americans.

End of the War and Results

Eventually, the greater numbers and resources of the colonists allowed them to take control of the war. Chief Metacomet tried to hide in the swamps in Rhode Island, but he was hunted down by a group of colonial militia led by Captain Benjamin Church. He was killed and then beheaded. The colonists displayed his head at Plymouth colony for the next 25 years as a warning to other Native Americans.

Consequences

The war was devastating for both sides. Around 600 English colonists were killed and twelve towns completely destroyed with many more towns suffering damages. The Native Americans had it even worse. Around 3,000 Native Americans were killed and many more were captured and shipped off to slavery. The few Native Americans left were eventually forced off their lands by the expanding colonists.



Benjamin Church
by Unknown

Interesting Facts about King Philip's War

- King Philip (Metacomet) was named after the Ancient Greek King Philip of Macedonia.
- The English colonists largely fought the war without the help of the King of England.
- Over half of the 90 or so towns in New England were attacked at some point during the war.
- King Philip was shot and killed by an Indian named John Alderman who had allied with the colonists.
- Although King Philip was killed on August 12, 1676, the fighting continued in some areas until a treaty was signed in 1678.

4th Grade New France Inquiry

Did the French Lose Out in North America?



George Craig, painting of the removal of French Canadians from Nova Scotia by British forces in 1755, *Deportation Grand-Pré*, 1893. Public domain. Available at https://commons.wikimedia.org/wiki/File:Deportation_Grand-Pr%C3%A9.jpg.

Supporting Questions

1. Where in North America did the French explore and settle?
2. What relationships developed between Native Americans and the French over the fur trade?
3. How did the French and Indian War affect the French influence in North America?
4. Where is French culture represented in North America today? (optional)

Did the French Lose Out in North America?	
Standards	<p>GEO 4.3 Explain how culture influences the way people modify and adapt to their environments</p> <p>GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.</p> <p>GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</p> <p>GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>ECO 4.2 Identify positive and negative incentives that influence the decisions people make.</p> <p>HIST 4.2 Explain probable causes and effects of events and developments.</p>
Prior to staging the compelling question:	<ol style="list-style-type: none"> 1. Read excerpts from <u>The World Made New</u> and discuss history timeline and causes of European exploration. 2. Watch series of 3 videos from watchknowlearn.org on the Age of Exploration.
Staging the Question	Staging the question: Examine two maps—one of New France in 1750 and the other of French-speaking North America in 2011—and speculate about why the maps are so different.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Optional Taking Informed Action
Where in North America did the French explore and settle?	What relationships developed between Native Americans and the French over the fur trade?	How did the French and Indian War affect the French influence in North America?	Where is French culture represented in North America today?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Task
Create a chart of French explorers within the area and dates of exploration. Include 1-2 impressions of how the explorers felt about the new world. TECHNOLOGY: Transfer this information onto Google My Maps.	List the benefits and costs of the North American fur trade. (Analyze the economic and cultural costs and benefits)	Make a claim about the consequences of the French and Indian War by comparing and contrasting the relationship the American Indians had with the French and the British.	<p>Understand: Identify examples of French influence and heritage (e.g., province of Quebec and city of New Orleans).</p> <p>Assess: Evaluate French influence in North America as it applies to today.</p> <p>Act: Hold a community forum focused on the French influence in North America.</p>
Featured Sources	Featured Sources	Featured Sources	
<p>Source A: Maps of French exploration and settlement in North America</p> <p>Source B: Source bank: Excerpts from accounts of Cartier and Champlain’s expeditions to North America</p> <p>Source C: Source bank: Excerpts from accounts of French Catholic missions</p>	<p>Source A: Engraving showing the beaver fur trade</p> <p>Source B: Engraving showing styles of beaver hats in Europe</p> <p>Source C: Table showing the price of beaver pelts in Britain, 1713–1763</p> <p>Source D: Excerpts from “Your People Live Only Upon Cod”</p>	<p>Source A: Map of the French and Indian War</p> <p>Source B: <i>Deportation Grand-Pré</i></p> <p>Source C: Map of pre and post French & Indian War</p> <p>Source D: Excerpts from an address by Minavavana</p> <p>Source E: Brainpop video</p>	

<p>in 17th-century Canada Source D: Website links on Waterford Public Schools Student Resources/Class Projects Page/Grade 4/European Explorers http://mrnussbaum.com/explorers/routemaps http://mrnussbaum.com/explorers/explorersflash2 http://www.enchantedlearning.com/explorers/index.shtml</p>		<p>https://www.brainpop.com/socialstudies/ushistory/frenchandindianwar/ Source F: Excerpts from <u>Struggle for a Continent: The French and Indian Wars: 1689-1763 (American Story)</u></p>	
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<p>Summative Performance Task</p>	<p>ARGUMENT Did the French lose out in North America? Construct an argument (e.g., speech, poster, essay) that explains what happened to the French influence in North America. Be sure to use specific claims and relevant evidence from historical sources while acknowledging competing perspectives.</p>
	<p>EXTENSION Create a time-lapse map that illustrates the changes in French influence in North America.</p>

Inquiry Description

This inquiry focuses on the emergence, growth, and collapse of the New France colony in North America. French explorers, missionaries, traders, and settlers established an important presence in North America, beginning with Jacques Cartier’s explorations in 1534 and continuing through the 19th century. The development of the fur-trading industry, along with a relatively stable relationship with Native peoples in North America, peaked around 1710. At that time the French controlled territory stretching west from Newfoundland to the Rocky Mountains and south from Hudson Bay to the Gulf of Mexico. Over the next five decades, much of the New France colony collapsed, culminating in a French loss in the French and Indian War (known as the **Seven Years’ War** in Europe).

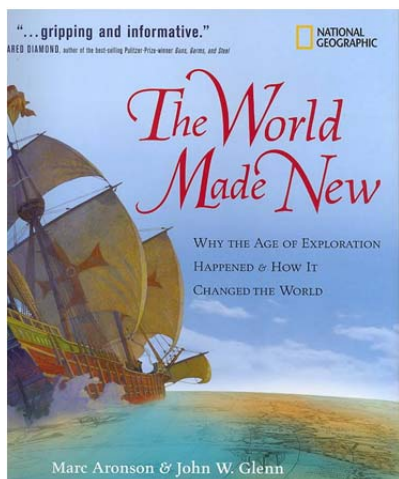
NOTE: This inquiry is expected to take four to six 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Prior To Launching Unit

Prior to staging the compelling question, launch the unit through a discussion of a history timeline about what were the causes of European exploration.

1. Read excerpts from The World Made New-Why the Age of Exploration Happened & How It Changed the World by Marc Aronson & John W. Glenn.
2. Watch series of 3 videos related to The European Age of Exploration from watchknowlearn.org

- <http://www.watchknowlearn.org/Video.aspx?VideoID=16366&CategoryID=4159>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=16367&CategoryID=4159>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=16368&CategoryID=4159>



The Age of Exploration [Part 1 of 3]



Structure of the Inquiry

In addressing the compelling question “Did the French lose out in North America?” students work through a series of supporting questions, performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives.

Staging the Compelling Question

To open the inquiry, students examine an image bank of three maps, one of New France in 1750, one of French-speaking North America in 2006, and a digitally recreated census map of North America in 2000. Students then speculate about why the maps differ, with a focus on New France and the decline in French influence in North America. Through analysis of these maps, students should be better prepared to examine the reasons for these changes.

Supporting Question 1

The first supporting question—“Where in North America did the French explore and settle?”—focuses on the earliest period of French exploration led by Jacques Cartier in the 1530s and continues with the explorations of Champlain, Marquette and Joliet, and LaSalle in the 1600s. Students also consider the establishment of French Catholic missions across North America. The formative performance task calls on students to create a chart of French explorers with the areas and dates of exploration. Students examine a range of featured sources, including maps of the lands the French explored and settled and firsthand accounts of French activities in Canada from Cartier, Champlain, and two Jesuit priests. Students will use primary source analysis tools to breakdown the firsthand accounts. When close reading from the excerpts, ask students the following (SOAPSTONE: Subject, Occasion, Audience, Purpose, Tone) questions. Connect the relevant information to the chart.

Supporting Question 2

The second supporting question—“What relationships developed between Native Americans and the French over the fur trade?”—continues students’ work with the French experience in North America by

shifting to the fur trade. By focusing on Native peoples, students begin to understand that the lands in which the French settled were already occupied. Thus, interaction, cooperation, and conflict were inevitable dimensions of the French experience in North America. The formative performance task calls on students to generate a list of the benefits and costs of the North American fur trade. To support them in this work, students engage with featured sources that highlight the fur trade, the demand for fur products in Europe, and the perspective of Native Americans on French activities. Upon viewing these primary sources (drawings, pictures, photos), students should be asked the following questions: 1. What do you see? 2. What do you think is happening? 3. What do you wonder? When close reading from the excerpt, ask students the following (SOAPSTONE: Subject, Occasion, Audience, Purpose, Tone) questions. Connect the relevant information to the chart.

Supporting Question 3

The third supporting question—“How did the French and Indian War affect the French influence in North America?”—invites students to consider how war affected Native and non-Native cultures. As a larger conflict among powers in Europe spilled into North America, the French struggled to maintain their hold on the expansive New France colony. Native Americans played an important role in the North American conflict, mostly siding with the French in opposition to the British. Ultimately, the French lost considerable influence in North America through their defeat in the French and Indian War. The formative performance task asks students to make a claim about the consequences of the French and Indian War and offer evidence to support it. To help them in this task, students can draw on the featured sources, which include a map of the French and Indian War, a painting depicting the forced emigration of French Canadians, and a speech by a Native American leader warning the English not to overstep based on their victory in the French and Indian War. Upon viewing these primary sources (drawings, pictures, photos), students should be asked the following questions: 1. What do you see? 2. What do you think is happening? 3. What do you wonder? When close reading from the excerpts, ask students the following (SOAPSTONE: Subject, Occasion, Audience, Purpose, Tone) questions. Connect the relevant information to the chart.

Optional - Taking Informed Action

The fourth supporting question—“Where is French culture represented in North America today?”—prompts students to Take Informed Action. Students demonstrate that they *understand* by identifying examples of French influence on the heritage of such places as the province of Quebec and the city of New Orleans. They demonstrate their capacity to *assess* by evaluating early French influences in North America in light of modern-day influences. And they demonstrate their ability to *act* by conducting a community forum focused on the French influence in North America.

*Click [HERE](#) for a 5 minute Discovery Education video on Geography and Cultures of France.

Summative Performance Task

At this point in the inquiry students have examined several historical sources to learn about the rise and fall of the French colony in North America as well as French influence in North America today. Students should be expected to demonstrate the breadth of their understandings and the ability to use evidence from multiple sources to support their claims. In this task, students are asked to construct an evidence-based argument responding to the compelling question “Did the French lose out in North America?” It is important to note that students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

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

- The French were very successful in North America, but were unable to maintain a strong presence compared with the British.
- The French may have lost geographic control of North America, but their influence is still strong today.
- The French lost North America because of their over-reliance on the fur trade, inability to fully cooperate with all Native American tribes in the area, and loss in the French and Indian War.

Students could extend their arguments through a time-lapse map that demonstrates the changes in French influence in North America. Students begin with a map of North America in the 15th century that shows only the presence of Native Americans and then add a series of additional maps keyed to important dates in the history of New France (e.g., 1534, 1615, 1682, 1710, and 1754) that illustrate key events and occurrences in the North American colonial experience of the French.

RESOURCES

Staging the Compelling Question	
Featured Source	Source A: Image bank: Maps of New France in 1750; Map of French speaking population in 2006; Digital art rendition of a census map of North American, 2000.



Image 1: Map of New France around 1750.

Created by Pinpin. Permission to reprint granted under terms of the Gnu Free Documentation License.

https://commons.wikimedia.org/wiki/File:Nouvelle-France_map-en.svg

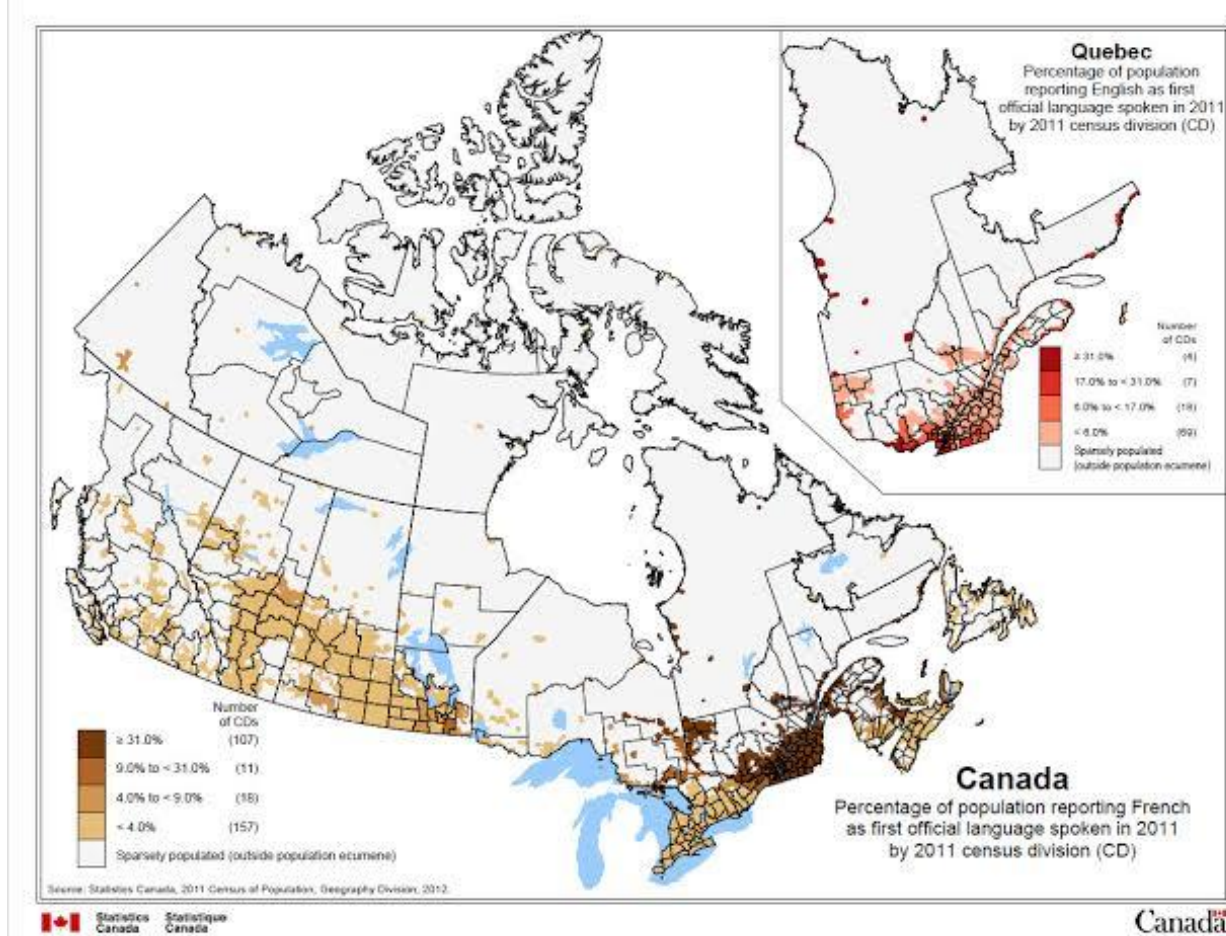


Image 2: Map of French-speaking populations, 2006. <http://www.statcan.gc.ca/eng/reference/licence-eng>
<http://www.statcan.gc.ca/pub/81-595-m/2011092/c-g/cg00-eng.htm>



Image 3: Digital art rendition of a census map of North America, 2000

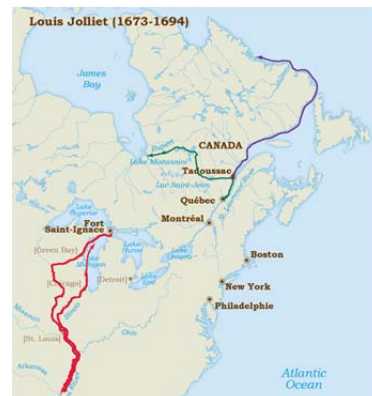
<http://19north95.deviantart.com/art/Largest-ancestries-in-the-United-States-and-Canada-525020297>

<http://www.statcan.gc.ca/eng/reference/licence-eng>

<http://www.statcan.gc.ca/eng/reference/licence-eng>

<http://www.statcan.gc.ca/eng/reference/licence-eng> Supporting Question 1

<p>Featured Source</p>	<p>Source A: Canadian Museum of History, collection of maps and other sources related to the French colonial settlement known as New France, “The Virtual Museum of New France”</p>
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The “Virtual Museum of New France” (<http://www.historymuseum.ca/virtual-museum-of-new-france/the-explorers/>), from the Canadian Museum of History, contains information that teachers and students may wish to use to complete this inquiry. Animated French explorer maps showing routes of exploration, as well as additional information, can be found under “The Explorers” tab on the left-hand side of the web page. Teachers may want to use maps available on the pages about Jacques Cartier, Samuel de Champlain, Jacques Marquette, and Louis Joliet.

Supporting Question 1	
Featured Source	Source B: Source bank: Excerpts from accounts of French expeditions to North America by Jacques Cartier in 1535 and Samuel de Champlain in 1604

NOTE: Jacques Cartier was one of the first French explorers in North America. In his first voyage in 1534, Cartier claimed the land he called Canada for France. Cartier made two later voyages. On his second voyage in 1535, Cartier wrote the following description of the lands that would become part of the French colony called New France.

Through the present expedition undertaken at your royal command for the discovery of the lands in the west formerly unknown to you and to us, lying in the same climates and parallels as your territories and kingdom, you will learn and hear of their fertility and richness, of the immense number of peoples living there, of their kindness and peacefulness, and likewise of the richness of the great river [St. Lawrence River], which flows through and waters the midst of these lands of yours, which is without comparison the largest river that is known to have ever been seen. These things fill those who have seen them with the sure hope of the future increase of our most holy faith and of your possessions and most Christian name, as you may be pleased to see in this present booklet wherein is fully set forth everything worthy of note that we saw or that happened to us both in the course of the above voyage and also during our stay in those lands and territories of yours, as well as the routes, dangers, and situation of those lands.

Public domain. Henry Percival Biggar, *The Voyages of Jacques Cartier: Published from the Originals with Translations, Notes and Appendices*. Ottawa, Canada: F. A. Acland, 1924.

NOTE: Although Jacques Cartier established France’s claim in the St. Lawrence Valley in 1534, it would not be until the early 17th century that France founded its first permanent settlements. Here, the explorer Samuel de Champlain describes how he encouraged the Native peoples to participate in the fur trade.

I went on shore with my companions and two of our savages who served as interpreters. I directed the men in our barque to approach near the savages, and hold their arms in readiness to do their duty in case they notice any movement of these people against us. Bessabez [the chief], seeing us on land, bade us sit down, and began to smoke with his companions....They presented us with venison and game. I directed our interpreter to say to our savages that...Sieur de Monts [Champlain's patron] had sent me to see them, and...that he desired to inhabit their country and show them how to cultivate it, in order that they might not continue to lead so miserable a life as they were doing....They expressed their great satisfaction, saying that no greater good could come to them than to have our friendship, and that they desired to live in peace with their enemies, and that we should dwell in their land, in order that they might in the future more than ever before engage in hunting beavers, and give us a part of them in return for our providing them with things which they wanted....

Public domain. William L. Grant, ed., *The Voyages of Samuel De Champlain*. New York: 1907: 49–50. Available at http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=698.

Supporting Question 1

Featured Source

Source C: Source bank: Excerpts from accounts of French Catholic missions in 17th-century Canada

NOTE: Father Paul Le Jeune served as the superior of the Jesuit mission in Canada from 1632 to 1639. As part of his efforts to promote Catholicism in the region along the St. Lawrence River, he encouraged fellow missionaries to learn various Native American languages and to promote religious literacy at the expense of oral histories.

Jesuit Paul Le Jeune, 1632

...We have seen a great many fishing also for cod. I saw here -a number of seals, and our people killed some of them. In this great river, which is called the St. Lawrence, white porpoises are found, and nowhere else. The English call them white whales, because they are very large compared with the other porpoises; they go up as far as Québec.

On the day of Holy Trinity, we were compelled to stop at Gaspay a large body of water Extending into this country. It was here that we trod land for the first time since our departure. Never did man, after a long voyage, return to his country with more joy than we entered ours; it is thus we call these wretched lands....But it is my opinion that I come here like the pioneers, who go ahead to dig the trenches; after them come brave soldiers, who besiege and take the place.

After Mass we went into the woods; the snow was still very deep, and so strong that it bore our weight. In the morning there was a hard frost; and, when I went to wash my hands in the torrent of water which flowed down from the mountains, I found the edges of it completely frozen....

Public domain. *The Jesuit Relations: and Allied Documents Travels and Explorations of the Jesuit Missionaries*, 1632. Source: http://puffin.creighton.edu/jesuit/relations/relations_05.html

NOTE: Father Gabriel Lalemant worked as a missionary among the Nipissings, an Algonquian-speaking nation, until his death in 1649. In 1642 he wrote a report describing the Nipissing Feast of the Dead of which an excerpt is provided.

A French Jesuit missionary, 1642

To make a Christian out of a Barbarian is not the work of a day....A great step is gained when one has learned to know those with whom he has to deal; has penetrated their thoughts; has adapted himself to their language, their customs, and their manner of living; and when necessary, has been a Barbarian with them, in order to win them over to Jesus Christ.

Public domain. Source:

<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1181>

Supporting Question 1

Source D: Website links on Waterford Public Schools Student Resources/Class Projects Page/Grade 4/European Explorers: <http://www.waterfordschools.org/Page/6667>

Featured Source

<http://mrnussbaum.com/explorers/routemaps>
<http://mrnussbaum.com/explorers/explorersflash2>
<http://www.enchantedlearning.com/explorers/indexc.shtml>



European Explorers

Explorer Note-Taking and Bibliography Worksheet
 Click on the link below.
 Choose SAVE AS and save the note-taking sheet in your network user folder.
 Explorers Note-Taking Sheet
 Explorers Works Cited Sheet

EXPLORER BIOGRAPHIES

Mr. Nussbaum's Explorer Profiles
 Learn about the lives of many well-known European Explorer!
<http://mrnussbaum.com/explorers/explorerprofiles/>

Ducksters - European Explorers Biographies
<http://www.ducksters.com/biography/explorers/>

Fact Monster - European Explorer Biographies
<http://www.factmonster.com/biography/explorers.html>

Biography.com - European Explorers
<http://www.biography.com/search/European%20Explorers>

Explorer Route Maps
<http://mrnussbaum.com/explorers/routemaps>

Interactive Explorers Book for Kids
<http://mrnussbaum.com/explorers/explorersflash2>

Enchanted Learning - Explorer Biographies
<http://www.enchantedlearning.com/explorers/indexa.shtml>

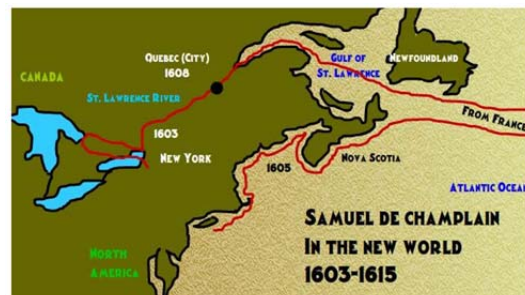
WORLD EXPLORERS
FRENCH EXPLORERS

GIOVANNI VERRAZANO JACQUES CARTIER SAMUEL DE CHAMPLAIN

SELECT A NATION TO LEARN MORE ABOUT ITS EXPLORERS OR CHOOSE OTHER OPTIONS.

PORTUGAL SPAIN FRANCE ENGLAND

SILK ROAD SPICES THE INDIES FOUNTAIN OF YOUTH
 SEVEN CITIES OF GIBOLA NORTHWEST PASSAGE PIRATES EXPLORER INDEX

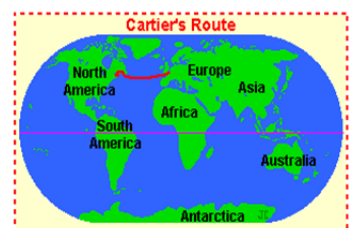


CARTIER, JACQUES



Jacques Cartier (1491-1557) was a French explorer who led three expeditions to Canada, in 1534, 1535, and 1541. He was looking for a route to the Pacific through North America (a Northwest Passage) but did not find one. Cartier paved the way for French exploration of North America.

Cartier sailed inland, going 1,000 miles up the St. Lawrence River. He also tried to start a settlement in Quebec (in 1541), but it was abandoned after a terribly cold winter. Cartier named **Canada**: "Kanata" means village or settlement in the Huron-Iroquois language. Cartier was given directions by Huron-Iroquois Indians for the route to "kanata," a village near what is now Quebec, but Cartier later named the entire region Canada.



Formative Performative Task Chart: <http://www.waterfordschools.org/Page/6667>

Research Note Sheet - European Explorers



Name:

Explorer:

Research Notes: (remember to make a note reminding yourself which resource you took the information from)

General information (Facts)	
Date Born:	
Date Died:	
Birthplace:	
Early life - Fact 1:	
Early life - Fact 2:	
Sponsor – What country hired him?	
What year or years did he go exploring?	
Why is this explorer famous?	

Other Information:	
List two reasons why he explored:	
What hardships did he have?	
How did he interact with the natives?	
What was the outcome of his exploration and discoveries?	

Interesting fact from your reading and research:	
Exploration & Discoveries	
Discovery 1	
Location	
When	
Detail about this discovery	
Discovery 2	
Location	
When	
Detail about this discovery	
Discovery 3 (Optional)	
Location	
When	
Detail about this discovery	

Supporting Question 2

Featured Source

Source A: William Faden, engraving of beaver fur trading, *A Map of the Inhabited Part of Canada, 1777*

NOTE: This 1777 engraving from William Faden depicts French fur traders in Canada trading a beaver with local Native Americans. The engraving was part of a map published in London, England, titled A Map of the Inhabited Part of Canada from the French Surveys With the Frontiers of New York and New England from the Large Survey by Claude Joseph Sauthier.



Fur traders in Canada, trading with Native Americans in 1777.

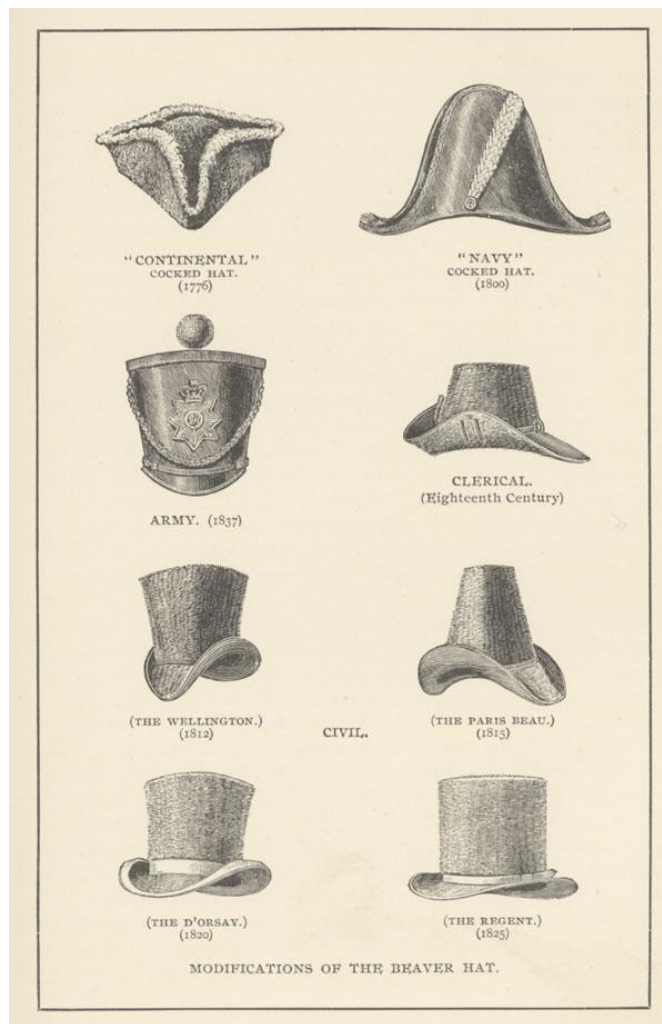
Public domain. Available at http://commons.wikimedia.org/wiki/File:Fur_traders_in_canada_1777.jpg.

Supporting Question 2

Featured Source

Source B: Horace T. Mann, illustration of modifications of the beaver hat, *Castorologia, Or, The History and Traditions of the Canadian Beaver* (detail), 1892

NOTE: Trading between Native Americans and European settlers exploded after beaver hats became fashionable in Europe. Wool felt hats made from beaver fur were less likely to tear, bend, or get damaged by water. Unlike today, men and women commonly wore hats as part of formal wear. Higher-quality hats were made entirely from beaver wool. Some lower-quality hats included materials from other animals. Freshly caught beaver pelts that were immediately dried were called "parchment." Another kind of pelt was called "coat beaver." These were skins that Native Americans had worn for a year or more. Hatters and felt-makers began to make hats that used both parchment and coat beaver because the result was stronger, smoother, and more waterproof.



Eight different styles of beaver hats.

Public domain. Horace T. Mann, *Castorologia, Or, The History and Traditions of the Canadian Beaver: An Exhaustive Monograph*. Montréal: W. Drysdale; London: E. Stanford, 1892. Available at https://commons.wikimedia.org/wiki/File:Chapeaux_en_peau_de_castor.jpg.

Supporting Question 2	
Featured Source	Source C: Ann M. Carlos and Frank D. Lewis, chart of the price of beaver pelts in Britain in the 18th century, “Property Rights, Competition and Depletion in the Eighteenth-Century Canadian Fur Trade: The Role of the European Market,” 1999

NOTE: The prices included on the chart are based on beaver trade exchanges at Fort Albany, New York. It is important to remember that as beaver become more popular, the price usually went up. Also, when the supply of beaver went down, the price usually went up. As beaver hats and coats became more popular and more beavers were trapped, the prices of beaver hats went up.

Year	Price per Beaver Pelt or Coat (Shillings per Skin)
1713	4.62
1720	6.05
1725	6.62
1736	7.07
1740	6.66
1745	6.08
1750	8.42
1755	12.04
1760	13.06
1763	17.56

Ann M. Carlos and Frank D. Lewis, “Property Rights, Competition and Depletion in the Eighteenth-Century Canadian Fur Trade: The Role of the European Market,” *Canadian Journal of Economics* 32, no. 3 (1999): 705–28. Used with permission.

Supporting Question 2

Featured Source

Source D: Beaver Pelt Trade video (This is a Canadian Youtube video from the Hudson Bay Company that is being viewed safely through viewpure.com)

<http://viewpure.com/JGoVlgcT6tM?start=0&end=0>



Supporting Question 2	
Featured Source	Source E: Chrestian LeClerq, Algonquian response to European claims of cultural superiority, “Your People Live Only Upon Cod” (excerpts), <i>New Relation of Gaspesia</i> , 1691

NOTE: Native Americans and the French maintained a delicate balance in the fur trade. Some Native Americans thought the French were taking advantage of them. French priest Chrestian LeClerq traveled among the Native American people living in Canada. He recorded this Micmac leader’s complaint about the French in 1680.

I am greatly astonished that the French have so little cleverness, as they seem to exhibit in the matter of which thou hast just told me on their behalf, in the effort to persuade us to convert our poles, our barks, and our wigwams into those houses of stone and of wood which are tall and lofty, according to their account, as these trees. Very well!... This is not all, my brother, hast thou as much ingenuity and cleverness as the Indians....Thou art not as bold nor as stout as we, because when thou goest on a voyage thou canst not carry upon thy shoulders thy buildings and thy edifices....

Thou sayest of us also that we are the most miserable and most unhappy of all men, living without religion, without manners, without honour, without social order, and, in a word, without any rules, like the beasts in our woods and our forests, lacking bread, wine, and a thousand other comforts which thou hast in superfluity in Europe....We consider ourselves nevertheless much happier than thou in this, that we are very content with the little that we have; and believe....that thy country is better than ours. For if France....is a little terrestrial paradise, art thou sensible to leave it?...

And if we have not any longer among us any of those old men of a hundred and thirty to forty years, it is only because we are gradually adopting your manner of living, for experience is making it very plain that those of us live longest who, despising your bread, your wine, and your brandy, are content with their natural food of beaver, of moose, of waterfowl, and fish, in accord with the custom of our ancestors and of all the Gaspesian nation. Learn now, my brother, once for all, because I must open to thee my heart: there is no Indian who does not consider himself infinitely more happy and more powerful than the French.

Public domain. From *New Relation of Gaspesia, with the Customs and Religion of the Gaspesian Indians*, Chrestien LeClerq, translated and edited by William F. Ganong. © 1910. Toronto: Champlain Society, pp. 103–06. The full speech is available at the History Matters website: <http://historymatters.gmu.edu/d/5828>.

Paraphrased account of a Micmac Native American’s complaint about the French in 1680:

I am greatly astonished that the French have so little intelligence. Why would they try to persuade us to change our way of living? To make our wigwams into tall houses of stone and wood when we can go on a voyage and carry our shelter upon our shoulders? Clearly they do not have the cleverness of the Indians when their homes are tall and lofty and cannot be moved!

The French say that we are the most miserable and unhappy of all men because we live without a formal religion, manners, honor, social status, and without rules. They compare us to beasts and savages living in the woods and forests, lacking bread, wine, and a thousand other comforts that they feel are necessities for a good life. They lack cleverness, indeed! We consider ourselves much happier and extremely content with the little that we have and question why in their minds, if France is such a paradise, why did they leave it to come here?

It is because of you, French men, that we no longer have many elders living among us because we are gradually adopting your manner of living. It is very plain to see that those of us who live longest are the ones who despise your bread, wine, and brandy. These are not natural foods! We are content with beaver, moose, waterfowl, and fish - following the customs of our ancestors. I know in my heart that there is NO Indian who does not consider himself happier and more powerful than the French!

Supporting Question 2	
Formative Performance Task	What relationships developed between Native Americans and the French over the fur trade?

**Formative Performance Task – Supporting Question 2
Fur Trading Relationships**

Directions: Answer the following questions using evidence from the video and text sources provided. Be sure to cite specific examples to show cooperation and/or conflict.

1. Describe the initial relationship between the French and the Native Americans over fur trading:

2. How did this relationship change over time (economic and cultural costs and benefits)?

Supporting Question 3	
Featured Source	Source A: Hoodinski, map of territorial claims and military activity during the French and Indian War, “Schematic map of the French and Indian War,” 1754–1763

NOTE: This map of battles in the French and Indian War shows the territories that were in dispute during the conflict.



Created by Hoodinski, 2011. Reprinted under the [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license. Available at http://commons.wikimedia.org/wiki/File:French_and_Indian_War.png.

Supporting Question 3

Featured Source

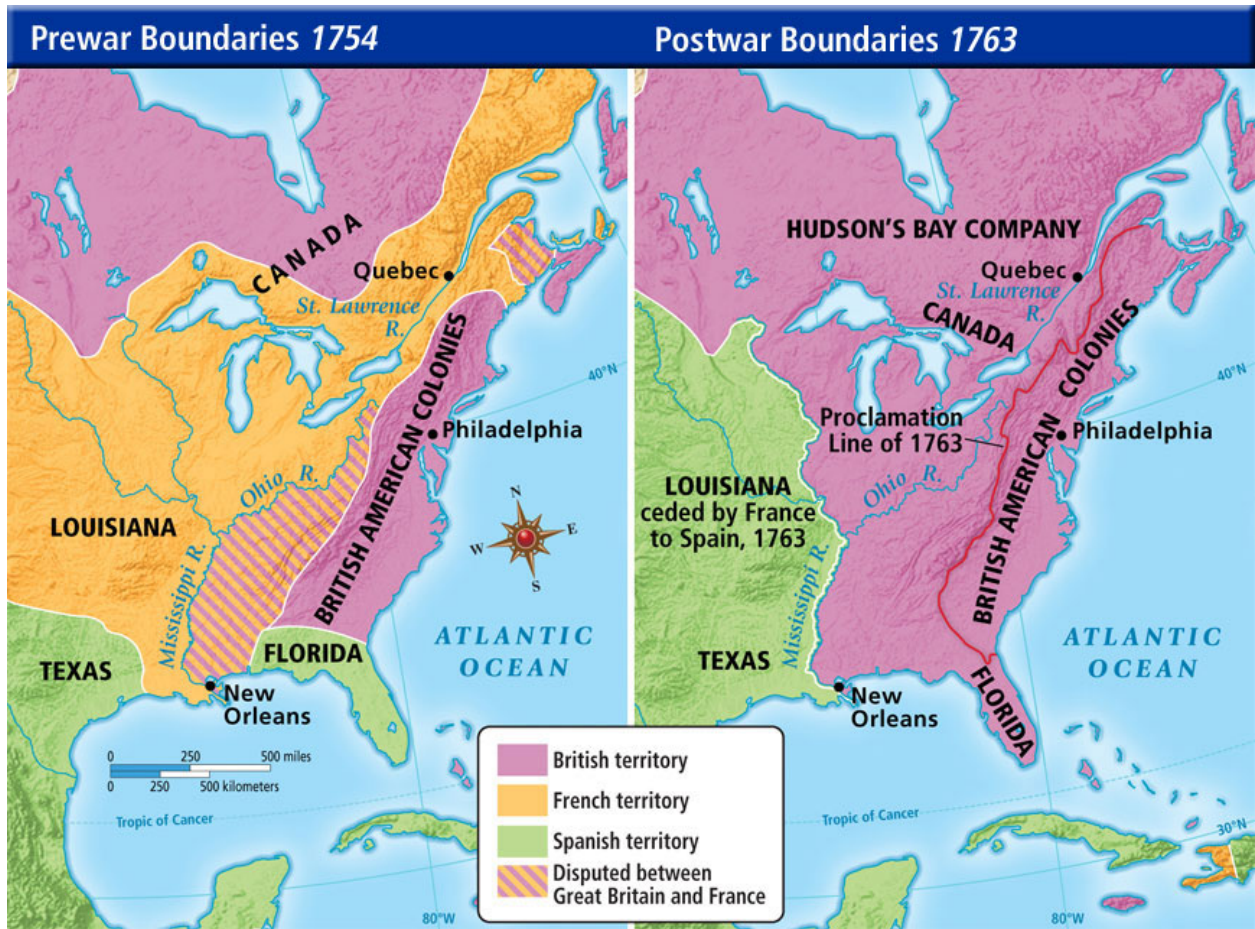
Source B: George Craig, painting of the removal of French Canadians from Nova Scotia by British forces in 1755, *Deportation Grand-Pré*, 1893

NOTE: In the 17th and 18th centuries entire communities fell victim to larger European imperial struggles. During the French and Indian War, British authorities expelled thousands of French Acadians from their homes in Nova Scotia. By choice or by force, Acadians migrated to Britain's North American colonies, Canada, Europe, the Caribbean, and Louisiana. In Louisiana's Bayou Country, their descendants contributed to a distinctive French culture that came to be known as "Cajun"—a phonetic variation of the word Acadian.



Public domain. Available at https://commons.wikimedia.org/wiki/File:Deportation_Grand-Pr%C3%A9.jpg.

Supporting Question 3	
Featured Source	Source C: Pre-Postwar Boundaries from US Maps Website



Public Domain: Available at http://jb-hdnp.org/Sarver/Maps/ah05_prewarpostwarbdysm.jpg

Supporting Question 3	
Featured Source	Source D: Minavavana, speech to English trader Alexander Henry (excerpts), 1761

NOTE: In this 1761 speech to an English trader named Alexander Henry, Minavavana, a Chippewa or Ojibwa chief, warns the English that France's defeats during the French and Indian War do not mean that England can assert sovereignty over Indian lands.

Englishman!—You know that the French King is our father. He promised to be such; and we, in return, promised to be his children. This promise we have kept.

Englishman!—It is you that have made war with this our father. You are his enemy; and how then could you have the boldness to venture among us, his children? You know that his enemies are ours....

Englishman!—Although you have conquered the French, you have not yet conquered us! We are not your slaves. These lakes, these woods and mountains, were left to us by our ancestors. They are our inheritance, and we will part with them to none....

Englishman!—Our father, the king of France, employed our young men to make war upon your nation. In this warfare, many of them have been killed; and it is our custom to retaliate, until such time as the spirits of the slain are satisfied. Now the spirits of the slain are to be satisfied in either of two ways. The first is by the spilling of the blood of the nation by which they fell; the other, by covering the bodies of the dead, and thus allaying the resentment of their relations. This is done by making presents.

Englishman!—Your king has never sent us any presents, nor entered into any treaty with us. Wherefore he and we are still at war; and, until he does these things, we must consider that we have no other father, nor friend, among the white men, than the king of France. But, for you, we have taken into consideration, that you have ventured your life among us, in the expectation that we should not molest you. You do not come armed, with an intention to make war. You come in peace, to trade with us, and supply us with necessities, of which we are much in want. We shall regard you, therefore, as a brother; and you may sleep tranquilly, without fear of the Chippewa. As a token of our friendship, we present you with this pipe to smoke.

Public domain. B. B. Thatcher, *Indian Biography*, Vol. II. New York: 1841, pp. 76-77. The full speech is available at the Digital History website:

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=657.

Paraphrased account of an Ojibwa chief (Minavavana) speaking to an English trader (1761):

Englishman! You know that we are loyal to the French King and we consider him to be like a father.

Englishman! It is you that have made war with the French King over land. If he considers you an enemy, than we consider you an enemy, too.

Englishman! Although you have taken the land from the French, you have not yet conquered us! We are not your slaves. These lakes, woods, and mountains were left to us by our ancestors. They are our inheritance, and we will never part with them.

Englishman! Our French King employed many of our men to make war upon your British nation and many of them have been killed. We will retaliate against you and seek justice for the loss of our brothers.

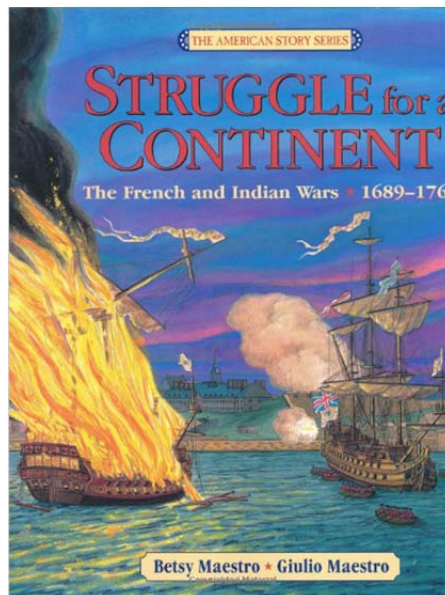
Englishman! Your British King has never sent us any presents, nor entered into any treaty with us. Until he does these things, we will only consider the King of France to be our white friend. We realize you have settled among us without the intention of making war, but to trade with us in peace. Therefore, we shall regard you as a brother and you may continue to live without the fear of an attack from our people. As a token of our friendship, we present you with this pipe to smoke.

Supporting Question 3	
Featured Source	Source E: BrainPop video: French & Indian War *Subscription to BrainPop needed to access this video



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

Supporting Question 3	
Featured Source	Source F: Excerpts from Struggle for a Continent: The French and Indian Wars: 1689-1763 (American Story) by Betsy Maestro & Giulio Maestro



5th Grade Government and Citizens Inquiry

What Makes a Democracy Successful?



Screen shot of a student who appears in a video about yogurt becoming the official state snack of New York. Video created by Ken Rogoyski. <https://www.youtube.com/watch?v=0LlIXRPGnro>.

Supporting Questions

1. Where does our government get its power?
2. Why do we need government?
3. How is our government organized?
4. How can citizens influence government?

What makes a democracy successful?	
Connecticut State Social Studies Framework Key Idea & Practices	<p>CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>CIV 5.3 Identify core civic virtues and democratic principles that guide government, society, and communities.</p> <p>CIV 5.4 Explain how policies are developed to address public problems.</p>
Background knowledge preparation	<p>Before beginning this unit, help students develop the mindset of why we need rules, and why we need a government. Access the We The People texts and portions of the lesson plans from Preamble Lesson Plan and or Lesson plan for Teaching Democracy: The Purpose of the Preamble. Students complete a scavenger hunt to supplement their understanding of this inquiry. The websites are found under student resources in the grade five folder. The following link is the pdf version of the scavenger hunt: Government Internet Scavenger Hunt</p> <p>Show students Liberty Bell Kids: Preamble video to give additional background knowledge Liberty Bell Kids</p> <p>Virtual tour of the White House: whitehouse.georgewbush.org/tours/virtual.asp</p> <p>Tour of White House: www.youtube.com/user/whitehouse</p> <p>Constitution Day Virtual Field Trip: September http://www.discoveryeducation.com/Events/virtual-field-trips/constitution-day/go-behind-the-scenes-with-the-founders-at-the-library-of-congress.cfm</p>
Staging the Compelling Question	<p>Brainstorm reasons why a state would have an official state snack. Why Does New York Have a State Snack? (A case study of democracy)</p> <p><i>There are different levels of government within the United States and each individual state. The purpose of government is to protect the rights of citizens and to promote the common good. The state governments establish rights, freedoms, and responsibilities for its citizens.</i></p>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where does our government get its power?	Why do we need governments and what do they do?	How is our government organized?	How can citizens influence government?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List the ways our government gets its power. <i>(Some of the ideas that should be included are listed on the chart in source C)</i>	Discuss the supporting question with a partner. <i>(Students should recognize that government helps to establish and maintain order by creating laws to help people.)</i>	Compare the powers/rights of the federal and state governments with a partner or in small groups. Students can create a Venn Diagram or share out their ideas.	Design a small poster supporting the following idea: Citizens can and should influence government.

Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Excerpt from <i>The U.S. Constitution and You</i></p> <p>Source B: Preamble to the United States Constitution</p>	<p>Source A: “What Do Governments Do?” chart</p> <p>Source B: Deserted Island exercise</p> <p>Source C: Chart from social studies book page 161</p>	<p>Source A: “3 Branches of Government”</p> <p>Source B: Excerpts from “State Branches of Government in New York ”</p> <p>Teacher Resource A: Venn diagram comparing national and state governments</p>	<p>Source A: “Step Inside the Voting Booth” graphic</p> <p>Source B: <i>Yogurt for New York State Snack</i> video</p> <p>Source C: “Governor Cuomo Designates Yogurt as Official New York State Snack”</p>

Summative Performance Task	<p>ARGUMENT How is the creation of a state snack an example of a democracy? Construct an argument that addresses the compelling question(What makes a democracy successful?) using specific claims and evidence.</p>
	<p>EXTENSION</p> <ul style="list-style-type: none"> • Debate the value of having a symbol or logo that represents the local community. • Research any young people who have made a difference at a local or state level.
Taking Informed Action	<p>UNDERSTAND Brainstorm issues or problems affecting the local neighborhood or community.</p> <p>APPLY Identify ideas to solve one of these problems or issues.</p> <p>ACT Identify a government official who could address this issue or problem and write a letter explaining the problem and ideas for solving it.</p>

Inquiry Description

This inquiry is an exploration into government that begins by looking at the historical roots of democracy in the United States and then focuses on state government. The inquiry features a case study of a piece of legislation, initiated by a class of New York State elementary school students that resulted in yogurt becoming the official state snack of New York. In examining the idea that we have a voice in our government, especially through state representation, students develop an argument supported by evidence that answers the compelling question “What Makes a Democracy Successful?”

NOTE: This inquiry is expected to take five to six 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “What Makes Democracy Successful?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Teachers can sign up online for *Kid Governor* to show students another example of how kids can be a part of government.

Teachers may find it helpful for students to take notes throughout the inquiry in order to complete the summative performance task.

Staging the Compelling Question

To open this inquiry, teachers may point out that states have many state symbols like an official state bird, a state reptile, and a state tree. (See the State Symbols USA website at <http://www.statesymbolsusa.org> for State symbols.) **Have students brainstorm why such symbols are important in general and why a state might have an official state symbol.** Answers may be that the symbol represents the region in some way (native plants, animals, tourism within the state, weather, etc.) or what is meaningful to the residents of that state.

Teachers should point out that while each state is part of the United States as a whole, state identity is important to most states' history and culture. (wisegeek.com)

This compelling question supports that “the people” make up a democracy which is found at the local, state, and national levels.

Supporting Question 1

The first supporting question—**“Where does our government get its power?”**—asks students to set aside their natural tendency to assume that government is all-powerful and to entertain the idea that the United States government was established specifically to **obtain its power from the people**. In the formative performance task, students use information from the featured sources to create a list that answers the supporting question. Because this inquiry follows the fourth grade American Revolution unit, Featured Source A provides a general background to the formation of the United States government, while Featured Source B presents the Preamble to the United States Constitution (with an explanation), which cites “We the people of the United States” as the source of governmental power. In addition to source B, another supporting resource is the book, *We the Kids*, written by David Catrow. Featured source C are two charts depicting the three branches of government and the division of powers. Similar charts will also be used later in supporting question 3.

Over 1-3 days: *So today we are going to talk about where our government gets its power. Not all governments' power comes from the same place. Teacher displays source A. Students work in small groups to discuss source A. Evidence might be: King makes all rules in a monarchy, in a democracy people make the rules. After getting details from the source, students share evidence with the whole class. Now let's look at the document our democracy is built on. (Display source B or a version of the Preamble.) The Preamble explains the purposes of the Constitution and defines the powers of the new government as originating from the people of the United States.*

Teacher may split the vocabulary from the Preamble and have the students work in small groups to define or discuss the meaning of this text. Materials can be found for this activity at the related documents and worksheet section at:

<http://www.wethepeoplemovie.com/education/lessonplans/preamble-elementary/> After students share, read *We the Kids* as a class.

Supporting Question 2

The second supporting question—**“Why do we need governments and what do they do?”**—establishes the idea of government as a means to address citizen interests. This helps students understand the value of government and why they should become involved. In the formative performance task, students discuss the supporting question with a partner and share their conclusions with the class. The featured sources—a chart showing how government intersects with people's lives and an example of a Connecticut law—demonstrate some of the ways government connects with daily life and helps people.

Over 1 day: *Teacher should pose the question, **Why do we need governments and what do they do?** Have students evaluate the charts “How the Powers of Government Are Divided” (source C) and What do Governments do?” (source A). These charts give similar information but will help students recognize the value of government at the local, state, and national levels. Use the deserted island exercise to help students understand where the power to govern comes from.*

<http://www.pabar.org/public/lre/ace/socialcontract-island.pdf> (Only use steps one and two)

Supporting Question 3

The third supporting question—**“How is our government organized?”**—suggests that our government has a specific structure and is set up to provide a division of power at the federal, state, and local levels. In the formative performance task, students complete a Venn diagram that compares the structure of the United States government with state government. The featured sources provide general information about the structures of the national and state governments. (The state example is New York State to coincide with the sources used in supporting question 4 regarding the students changing the state snack.) Teacher Resource A provides a sample Venn diagram comparing national and state governments.

(Option A) Students can use the completed scavenger hunt to supplement their understanding of this inquiry. The websites are found under student resources in the grade five folder. The following link is the pdf version of the scavenger hunt: [Government Internet Scavenger Hunt](#)

(Option B) The class could use a jigsaw method to explore and research the following informational resources. Students share with their group the new information about what powers are held at the national or state level, or shared by both.

http://www.rightsofthepeople.com/education/government_for_kids/3-5/government/federalism.php
http://www.congressforkids.net/games/powersfedgov/1_definitionlist.htm

(Option C) Students can complete a Government Semantic Feature Analysis or a Venn diagram to show what entities are governed on an individual state level or on a national level. Students must justify their reasoning. Semantic Feature Analysis is at the end of this unit.

Supporting Question 4

The final supporting question—**“How can citizens influence government?”**—proposes the idea that citizens can influence government. Although students may consider participation in government an adult responsibility, this question leads them to the conclusion that they, too, are part of “We the People.” In the final formative performance task, students are asked to write an editorial for their school newspaper making an argument for or against the idea that citizens can and should influence government. Featured Source A provides general information for how citizens can be involved in government (a graphic depicting the importance of voting). Featured Sources B and C (a video and an announcement from Governor Cuomo’s office designating yogurt as the official state snack of New York) demonstrate a recent example of students getting involved in the creation of a New York State law. Display source A (voting graphic). Teacher should say, “Citizens in a democracy have the right to vote. What is the importance of voting and how else can a citizen influence government?” Students should brainstorm within a small group. Have students share their ideas with the whole group. A group of citizens with a common voice can make a change. Show YouTube video ([you tube video](#)) that shows a group of students who want to adopt a New York state snack.

NOTE: Prior to the summative assessment, teachers may want to emphasize the importance of the dairy industry to New York State. The following source is helpful for this purpose: [Yogurt—The Official State Snack](http://viewpure.com/O3Ox97suyCA?start=0&end=0) (<http://viewpure.com/O3Ox97suyCA?start=0&end=0>).

Tell students that they may use any of the materials we have recently used. Students are asked to write an editorial for their school newspaper making an argument for or against the idea of citizens being able to influence government.

Summative Performance Task

At this point in the inquiry, students have examined the sources of our government’s power, how our government is organized, what societal purpose it serves, and how citizens can influence government. Students should be able to demonstrate their understandings and their abilities to use evidence from multiple sources to construct an evidence-based argument responding to the compelling question **“What makes a democracy successful?”**

It is important to note that students’ arguments could take a variety of forms, including a presentation, slideshow, poster, essay, or a combination of drawing and writing.

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

- The government represents the people.
- How citizens influence government.
- New York has a state snack because students in New York got involved and were able to influence their state government.

Extension Activity:

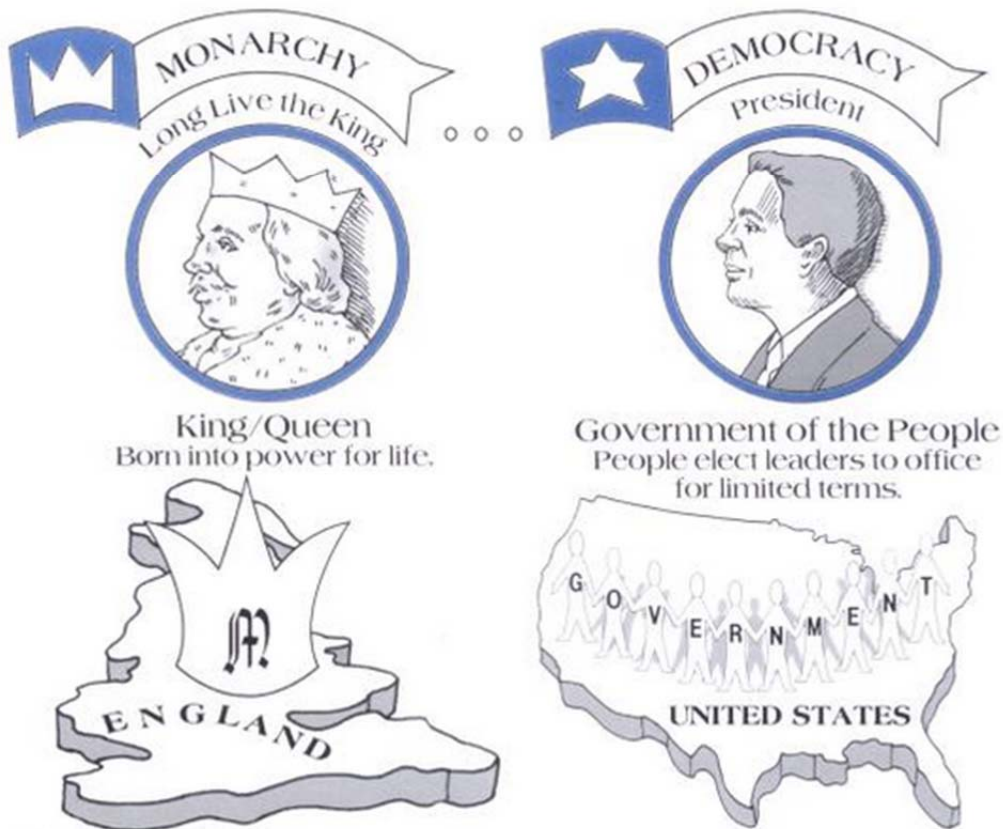
Students could extend these arguments by investigating whether their local community has any representative symbols or logos and, if so, debating the meaning and usefulness of those images. If there are no local symbols or logos, debate the value of having one.

Students will have the opportunity to Take Informed Action by drawing on their knowledge of how their government works to represent the people and to promote the common good. As a set of exercises to encourage acting on these ideals, students understand by brainstorming issues or problems that affect their local neighborhoods or communities. They assess the situation by identifying ideas that might lead to a solution to one or more of these issues or problems. And they act by writing a letter to a community or state government official describing the issue or problem and proposing a solution. Some examples of possible issues include installing a stop sign at a dangerous intersection, opening the local library earlier in the day, and enforcing no-idling laws outside of schools.

RESOURCES

Supporting Question 1	
Featured Source	Source A: Syl Sobel, description of the difference between monarchy and democracy, <i>The U.S. Constitution and You</i> (excerpt), 2001

The Framers remembered what America was like when the king of England was in charge. They thought the king treated the people badly, and the people had no way to stop him. England was a *monarchy*. A monarchy is a country in which one person—usually a king or queen—has complete control of the government, usually for life. The Framers did not want the leaders of their government to become too powerful. They believed the people should be in charge of the government and not the other way around. We call a country whose government gets its power from the people a *democracy*.



Supporting Question 1	
Featured Source	Source B: Constitutional Convention, opening paragraph of the United States Constitution and explanation, “Preamble” (with explanation), 1787

Preamble to the Constitution

Original Text

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Explanation




The Preamble explains the purposes of the Constitution and defines the powers of the new government as originating from the people of the United States.

Public domain. Available from the National Archives:

http://www.archives.gov/exhibits/charters/constitution_transcript.html. Explanation created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015.

Supporting Question 1	
Featured Source	Source C: Page 161 from Social Studies book

How the Powers of Government Are Divided

 <p>Powers of the National Government (Washington, D.C.) Regulate foreign trade and commerce (business) between the states Coin and print money Conduct relations with other nations Establish post offices and roads Raise and support armed forces Declare war and make peace Pass laws regulating who may come into this country to live and how they become citizens</p>	 <p>Powers Shared by the National and State Governments Collect taxes Borrow money Enforce laws and punish lawbreakers Provide for the health and welfare of the people</p>	 <p>Powers of the State Governments Regulate trade within the state Conduct elections Establish and support public schools License professional workers Establish local governments Determine who may vote License businesses</p>
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Supporting Question 2	
Featured Source	Source A: Chart describing the functions of government at different levels, “What Do Governments Do?”

What Do Governments Do?			
The national government deals with issues that affect all Americans.	State governments focus on issues that matter to the people in a particular state.	Local governments respond to issues of local importance.	Some issues are important to all three levels of government.
Examples	Examples	Examples	Examples
Printing money	Issuing fishing licenses	Fixing potholes in local roads	Fighting crime
Declaring war	Setting a drinking age	Putting out fires	Educating children
Creating post offices	Creating hunting laws	Cleaning local parks	Supporting museums and libraries

Governments at all three levels collect taxes to help pay for these activities.

Created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015.

Supporting Question 2	
Featured Source	Source B: Deserted Island exercise

WHAT IS A SOCIAL CONTRACT? WHERE DOES THE POWER TO GOVERN COME FROM?**I. Deserted Island Exercise** (how governments arise) -15-20 minutes**STEP ONE:** Break into 4 small groups (as usual)

Initial instruction to group: Imagine everyone at in this school is taken to a deserted island to live there for the rest of their lives. How will decisions be made and what type of government, if any, would you like to create?

Questions to guide discussion:

1. How should decisions be made on the island, about how to find or build shelter, about how to find food?
2. What if there are mean, weak, or particularly skilled/smart people in your group? What will happen to them? Should strong people be able to take what they want from weak people? Who will stop them?
3. What if someone takes something from someone else? How are people protected? I.e. is it every person for him or herself, or does someone watch out for others?
4. Do you think you need a government for your island? Why? What will happen if no one is in charge or responsible for decision making?
5. What traits or characteristics of basic human nature do you need to think about in organizing how your island will be run?
6. What form of government would you select for your island? *Facilitators describe democracy, monarchy, oligarchy, rule by consensus, anarchy.*

STEP TWO: Select a spokesperson for your group to briefly explain the type of government you selected and defend your reasons for why you made that choice. (5 minutes)

Congratulations! You just made a social contract.

II. Brief examination of Declaration of Independence and John Locke's Ideas (10 minutes)

STEP ONE: Explain that the Declaration of Independence was just like forming a government from scratch. Describe key concepts embodied in text.

1. Equality - "All men are created equal."
2. Natural rights - "They are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."
3. Government by consent of the people - "To secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed."

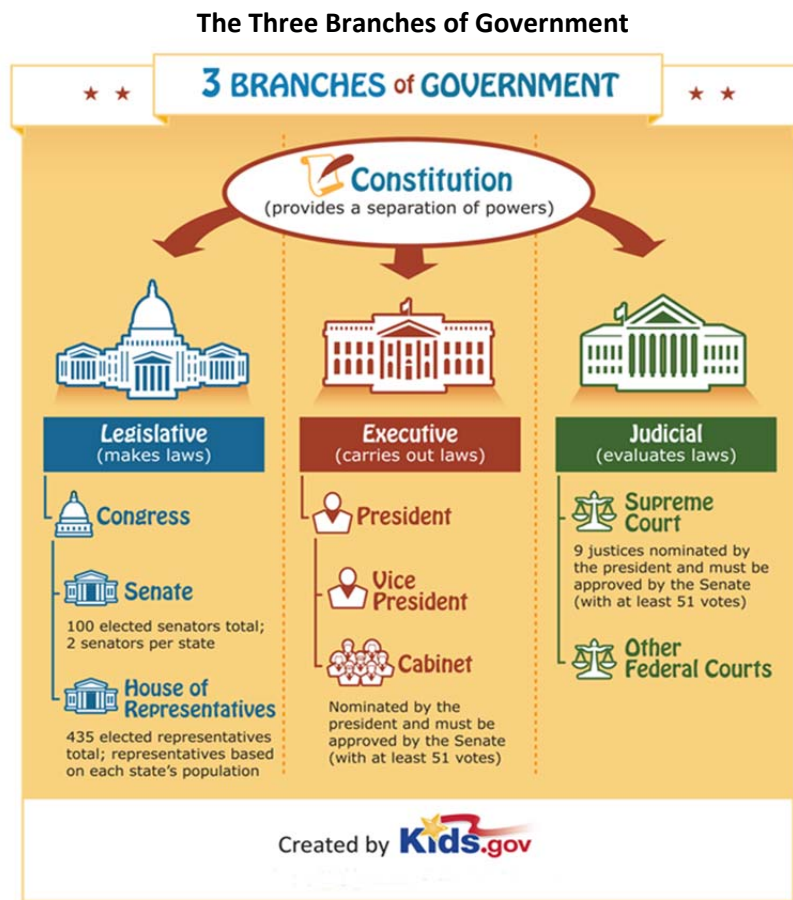
These ideas came largely from the philosophy of John Locke.

STEP TWO: Look at how these ideas got into the document by reading 3 analogous sentences from Locke. Ask for volunteers to describe how the basic ideas from Locke became text in the Declaration proclaiming the new form of government.

Questions for discussion:

1. What did Locke and the framers of the new government mean by "all men are created equal?" What does that imply for a monarchy?
2. What is the source of government in their view? *Draw diagrams: Contrast monarchy, where Creator gives absolute authority directly to king who exercises it over the people, with Locke's and Framers' ideas, where Creator gives all people the same rights and authority over their own lives, and they consent to give the government power to protect those rights.*

Supporting Question 3	
Featured Source	<p>Source A: Kids.gov, chart showing the structure of the United States government, "3 Branches of Government," 2015</p> <p>Source A: Page 160 from Social Studies book</p>



Public domain. Available at Kids.gov: <http://kids.usa.gov/three-branches-of-government/>.

The Three Branches of Government

The writers of the Constitution wanted a stronger national (central) government than the Articles of Confederation provided. However, they didn't want the government to be too strong. They limited the government's powers in two ways.

First, the powers of the national government would be divided among three branches. The chart below shows that each branch has certain powers.

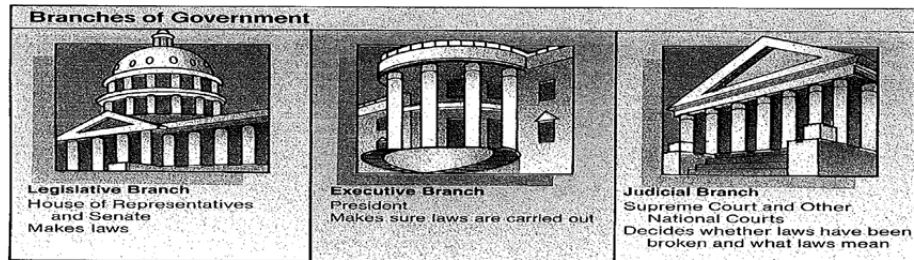
The **legislative branch**, or legislature, would make the nation's laws. This branch itself was divided into two separate houses, the House of Representatives and the Senate. Together, these two houses would be called the Congress of the United States.

At first the states could not agree on how many representatives each state would have. Benjamin Franklin played an important part in bringing about a

compromise between the large and small states. A **compromise** is a way of settling differences of opinion by agreeing that each side will give up part of what it wants. The convention decided the voters in each state would elect representatives to the House of Representatives on the basis of population. The states with large populations liked the idea. They would have more votes than the smaller states. However, each state, regardless of size, would elect two senators. The states with small populations liked this. In the Senate they would have the same number of votes as larger states.

The **executive branch** would make sure all the laws were carried out. The President and the Vice-President would head this branch.

Judges and courts would make up the **judicial branch**. This branch would decide whether laws have been broken and what laws mean.



The three branches of government

Supporting Question 3

Featured Source

Source B: Description of the structure of state government

Branches of Government (State)

Legislative Branch

The Legislature is the lawmaking branch of state government. It is a...two-house, body composed of the Senate and the Assembly...Each member of the Legislature must be a United States citizen, a resident of the State for five years and, in most cases, of the Senate or Assembly district for one year preceding the election....

The most important [role of the] Senate and Assembly [is] to propose laws....These laws first take the form of bills, which may be introduced in either house. A bill passed by one house must be passed in the same form by the other before it can be sent to the Governor for his signature or veto....

The Legislature...[checks the power] of the Governor and helps [make sure] that the best interests of the State's citizens are...represented.

Executive Branch

The Executive Branch is headed by the Governor, who is elected for a term of four years. The Governor, who must be at least 30 years old, a citizen of the United States and a resident of New York for five years, serves as the State's chief executive and Commander-in-Chief of its military and naval forces.... The Lieutenant Governor is elected for the same term and must possess the same qualifications for office as the Governor. The Lieutenant Governor's main function is to serve as President of the State Senate, but he/she [becomes] the governorship in case of impeachment, resignation, absence or death of the Governor....

Judicial Branch

... The Court of Appeals is the State's highest court. It [is composed of] the Chief Judge and six associate judges who are appointed by the Governor for 14-year terms....The Court hears cases on appeal from the other...courts....

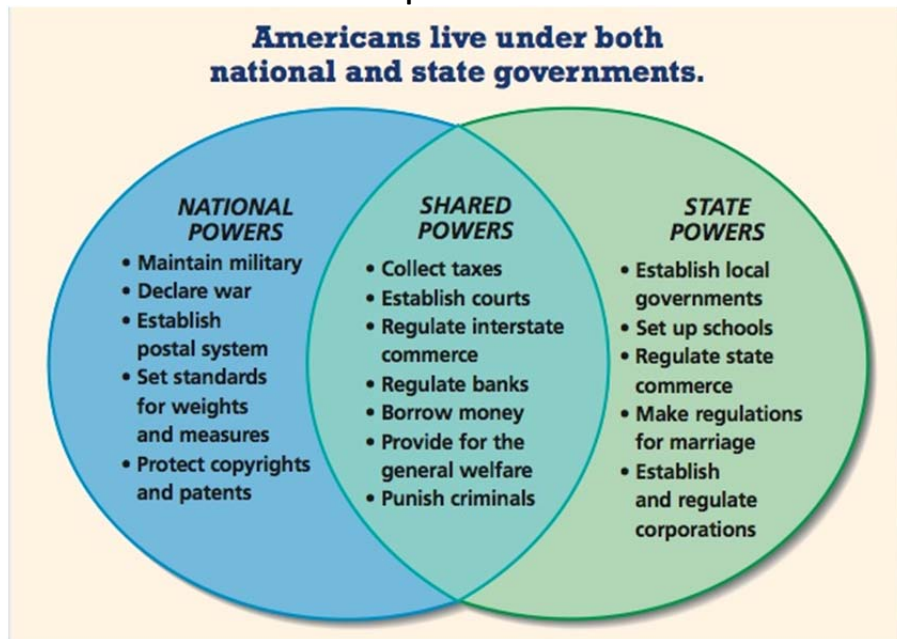
The Supreme Court...is a court of unlimited [power]. However, it usually hears only cases outside the authority of other courts, such as civil cases over \$10,000....

The Judicial Branch is empowered to: provide a forum for the peaceful, fair and prompt resolution of civil claims, family disputes, criminal charges...disputes between citizens and their government and challenges to government actions....

The Judicial Branch serves as the enforcement body for the bills that are passed by the Legislature and signed into law by the Governor. It is the duty of the court to [decide] the practical application and to decide the constitutionality of laws that are already in effect. This is often a complex and challenging task, but the court system is organized to best meet the varied legal needs of all the State's citizens.

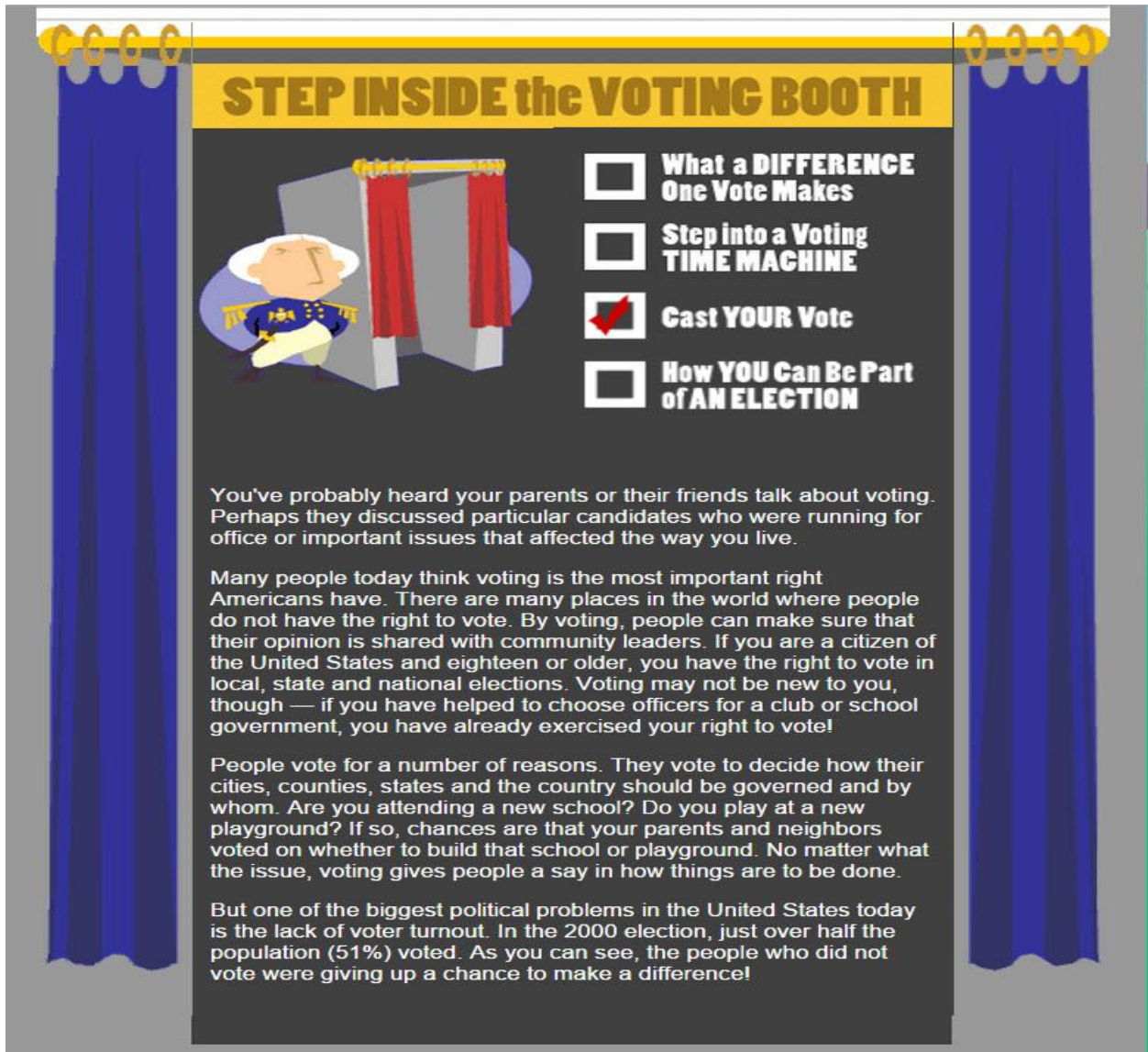
Licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 United States License. <http://www.nysenate.gov/branches-government>.

Teacher Resource A: Example of Formative Performance Task



<https://www.google.com/search?q=federal+verses+states+government>

Supporting Question 4	
Featured Source	Source A: PBSKids, graphic depicting the importance of voting, “Step Inside the Voting Booth,” 2015



© PBS Online®. <http://pbskids.org/democracy/vote/>.

Supporting Question 4	
Featured Source	Source B: Ken Rogoyski, video describing a state snack campaign, <i>Yogurt for New York State Snack</i> , March 21, 2014

Video created by Ken Rogoyski. Available at YouTube:
<http://viewpure.com/OLlIxRPGnro?start=0&end=0>.

Supporting Question 4

Featured Source	Source C: New York City Press Office, announcement of the official designation of yogurt as the state snack, “Governor Cuomo Designates Yogurt as Official New York State Snack,” October 15, 2014
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Governor Cuomo Designates Yogurt as Official New York State Snack

Governor Andrew M. Cuomo today signed legislation making yogurt the official snack of New York, in advance of the second New York State Yogurt Summit being held today. The Summit will bring together industry experts to discuss how to further grow the yogurt business and continue creating new jobs. The Empire State is the [top producer](#) of yogurt in the nation, generating 741 million pounds of yogurt in 2013 alone.

"This designation is a fitting recognition of the importance of this state’s yogurt industry, which has experienced tremendous growth over the past few years, making New York the top yogurt producer in the nation," Governor Cuomo said. "We will continue to work with New York producers and dairy farmers to build upon this progress and further strengthen this critically important industry."

The tremendous boon in Greek-style yogurt has been the catalyst for the dairy industry's revitalization in New York. The State produced 741 million pounds of yogurt in 2013, up from 695 million pounds in 2012, accounting for 15.7% of the total U.S. yogurt production. Additionally, dairy manufacturers in New York employed an estimated 9,478 people with total wages of \$513 million in 2013, an increase from 7,749 jobs and \$401 million in wages in 2010.

Designating yogurt as the official state snack will continue to raise public awareness of the economic and health benefits of yogurt and the dairy industry. The Yogurt Summit [convened in 2012](#) resulted in a number of initiatives to [eliminate barriers](#) to business growth and help manufacturers continue to grow.

State Senator Michael H. Ranzenhofer said, "Yogurt is now the official snack of New York State, and the fourth-graders at Byron-Bergen Elementary School deserve all of the credit. From initially suggesting the idea to traveling to the State Capitol earlier this year, these students deserve high marks for their efforts to get this legislation signed into law. I am pleased that the Governor has signed my bill into law."

Assemblyman William Magee said, "I am pleased that the Governor is signing this bill, which recognizes the importance of the dairy and yogurt industry in New York."

Used with permission. Available at New York State website:

<https://www.governor.ny.gov/news/governor-cuomo-designates-yogurt-official-new-york-state-snack>.

Additional Resources:

The following resources may be used to enhance the inquiry. Teachers may use the resources for background knowledge or use them with the students.

(Books)

Interactive Read Aloud: Follow the Moon Home: A Tale of One Idea, Twenty Kids and a Hundred Sea

Turtles By Phillipe Cousteau

Vote by Eileen Christelow

We the Kids By David Catrow

LaRue for Mayor by Mark Teague

Grace For President by Kelly DiPucchio

My Teacher for President By Kay Winters

America Votes- How Our President Is Elected By Linda Granfield

Duck for President by Doreen Cronin

House Mouse Senate Mouse By Peter W. Barnes

Woodrow, The White House Mouse By Peter W. Barnes

So You Want to Be President? By Judith St. George

The Bill of Rights By R. Conrad Stein

The Whitehouse by Mary Firestone

The President's Stuck in the Bathtub By Susan Katz

Today on Election Day By Catherine Steir

If I Ran For President By Catherine Steir

The President's Stuck in the Bathtub (Poems about the presidents) By Susan Katz

(Websites)

Brainpop:

- Articles of Confederation
- U.S. Constitution
- Branches of Government
- Bill of Rights
- Declaration of Independence
- Court System
- How a Bill Becomes a Law
- Voting
- Presidential Power
- Presidential Election
- Primaries and Caucuses
- Supreme Court
- Trials

Readworks: various articles on Branches of Government (Free account is needed to access articles)

5th Grade Industrialization Inquiry

Did Industrialization Make Life Better For Everyone in New England?



Detroit Publishing Company, photograph of factory smokestacks, *Solvay Process Co.'s Works, Syracuse*, between 1890 and 1901. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/item/det1994007647/PP/>.

Supporting Questions

1. What changes were made in manufacturing during the 1800s?
2. How did New Englanders benefit from industrialization?
3. What were the challenges New Englanders faced during industrialization?

Did Industrialization Make Life Better for Everyone in New England?	
Connecticut Social Studies Framework Key Idea & Practices	<p>HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>HIST 5.2 Compare life in specific historical periods to life today.</p> <p>HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time</p> <p>HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <p>HIST 5.9 Explain probable causes and effects of events and developments.</p> <p>HIST 5.10 Use evidence to develop a claim about the past.</p> <p>WESTWARD MOVEMENT AND INDUSTRIALIZATION: New England played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New England are varied and have changed over time with improvements in transportation and technology.</p>
Staging the Question and Background Knowledge	<p>Brainstorm the types of things they believe would improve the quality of life in their local communities(ex: sidewalks, skate park, recreation center, bike paths, more stores, efficient cars etc.)</p> <p>Students complete a scavenger hunt to supplement their understanding of this inquiry. The websites are found under student resources in the grade five folder. The following link is the pdf version of the scavenger hunt: https://docs.google.com/document/d/1-AXjF9PrV5wsHxmOA-nppko-mFqN2Obc7-vUWxLGrl/edit#heading=h.gjdgxs</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What changes were made in manufacturing during the 1800s?	How did New Englanders benefit from industrialization?	What were the challenges New Englanders faced during industrialization?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the changes in manufacturing that resulted from industrialization.	Make a claim, supported by evidence, about the benefits of industrialization.	Make a claim, supported by evidence, about the challenges of industrialization.
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Video bank: Overview of Industrial Revolution-students should focus on the changes made in manufacturing- spinning wheel, assembly line, locomotives, steamboats and hand powered tools replaced by machines powered by steam, water, and coal. Industrial Revolution Video</p> <p>Source B: Development of the</p>	<p>Source A: Image bank: Growth of cities</p> <p>Source B: Image bank: Urbanization in New York</p> <p>Source C: Industrial Revolution</p> <p>Source D: Timeline Timeline</p>	<p>Source A: Image bank: Industrialization in New York</p> <p>Source B: Video- Consider the Cost of Industrialization Video - Consider the Cost of Industrialization</p>

<p>spinning machine by Sir Richard Arkwright and its impact Spinning Machine Video</p> <p>Source C: The Model T and the Assembly Line http://www.c3teachers.org/files/G4_Industrialization_02.mov http://www.c3teachers.org/files/G4_Industrialization_02.mov</p> <p>Source D: The Assembly Line and Mass Production http://www.c3teachers.org/files/G4_Industrialization_04.mov http://www.c3teachers.org/files/G4_Industrialization_04.mov</p>	<p>Source E: Willimantic Mill Museum Videos</p> <p>Source F: Willimantic Mill Museum Documents</p>	
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<p>Summative Performance Task</p>	<p>ARGUMENT Did industrialization make life better for everyone in New England? Construct an argument supported with evidence that addresses the question.</p>
	<p>EXTENSION Write a diary entry from the perspective of a child working in a factory(Mill Girls, Breaker Boys, Newsies, etc.) that talks about the experience. Compare and contrast the life of a modern day child with the life of a working child during the Industrial Revolution.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Research clothing producers located in New England. ASSESS Collect data about where students’ clothing is manufactured. ACT Debate whether people should “buy American” when purchasing clothing.</p>

Inquiry Description

This inquiry leads students through an investigation of the Industrial Revolution in the United States by examining the growth of the manufacturing industry. Students will be able to develop an argument with evidence to answer the compelling question ***“Did industrialization make life better for everyone in New England?”*** Additional inquiries could be developed around other topics related to industrialism, such as transportation and communication.

WESTWARD MOVEMENT AND INDUSTRIALIZATION: New England played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New England are varied and have changed over time with improvements in transportation and technology.

NOTE: This inquiry is expected to take about ten 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Did industrialization make life better for everyone in New England?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence while acknowledging competing perspectives.

Students can complete a scavenger hunt to supplement their understanding of this inquiry. The websites are found under student resources in the grade five folder. The following link is the pdf version of the scavenger hunt:

<https://docs.google.com/document/d/1-AXjF9PrV5wsHxmOA-nppko-mFqN2Obc7-vUWxLGrl/edit#heading=h.gjdgxs>

Staging the Compelling Question

To stage the compelling question, teachers might ***begin by asking students to brainstorm the types of things they believe would improve the quality of life in their local communities.*** Teachers should chart the initial thoughts shared by students and draw attention to economic and social suggestions (**ex: sidewalks, skate park, recreation center, bike paths, more stores, etc.**). Teachers and students can revisit the list upon completion of the inquiry to reflect on possible shifts in thinking.

Supporting Question 1

The first supporting question—“**What changes were made in manufacturing during the 1800s?**”—helps students explore the ways in which manufacturing in New England grew as a result of innovations. Students will need to understand changes made in manufacturing like the invention of the spinning machine, assembly line, locomotives, steamboats and understanding how hand powered tools began to be replaced by machines powered by steam, water and coal. The formative performance task calls on students to create a list identifying these changes in manufacturing that resulted from industrialization. The featured sources—a video of the Industrial Revolution and its impact (prices of textiles, treatment of workers, decline of middle class, rise of upper class, overcrowding of cities, development of the assembly line) and one on the impact of the spinning machine —offers students two examples of innovations that led to the growth of manufacturing in the industrial period.

Teacher says, “Today we are going to explore some of the changes that were made in manufacturing during the 1800’s. Think about the inventions you see on the videos and the impact they had on the manufacturing industry.” Show the videos. Have students work in groups and make a list of the changes that were made.

Teacher may want to provide students with a note-taking paper with the three supporting questions. Students may take notes during the videos.

Supporting Question 2

For the second supporting question—“How did New Englanders benefit from industrialization?”—students build on their understandings of the effects of manufacturing by analyzing the opportunities afforded to New Englanders as a result of these advancements. The formative performance task for this supporting question challenges students to make a claim with evidence about how New Englanders benefited from industrialization. The featured sources—image banks related to the growth of cities and urbanization and a timeline of growth—support this task by presenting information about one of the effects of industrialization on New England during the early 20th century.

Teachers may want to refer back to the videos from Supporting Question 1.

Supporting Question 3

In answering the third supporting question—“**What were the challenges of industrialization?**”—students further their exploration of industrialization by directing their attention to the working, living, and environmental conditions faced by many New Englanders during the Industrial Age. The formative performance task asks students to make a claim with evidence about the costs associated with the rise of an industrial manufacturing economy. Supporting the task is an image bank of photographs of New Yorkers during this period. Teachers may want to supplement this set of photographs with an interview from a Triangle Shirt Waist factory survivor available at: http://www.authentichistory.com/1898-1913/2-progressivism/3-laborreform/3-trianglefire/1980c_Pauline_Newman_Interview-Joan_Morrison.html.

Optional Whole Class Student Activity: Students will examine urban society and industry during the Industrial Revolution by participating in an experiential activity regarding factory life versus small businesses. Students will also examine images of factories during the Industrial Revolution and explore living conditions in city tenements. Students will then assume the role of an urban planning committee member and devise a City Improvement Plan for implementation in 1890. <http://civics.sites.unc.edu/files/2012/05/IndustrialRevolution.pdf>

Summative Performance Task

At this point in the inquiry, students have examined the changes, benefits, and challenges attributed to industrialization in New England. Students should be able to demonstrate their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument responding to the compelling question “Did industrialization make life better for everyone in New England?” It is important to note that students’ arguments could take a variety of forms, including a presentation, poster, essay, or a combination of drawing and writing.

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

- Industrialization made life better for everyone because people got to buy more goods at lower costs.
- Industrialization made life better because people had jobs and used their money to do more things.
- Industrialization did not make life better because kids had to work instead of going to school and getting an education.
- Industrialization did not make life better because, even though they had jobs, many people worked long hours and did not get paid a fair wage.
- Industrialization was a mixed blessing for New Englanders.

To extend this inquiry, teachers might have students do a perspective-taking exercise. From the point of view of a child working in a factory(Mill Girls, Breaker Boys, Newsies, etc.), students should write a diary entry that talks about the experience.

Another extension to this inquiry may be to have the students compare and contrast the life of a modern day child with the life of a working child during the Industrial Revolution.

Students have the opportunity to Take Informed Action by drawing on their understanding of how the manufacturing of goods has influenced economic life in New York. Students demonstrate that they

understand this construct by researching clothing producers located in New York. They *assess* their understanding by collecting data about where their clothing is manufactured. Finally, they *act* when they debate whether people should “buy American” when purchasing clothing.

RESOURCES

Supporting Question 1	
Featured Sources	<p>Source A: Video bank: Overview of Industrial Revolution http://viewpure.com/3Efq-aNBkvc?start=0&end=0</p> <p>Source B: Development of the spinning machine by Sir Richard Arkwright and its impact http://www.history.com/topics/industrial-revolution</p> <p>Source C: The Model T and the Assembly Line <i>Students can view this video describing the development of the Model T and the assembly line. The video is best viewed by copying the following link into a computer browser:</i> http://www.c3teachers.org/files/G4_Industrialization_02.mov http://www.c3teachers.org/files/G4_Industrialization_02.mov</p> <p>Source D: The Assembly Line and Mass Production <i>Teachers and their students can view this video describing the development of the assembly line and the process of mass production. The video is best viewed by copying the following link into a computer browser and downloading the file:</i> http://www.c3teachers.org/files/G4_Industrialization_04.mov http://www.c3teachers.org/files/G4_Industrialization_04.mov</p>

Supporting Question 2	
Featured Source	Source A: Image bank: Growth of a major city(New York City)

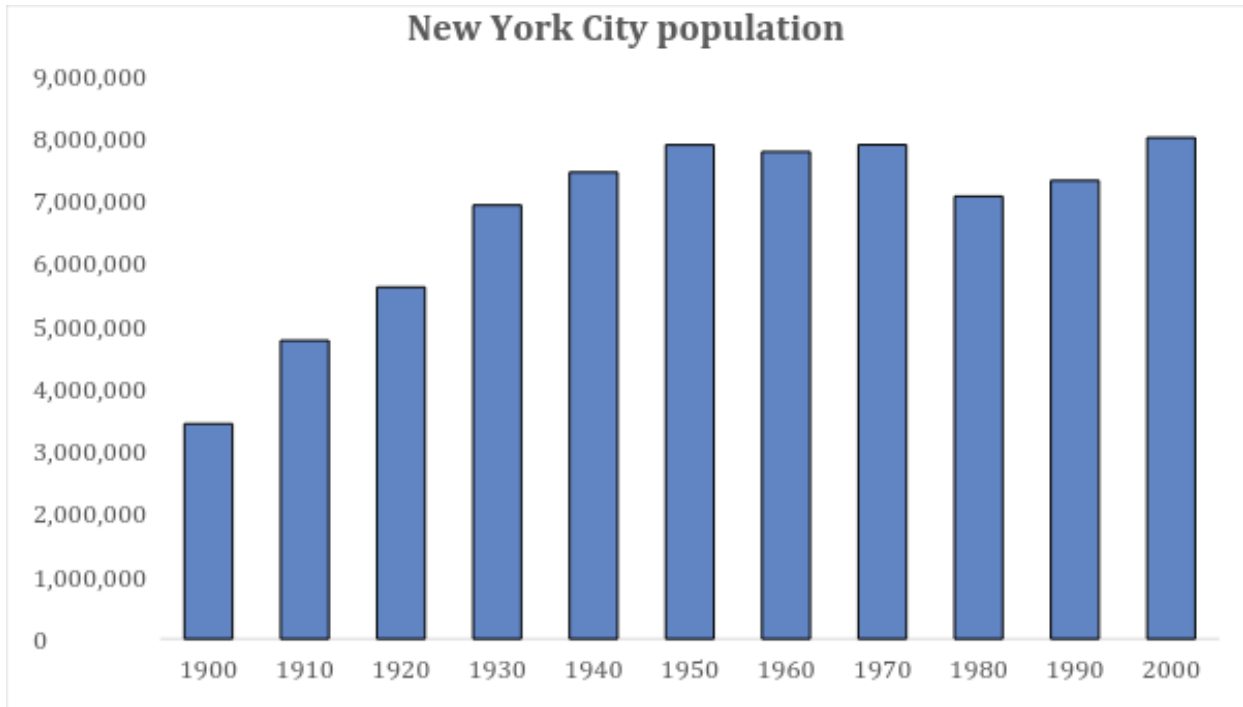


Image I: New York City Population 1900-2000. Created for New York State K–12 Social Studies Toolkit by Agate Publishing, Inc., 2015. Data from the New York Department of City Planning (http://www.nyc.gov/html/dcp/html/census/nny_appendix.shtml) and the US Census Bureau.

Supporting Question 2

Featured Source

Source B: Image bank: Urbanization in New York



Image 1: Irving Underhill, photograph of New York City buildings, *Herald Bldg. and Herald Square, New York City*, c.1910. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/cph.3b15606/>.

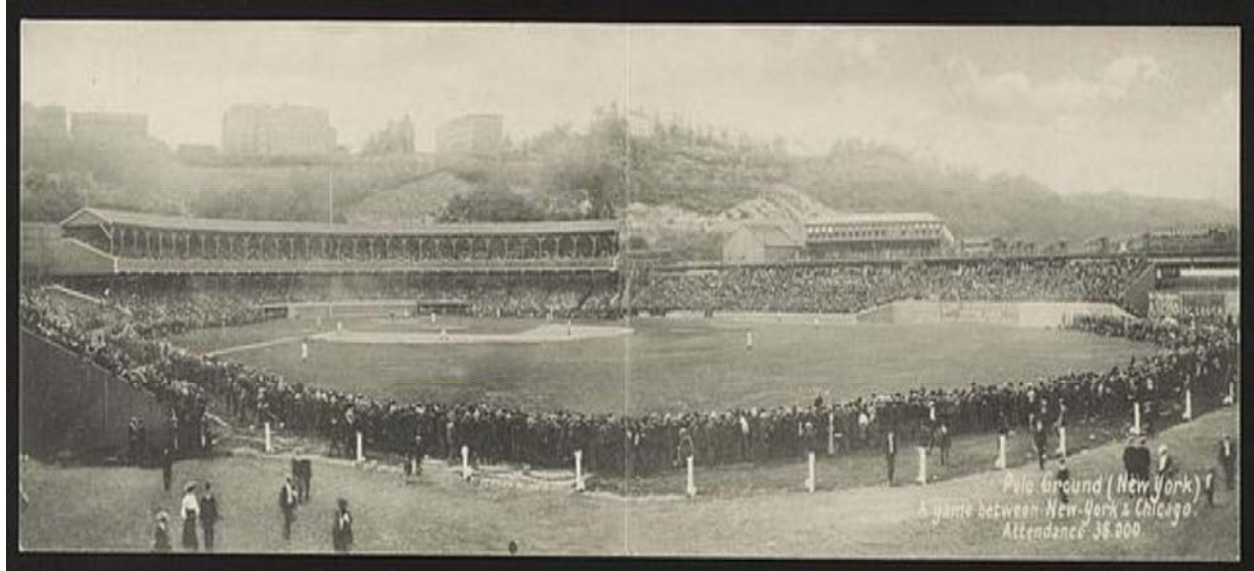


Image 2: Darwin D. Silberer and Brothers, photograph of baseball field, *Polo ground (New York): A game between New-York & Chicago. Attendance 38,000*, 1908. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/ds.02596/>.

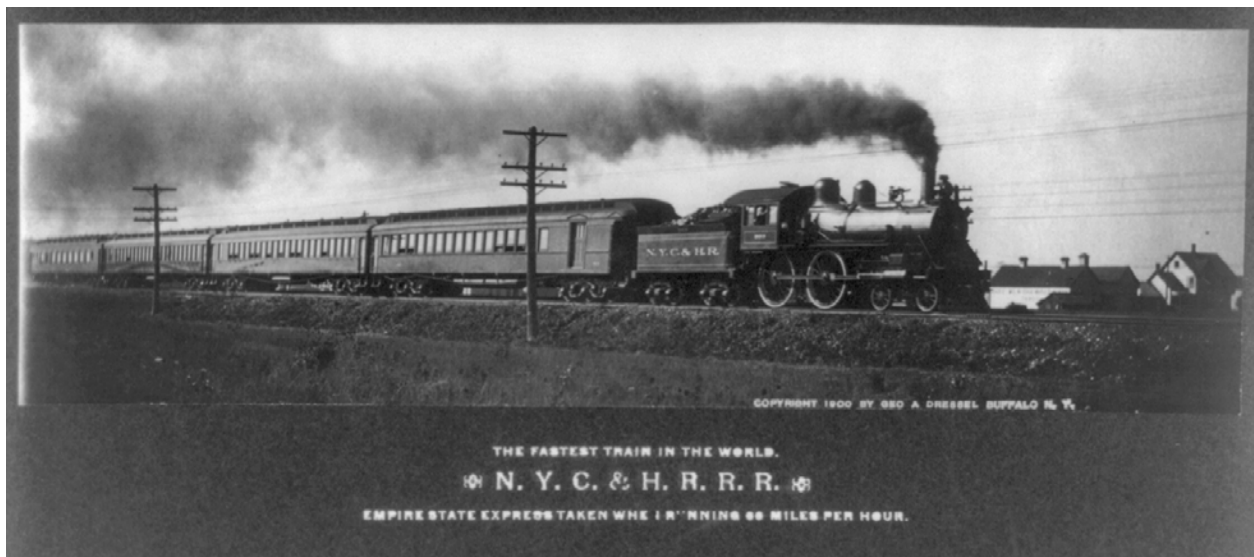


Image 3: George Dressel, photograph of a train, *The fastest train in the world. N.Y.C. & H.R. R. R. Empire State Express taken wh[en] [ru]nning 66 miles per hour*, c.1900. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/cph.3a38302/>.

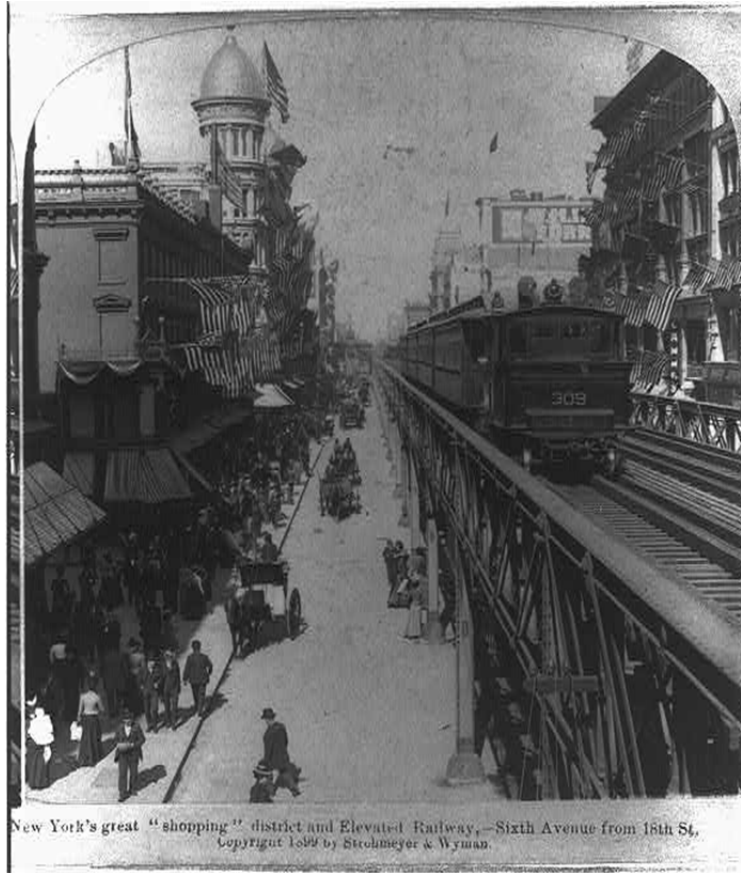


Image 4: Strohmeyer and Wyman, photograph of railway and shopping area, *New York's greatest "shopping" district and elevated railway—Sixth Avenue from 18th St*, c.1899. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/item/2015645140/>.



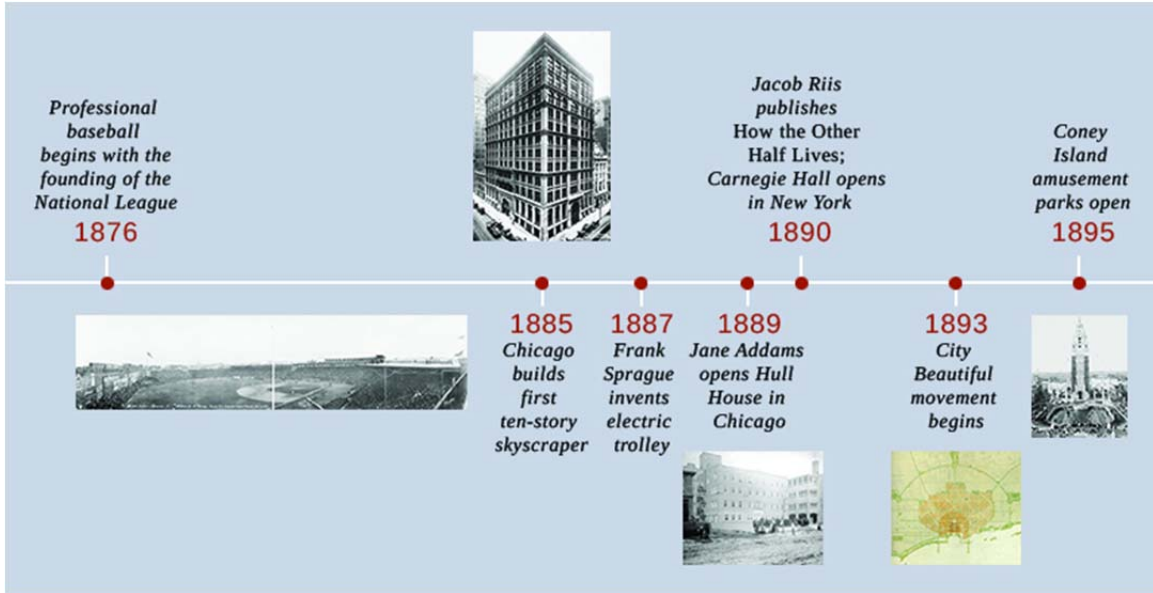
Image 5: John Van Epps, photograph of telephone office, *The Bell Telephone Office at Hamburg, NY*, between 1900 and 1910. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/cph.3a14208/>.



Image 6: Keystone View Company, photograph of factory workers, *Sewing room, shirt factory, Troy, N.Y.*, c.1907. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/cph.3b42206/>.

Source C: <http://www.history.com/topics/industrial-revolution/videos/the-industrial-revolution>

Source D: Timeline



Supporting Question 3

Featured Source	Source A: Image bank: Industrialization in New York
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Image 1: Detroit Publishing Company, photograph of factory smokestacks, *Solvay Process Co.'s Works, Syracuse*, between 1890 and 1901. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/item/det1994007647/PP/>.

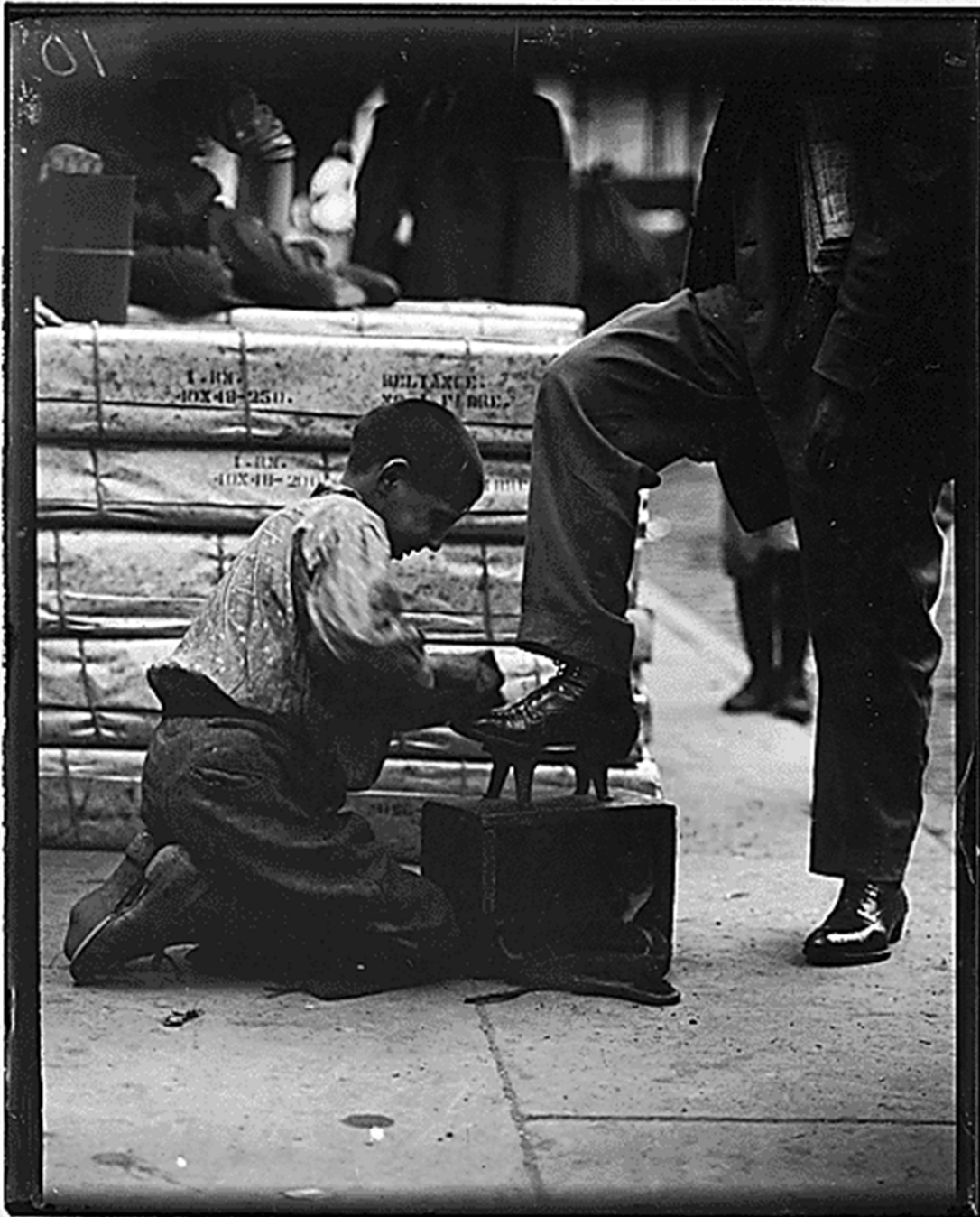


Image 2: Lewis Wickes Hine, photograph of bootblack, *Bowery Bootblack*. New York City, 1910. Public domain. Library of Congress, Prints & Photographs Division.

<http://www.loc.gov/pictures/item/ncl2004002344/pp/>.



Image 3: Lewis Wickes Hine, photograph of boys with newspapers, *Heavy Loads*. *Park Row*. Location: *New York, New York*, 1910. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/resource/nclc.03657/>.



Image 4: Lewis Wickes Hine, photograph of family working together, 5 P.M. Mrs. Mary Mauro, 309 E. 110th St., 2nd floor. 1911. Photographer's note: "Family work on feathers. Make \$2.25 a week. In vacation 2 or 3 times as much. Victoria, 8 yrs. Angelina 10 yrs. (a neighbor). Frorandi 10 yrs. Maggie 11 yrs. All work except two boys against wall. Father is street cleaner and has steady job. Girls work until 7 or 8 P.M. Once Maggie (11 yrs.) worked until 10 P.M. Location: New York, New York." Public domain. Library of Congress, Prints & Photographs Division.

<http://www.loc.gov/pictures/item/ncl2004003309/PP/>.



Image 5: Photographer unknown, photograph of boys working, *Boys pouring wax (?) into molds in factory*, c.1902. Public domain. Library of Congress, Prints & Photographs Division. <http://www.loc.gov/pictures/item/95502045/>.



Image 6: Lewis Wickes Hine, photograph of family working, 11:30 A.M. Jennie Rizzandi, 9 year old girl, helping mother and father finish garments in a dilapidated tenement, 5 Extra Pl., N.Y.C., 1913.

Public domain. Library of Congress, Prints & Photographs Division.

<http://www.loc.gov/pictures/item/ncl2004003081/pp/>.

Additional Resources	
Resources	http://www.nps.gov/common/uploads/teachers/lessonplans/It-Takes-a-Village.pdf http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/pdf/teacher_guide.pdf http://www.nps.gov/common/uploads/teachers/lessonplans/It-Takes-a-Village.pdf

Additional Resources:

The following resources may be used for enhancing the inquiry.

(Websites)

Brainpop:

Industrial Revolution

Railroad History

Assembly Line

<http://library.uml.edu/clh/> (Lowell MA textiles)

http://www.kidinfo.com/american_history/industrial_revolution.html (Industrial Revolution-for students to explore.)

(Books)

Kids Discover- Industrial Revolution

Kids At Work Lewis Hine and the Crusade Against Child Labor by Russell Freedman

The Mill Girls: From Farm to Factory (Cobblestone Magazine)

Bobbin Girl by Emily McCully (picture book: cotton mill-working conditions)

Counting on Grace by Elizabeth Winthrop (chapter book: possible read

aloud)<http://www.nps.gov/common/uploads/teachers/lessonplans/It-Takes-a-Village.pdf>

5th Grade Westward Migration Inquiry

What Motivated People to Move West?



Felix Octavius Carr Darley (artist) and Henry Bryan Hall (engraver), engraving of people moving west, *Emigrants Crossing the Plain*, 1869. Public domain. Library of Congress Prints and Photographs Division, LC-USZ62-730. <http://www.loc.gov/pictures/item/93506240/>.

Supporting Questions

1. What factors influenced westward expansion?
2. What new technologies influenced westward expansion?
3. What conflicts arose from westward expansion?

What motivated people to move west?	
Connecticut State Social Studies Framework Key Idea & Practices	<p>HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>HIST 5.2 Compare life in specific historical periods to life today.</p> <p>HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time.</p> <p>HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>ECO 5.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.</p>
Staging the Question	<p>This inquiry is introduced along with the reading and writing units on westward expansion. Teachers may want to supply each student with the book, “If You Traveled West in a Covered Wagon” by Ellen Levine as well as exposing them to the books used for language arts prior to brainstorming ideas for what motivated people to move west?</p> <p>Teachers may also want to use the four posters and poster analysis page to help introduce the idea of westward expansion. Poster analysis page and four westward expansion posters (Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.)</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What factors influenced westward expansion?	What new technologies influenced westward expansion?	What conflicts arose from westward expansion?
Formative Performance Task	Formative Performance Task	Formative Performance Task
List the push and pull factors that influenced westward expansion. <i>Examples: (push) poor working conditions, rapidly growing population (pull) cheap land, gold rush, Homestead Act.</i>	Create an annotated illustration (e.g., comic strip, political cartoon, timeline) that depicts technological forces that influenced westward expansion. <i>Technology Examples: Erie Canal, steamboat, railroad, telegraph-improved transportation and communication.</i>	List the conflicts that arose from westward expansion. <i>Examples: Native Americans forced to live on reservations, buffalo population decreased, Mexican-American War</i>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: 1875: I Will Go West (Westward Expansion Song) (push factors)</p> <p>Source B: Image bank: 19th-century population (push factors)</p> <p>Source C: Excerpts from “The Great Nation of Futurity”(Work together to decipher essay)</p>	<p>Source A: Image bank: Maps of the Erie Canal routes</p> <p>Source B-1: Chart comparing travel by dirt road and canal</p> <p>Source B-2: Journal Entry</p> <p>Source B-3: Lyrics and background on song Low Bridge</p> <p>Source C: Image bank: Technologies</p>	<p>Source A: Timeline of European and US conflicts with Native Americans</p> <p>Source B: Map showing military engagements in the Mexican-American War</p> <p>Source C: Map of Indian Reservations in 1883 (Library of Congress)</p>

<p>Source D: Map of United States territorial acquisitions (pull factor) Source E: Excerpts from James K. Polk’s Fourth Annual Message (Have small groups of students read one paragraph to report to class rather than read the entire article) (pull factor) Source F: Image bank: The California Gold Rush)(pull factor) Source G: Excerpt from the Homestead Act of 1862 (pull factor)</p>	<p>of the mid-19th century Source D: Maps showing changing rates of travel in the United States, 1800–1857</p>	<p>Source D: Quote from a Native American chief Source E: Image of the effect of transcontinental railroad on buffalo population</p>
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<p>Summative Performance Task</p>	<p>ARGUMENT Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Investigate a contemporary issue in which the United States may be benefiting from something that could be considered controversial (e.g., drilling for oil in Alaska, carbon pollution, cheap labor in emerging nations). ASSESS Evaluate competing perspectives and evidence supporting each of these views. ACT Share and discuss findings in a school-wide forum to which parents and other interested community members are invited.</p>

Inquiry Description

This inquiry prompts students to investigate the factors, conditions, and conflicts related to westward expansion in the United States in the 1800’s. In the inquiry, students wrestle with various economic, geographic, and social ideas as they consider the value of the push westward. The compelling question “What motivates people to move west?” prompts students to think about the historical motivation and justification for people moving west in light of what we now understand as the problems associated with that expansion. In doing so, students explore the economic, geographic, and social conditions as well as ways new technologies contributed to westward expansion. Students also examine conflicts that arose as settlers encountered Native Americans as well as the conflicts with Mexico over western lands.

NOTE: This inquiry is being taught alongside the Language Arts unit for historical fiction. The anticipated time is four weeks but could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Inquiries are not scripts, so teachers are encouraged to modify and adapt them to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In order to address the compelling question “What motivated people to move west?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

Staging the Compelling Question

To stage the compelling question “What motivated people to move west?” students should think about the reasons a person might have for moving. Teachers may support students by providing examples (e.g., new job, loss of job, move closer to family, new beginning, adventure, geography/climate). Teachers may also consider having students discuss benefits, drawbacks, and practical limitations to moving. In addition, teachers may use the posters and the poster analysis page to facilitate discussion to introduce the inquiry.

<https://docs.google.com/document/d/1TFPENh6PAjqT6QIx5NzvqEeCn1xji6SsQ5floD8rzqI/edit>

Supporting Question 1

The first supporting question—“What factors influenced westward expansion?”—asks students to consider the economic, geographic, and social factors that influenced westward expansion. In the formative performance task, students list the factors that prompted people to move westward. The first two featured sources focus on push factors, such as poor working conditions and the rapidly growing and increasingly crowded cities in the eastern part of the United States. The other featured sources focus on pull factors in the West, including the promise of cheap land in Oregon, the California Gold Rush, and the Homestead Act of 1862. Included among these sources is a map that depicts land acquisitions in the United States from 1783 to 1853.

Supporting Question 2

The second supporting question—“What new technologies influenced westward expansion?”—asks about the role of technology in encouraging and supporting westward movement. In the formative performance task, students create an annotated illustration that depicts the influence of these new technologies. The first three featured sources present information related to the Erie Canal. Two of the featured sources are a journal entry and the lyrics to the song Low Bridge about the Erie Canal (see below). The other featured sources focus on an assortment of new technologies, such as the steamboat, Transcontinental Railroad, and telegraph, all of which helped improve transportation and communication to and from the West.

In an effort to increase students’ knowledge about canals and their importance to westward expansion, there are some videos featuring the building of the Erie Canal. In addition, there is an opportunity to compare a journal entry about travel on the canal and the original song, Erie canal also known as Low Bridge. The song was written in 1913 after the canal was built.

Links for the primary sources:

The following link provides a graphic organizer with questions for the students use as a guide when comparing the primary sources (journal entry and the song) about the Erie Canal.

<http://www.eduplace.com/ss/hmss/8/unit/act4.1blm.html>

Follow-up question: What is the more valid source to help you learn about traveling on the Erie canal?

Journal Entry: <http://www.eduplace.com/ss/hmss/8/unit/act4.1.1.html>

Background of the song Low Bridge: [https://en.wikipedia.org/wiki/Low_Bridge_\(song\)](https://en.wikipedia.org/wiki/Low_Bridge_(song))

Video on Transcontinental Railroad:

<http://www.history.com/topics/industrial-revolution/videos/modern-marvels-evolution-of-railroads>

<http://www.history.com/topics/inventions/transcontinental-railroad/videos/american-railroad>

Video on telegraph: <http://viewpure.com/RNhinA8ajol?start=0&end=0>

Supporting Question 3

The third supporting question—“What conflicts arose from westward expansion?”—turns to the unrest that emerged between the United States and those already living in the west. The formative performance task asks students to list the conflicts that arose as people moved westward. The first source is a timeline of European and United States conflicts with Native Americans. The second source is a map depicting the Mexican War with the United States. The third source is a map of the Indian reservations in 1883. The fourth source is a quote from a Native American chief about the decrease in buffalo. The fifth source is an image of the transcontinental railroad and its effect on the buffalo population.

Summative Performance Task

At this point in the inquiry, students have examined many influences on American expansion westward and explored conflicts that arose as a result. Students should be able to demonstrate their understanding of westward expansion and the impact it had on Native Americans and Mexico. In this final task, students construct an evidence-based argument responding to the compelling question “What motivates people to move west?” The students’ arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students’ arguments are likely to vary but could include any of the following:

- Considering the push and pull factors that were learned, it was likely that the United States would expand westward.
- The contributions of new technologies and the implementation of the Homestead Act made American expansion possible, if not inevitable.
- The idea that American expansion west created conflicts with the Mexican and Native American inhabitants who lived there.

Extension Activity:

Students have the opportunity to Take Informed Action by applying the historical lessons and skills developed throughout the inquiry to a contemporary issue. To demonstrate that they understand, students explore a contemporary issue in which the United States may benefit at the expense of another nation or group of people (e.g., drilling for oil in Alaska, carbon pollution, cheap labor in emerging nations). To demonstrate their capacity to assess, students evaluate competing perspectives and evidence supporting views on both sides. To demonstrate their ability to act, students share and discuss their findings in a school-wide forum to which parents and other interested community members are invited.

RESOURCES

Supporting Question 1

Featured Source

Source A: I Will Go West, Written by J. P. Barrett, 1875

10353
1st copy. 2d Copy L.A.

I will go West!

Words by the author of "Story in verse of Ezekiel Jones," - William Geer, &c., &c. Music by J. P. BARRETT.

Allegretto.



1. Oh, times are tough, amaz-ing rough, Ex-penses are a-larming; I will go West, its far the best, Try my luck at farm-ing.
 2. For the i - de-a of stay-ing here To just earn your gruel. Makes me feel sad, and sometimes mad, It is so aw - ful cru - el.
 3. Goods are so high, I heave a sigh, At the cost of liv - ing; My lov - ing wife, she sees the strife, And has a spell of cry - ing.

INST.



<p>1 Oh! times are tough, amazing rough, Expenses are alarming, I will go West, it's far the best, Try my luck at farming.</p> <p>2 For the idea, of staying here To just earn your gruel, Makes me feel sad and sometimes mad 'Tis so awful cruel.</p> <p>3 Goods are so high, I heave a sigh, At the cost of living, My loving wife, she sees the strife And has a spell of crying.</p>	<p>4 Now there's my boys, my chiefest joys, To have them in the City, Amid the harm, gives me alarm And I ache with pity.</p> <p>5 And there's my girls, with auburn curls May be slaves to fashion, And lay such stress, on how to dress, Becomes a ruling passion.</p> <p>6 Now it's no use, I've stood abuse I'll take all with dear Mary, Settle down in a country town, Farm it on a prairie.</p>	<p>7 My barns replete with corn and wheat, Lots of milk and butter, 'T would be a shame, to here complain Or a warmer utter.</p> <p>8 Now we'll start with cheerful heart Nor fear our journey hinders, For we don't care, a single hair For smoke or flying cinders</p> <p>9 On end of car, we'll shout hurrah, Farewell, friend and neighbor, We're going where, there's bread to spare Easy time of labor.</p>
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Price ~~10~~ Cents.

Published by JOS. L. ELDRIDGE & CO.,
57 Elm St. & 120 Merrimac Street, Boston.



Discount to the Trade.

Entered, according to Act of Congress, in the year 1875,
by JOS. L. ELDRIDGE, in the office of the Librarian of Congress
at Washington.

J. A. HUTCHER, Steam Printer, 62 Sudbury Street Boston.

Supporting Question 1	
Featured Source	Source B: Image bank: Maps and table showing 19th-century population and population density

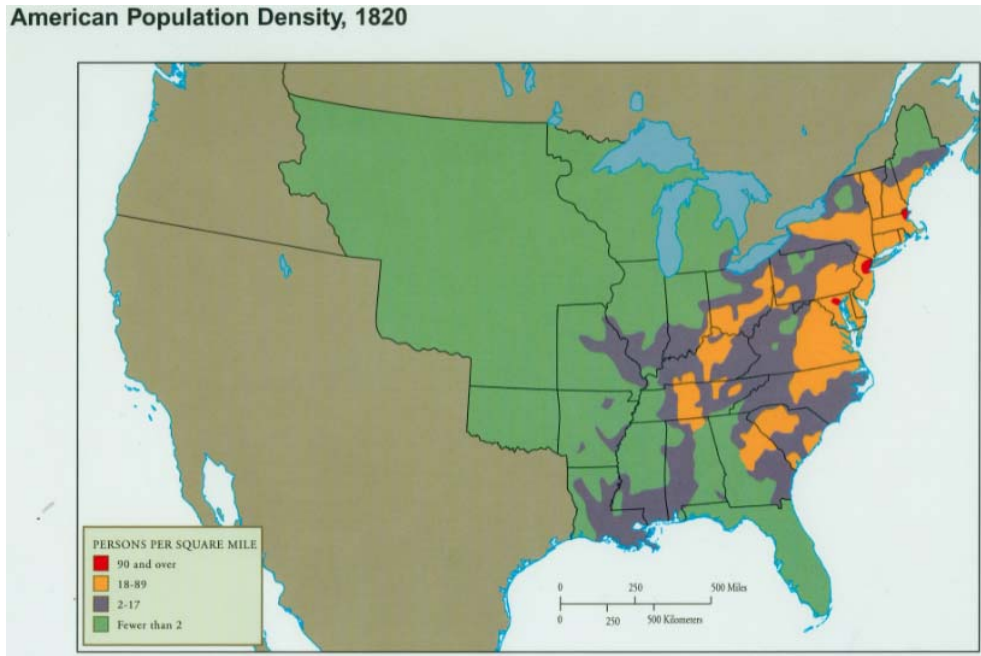


Image 1: United States Population Density, 1820. Courtesy of Dr. Gayle Olson-Raymer, Humboldt State University.

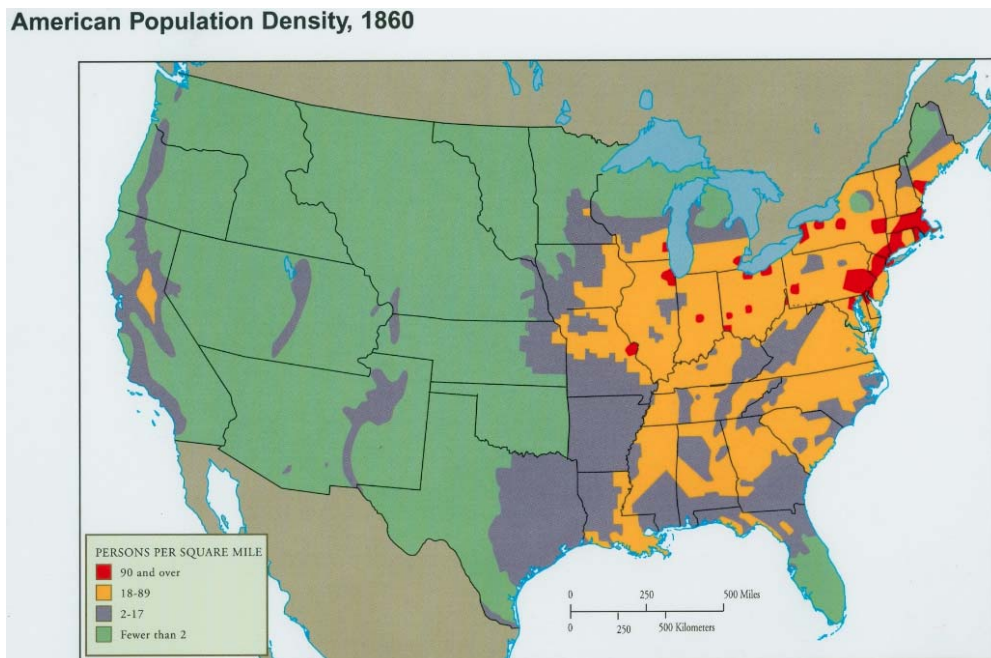


Image 2: United States Population Density, 1860. Courtesy of Dr. Gayle Olson-Raymer, Humboldt State University.

AMERICAN POPULATION GROWTH

Total US Population

decade	population
1790	3,893,635
1800	5,308,483
1810	7,239,881
1820	9,638,453
1830	12,866,020
1840	17,069,453
1850	23,191,867
1860	31,443,321

Education Portal.com

Image 3: Total United States Population 1790–1860. The Study.com. Used with permission. <http://study.com/cimages/multimages/16/population-chart.jpg>

Supporting Question 1

Featured Source	Source C: John O’Sullivan, magazine article about westward expansion, “The Great Nation of Futurity” (excerpts), <i>The United States Democratic Review</i> , 1839
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NOTE: The excerpts here are from an article by newspaper columnist John O’Sullivan, who is credited with coining the term “Manifest Destiny.” Although he did not use the term in the article, the basic ideas informing O’Sullivan’s notion of Manifest Destiny are described.

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, these facts demonstrate at once our disconnected position as regards any other nation...we may confidently assume that our country is destined to be the great nation of futurity....

The expansive future is our arena, and for our history. We are entering on its untrodden space, with the truths of God in our minds, beneficent objects in our hearts, and with a clear conscience unsullied by the past. We are the nation of human progress, and who will, what can, set limits to our onward march? Providence is with us, and no earthly power can....

All this will be our future history, to establish on earth the moral dignity and salvation of man —the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; . Who, then, can doubt that our country is destined to be *the great nation* of futurity?

From "The Great Nation of Futurity," *The United States Democratic Review* 6, no. 23 (1839): 426–430. Public domain. The complete article can be found online at the Making of America website, Cornell University Library: <http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=AGD1642-0006-46>.

Supporting Question 1

Featured Source | Source D: Map of United States territorial acquisitions from 1783 to the present, no date



Territorial acquisitions of the United States from 1783 to the present. Created by US Department of the Interior & US Geological Survey. Public domain.

http://nationalmap.gov/small_scale/printable/territorialacquisition.html.

Supporting Question 1

Featured Source

Source E: James K. Polk, speech that announced the discovery of gold in California, “Fourth Annual Message” (excerpts), December 5, 1848

It was known that mines of the precious metals existed to a considerable extent in California at the time of its acquisition. Recent discoveries render it probable that these mines are more extensive and valuable than was anticipated. The accounts of the abundance of gold in that territory are of such an extraordinary character as would scarcely command belief were they not corroborated by the authentic reports of officers in the public service who have visited the mineral district and derived the facts which they detail from personal observation....

The effects produced by the discovery of these rich mineral deposits and the success which has attended the labors of those who have resorted to them have produced a surprising change in the state of affairs in California. Labor commands a most exorbitant price, and all other pursuits but that of searching for the precious metals are abandoned. Nearly the whole of the male population of the country have gone to the gold districts. Ships arriving on the coast are deserted by their crews and their voyages suspended for want of sailors. Our commanding officer there entertains apprehensions that soldiers cannot be kept in the public service without a large increase of pay. Desertions in his command have become frequent, and he recommends that those who shall withstand the strong temptation and remain faithful should be rewarded.

This abundance of gold and the all-engrossing pursuit of it have already caused in California an unprecedented rise in the price of all the necessaries of life.

That we may the more speedily and fully avail ourselves of the undeveloped wealth of these mines, it is deemed of vast importance that a branch of the Mint of the United States be authorized to be established at your present session in California....

The vast importance and commercial advantages of California have heretofore remained undeveloped by the Government of the country of which it constituted a part. Now that this fine province is a part of our country, all the States of the Union, some more immediately and directly than others, are deeply interested in the speedy development of its wealth and resources. No section of our country is more interested or will be more benefited than the commercial, navigating, and manufacturing interests of the Eastern States. Our planting and farming interests in every part of the Union will be greatly benefited by it. As our commerce and navigation are enlarged and extended, our exports of agricultural products and of manufactures will be increased, and in the new markets thus opened they can not fail to command remunerating and profitable prices.

Public domain. Available from Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=29489>.

Supporting Question 1

Featured Source

Source F: Image bank: The California gold rush

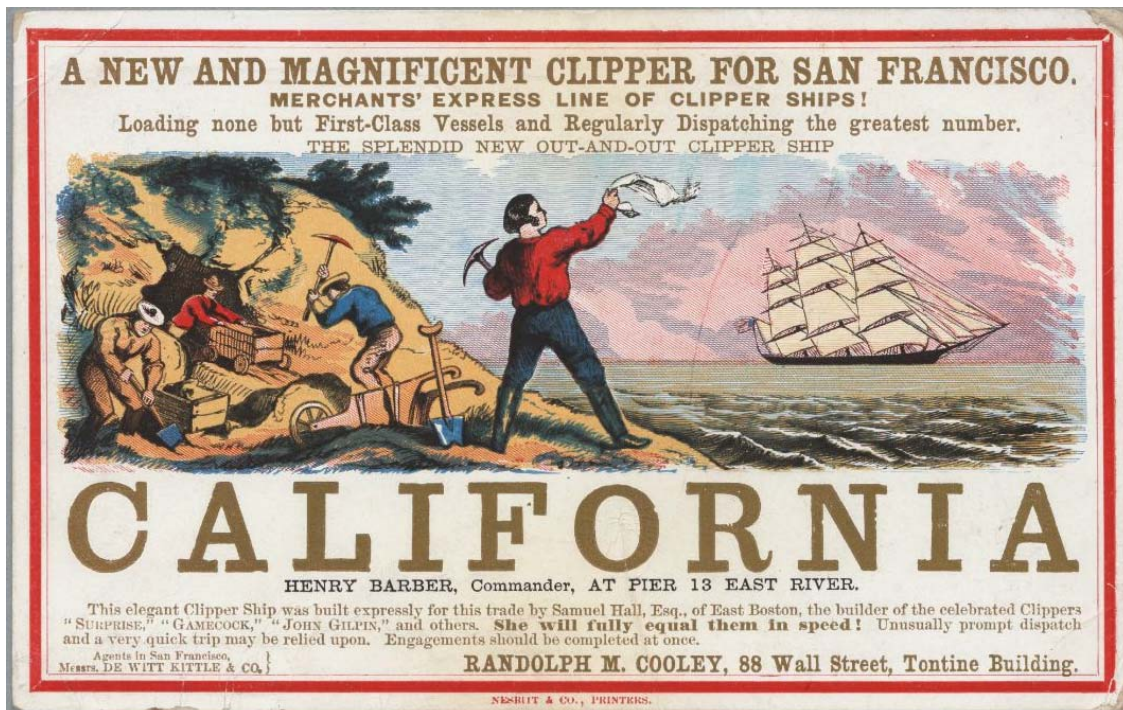


Image 1: Artist unknown, advertisement for traveling to California by clipper ship, c1840s.

Clipper ship advertisement, engraving by G.F. Nesbitt & Co., printer. Courtesy of UC Berkeley, Bancroft Library. <http://content.cdlib.org/ark:/13030/tf1r29p10v/?layout=metadata>.

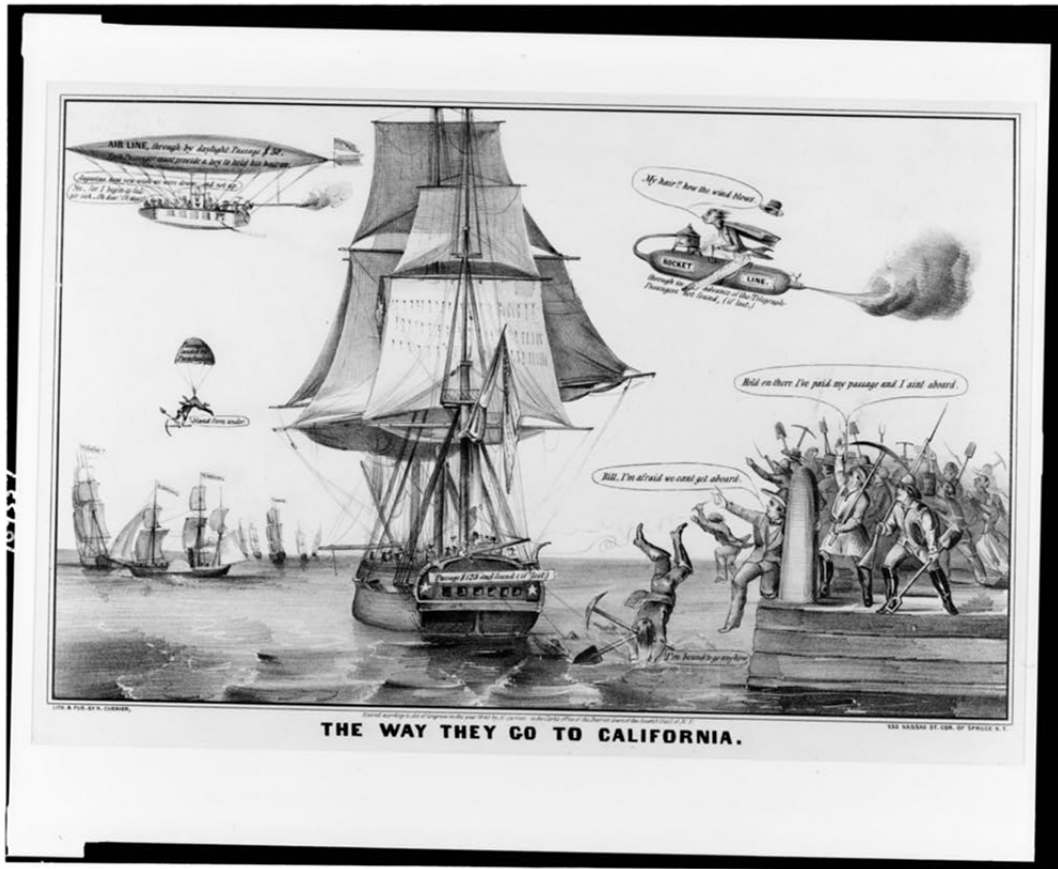


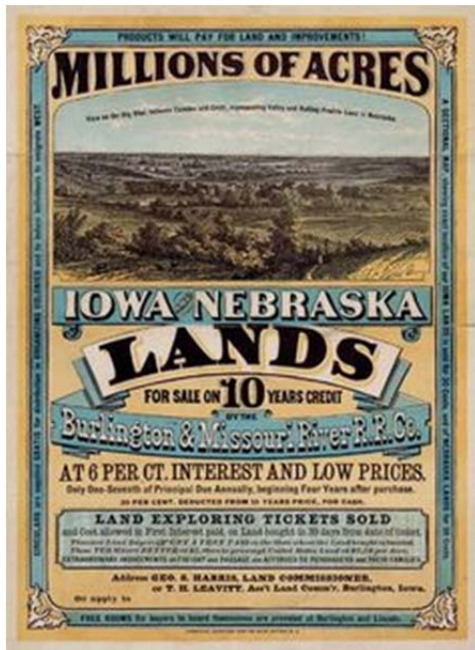
Image 2: N. Currier, lithograph about the Gold Rush, *The Way They Go to California*, 1849. "The Way They Go to California," lithograph by N. Currier. Public domain. Library of Congress Prints and Photographs Division, LC-DIG-pga-05072. <http://www.loc.gov/pictures/item/91481165/>.

Supporting Question 1	
Featured Source	Source G: United States Congress, law providing free land for citizens of the United States in western territories, Homestead Act (excerpts), 1862

AN ACT to secure homesteads to actual settlers on the public domain. Be it enacted, That any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States, or who shall have filed his declaration of intention to become such, as required by the naturalization laws of the United States, and who has never borne arms against the United States Government or given aid and comfort to its enemies, shall, from and after the first of January, eighteen hundred and sixty-three, be entitled to enter one quarter-section or a less quantity of unappropriated public lands, upon which said person may have filed a pre-emption claim....Provided, that any person owning or residing on land may, under the provision of the act, enter other land lying contiguous to his or her said land, which shall not, with the land already owned and occupied, exceed in the aggregate one hundred and sixty acres.

United States *Statutes at Large*, Vol. XII, 1862, pp. 392-394 (12 Stat. 392). Public domain.

http://www.smithsoniansource.org/content/dbqs/westwardexpansion/impact_westward_expansion.pdf.



<https://s-media-cache-ak0.pinimg.com/236x/df/3a/86/df3a86e6a9dee42f221f63542d0aa6e5.jpg>

Supporting Question 2	
Featured Source	Source A: Image bank: Maps of the Erie Canal routes

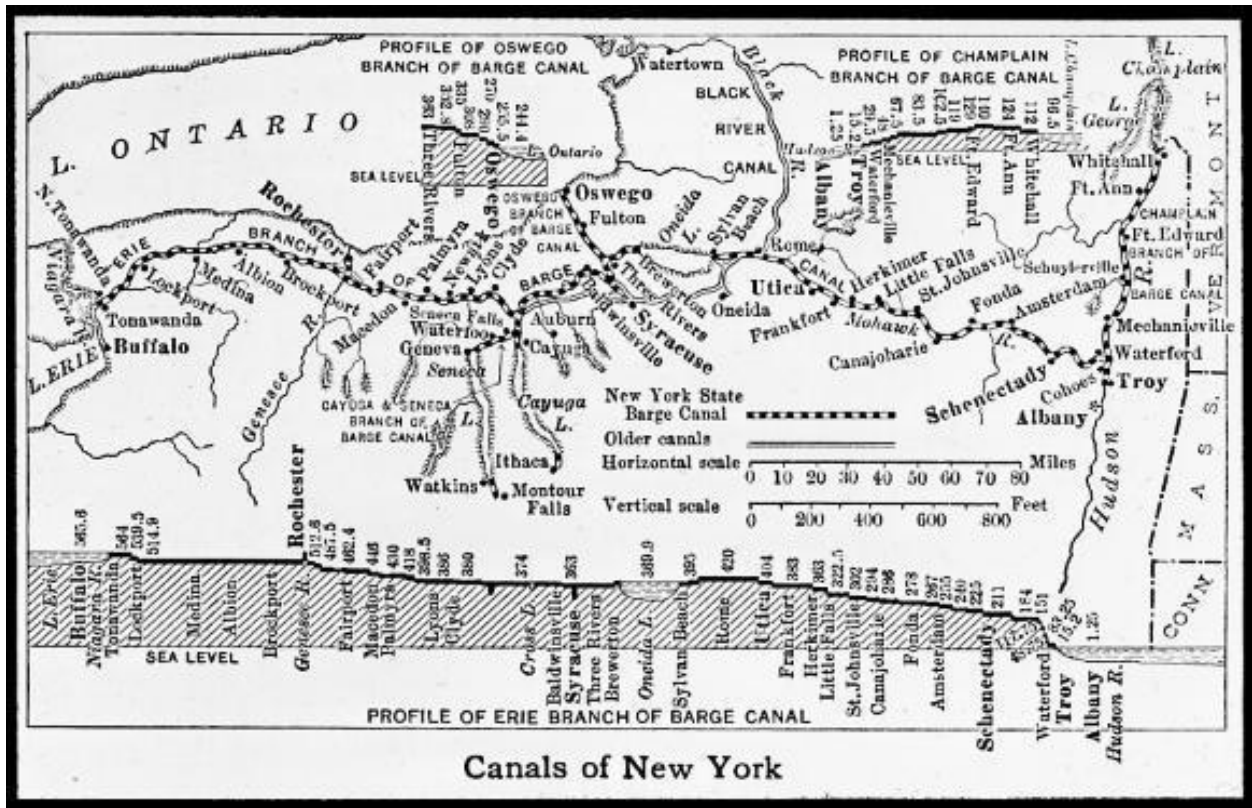


Image 1: Map of the Erie Canal routes. Public Domain. New York State Archives.
http://digitalcollections.archives.nysed.gov/index.php/Detail/Occurrence/Show/occurrence_id/1827



Image 2: Map showing 19th-century canals and canals still operating today on the Erie Canal system.

© Erie Canalway, National Heritage Corridor.

<http://www.eriecanalway.org/documents/ErieCanalwayMap.pdf>.

Supporting Question 2	
Featured Source	<p>Source B-1: Chart comparing travel by dirt road and travel by the Erie canal, “Travel During the Erie Canal Era,” circa 1825</p> <p>Source B-2: Journal Entry</p> <p>Source B-3: Background on song Low Bridge</p>

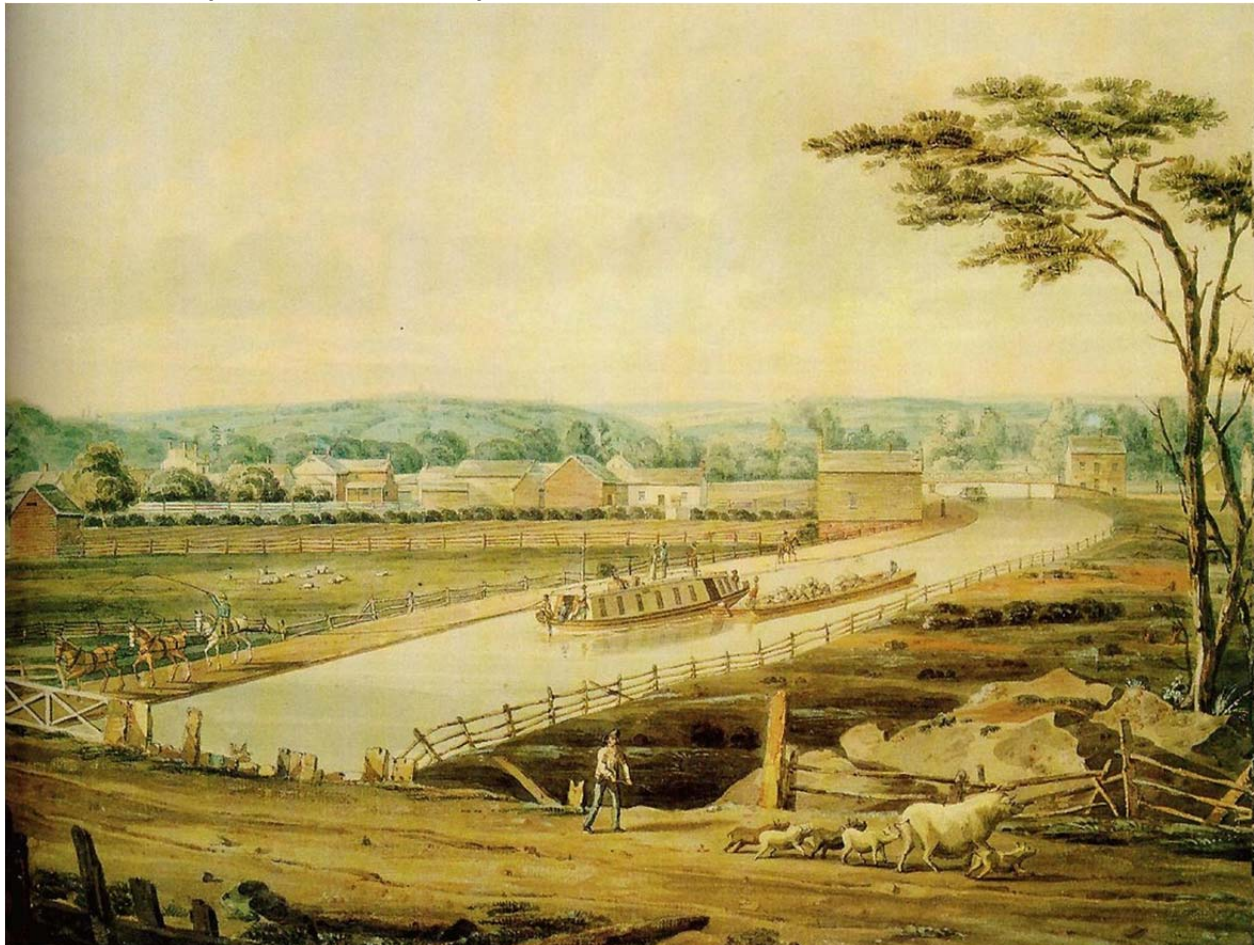
The Erie Canal provided businesses and consumers with time and cost savings when shipping goods. The chart below compares shipping costs by dirt road to shipping by canal in the 19th Century.

Travel During the Erie Canal Era

	Dirt Road (freight)	Canal (freight)
Method	Wagon 8 Horses	Line Boat 2 Mules
Amount of Time	15-45 Days	9 Days
Cost	\$100/Ton	\$6/Ton

Created for the New York State K–12 Social Studies Toolkit by Binghamton University, 2015 based on data from “Erie Canal Freight” in *Erie Canal: New York’s Gift to the Nation*. F. Daniel Larkin, Julie C. Daniels and Jean West, ed .Albany, NY: New York State Archives Partnership Trust, 2001.

B-2 Journal Entry on Erie Canal Journey



Notes on a Tour through the Western Part of the State Through New York, 1829

Internet Archive, Project Gutenberg

"May 8th: I arose early, having but a disturbed rest during the night, owing to the continued blowing of trumpets and horns at the approach of every lock, and now and then a tremendous jar received in passing a boat; but there is the strictest caution and observation of rules respecting the mode of passage, &c., a precaution highly important, or, owing to the immense number of boats, great confusion and no little danger would be the consequence.

The boats on the canal have a beautiful appearance at night, being each illuminated by two large reflecting lamps on either side of the bow, which has much the appearance of a street brilliantly illuminated. I endeavored to count the boats which we passed yesterday, but I soon gave it up for a troublesome job.

On going on deck this morning, I found a cold air and a heavy frost; we were just passing the village of Conojoharie, being the most considerable place since leaving Schenectady.

The river at this place is not, I should suppose, over 50 or 70 yards wide, and is, wherever I have seen it, checkered with little islands, which give it a pleasing appearance.

The locks and bridges are very numerous, and it requires great attention and care in passing them, or you may be knocked down, and rise up without your head on your shoulders, which, before you can say "look out," may be in possession of the canal fishes. The bridges being low-, the highest of them not more than 10 feet above the water, and some not even over 8 feet, while the boat is full seven, we have occasionally only one foot between the two objects, which hardly admit a boy to pass under them. The captain informs me that six persons have lost their lives by being crushed between the bridges. We really live well in our little house, and have an obliging captain and steward.

It takes 5 hands to manage a boat of this size: they are the steward, the helmsman, and two drivers, who relieve each other as occasion may require: we have relays of horses every 20 miles, and thus we are gliding to the West."

Traditional lyrics

Low Bridge

I've got an old mule and her name is Sal
Fifteen miles on the Erie Canal
She's a good old worker and a good old pal
Fifteen years on the Erie Canal

We've hauled some barges in our day
Filled with lumber, coal, and hay
And every inch of the way I (we) know
From Albany to Buffalo

Chorus:

Low bridge, everybody down
Low bridge cause we're coming to a town
And you'll always know your neighbor
And you'll always know your pal
If you've ever navigated on the Erie Canal

Get up there Sal, we've passed that lock,
Fifteen miles on the Erie Canal
And we'll make Rome before six o'clock
Fifteen years on the Erie Canal

One more trip and back we'll go
Through the rain and sleet and snow
And every inch of the way I (we) know
From Albany to Buffalo

Low bridge, everybody down
Low bridge for we're coming to a town
And you'll always know your neighbor
And you'll always know your pal
If you've ever navigated on the Erie Canal.

Variations

As with most folk songs, the lyrics have changed over time. The most obvious changes from Thomas Allen's original version has been changing the word "years" to "miles". Allen's original version commemorates 15 years of working along the canal with Sal. The new version using the word miles refers to the average distance a mule would tow a barge before resting or being relieved by another mule.

Another change is in the second verse. The current line "Git up there mule, here comes a lock" is a change from the original line "Get up there gal, we've passed that lock". The former refers to how mules would rest while waiting for barges to lock through, and then need to be instructed when to start again. The current implies speeding up when a lock is within sight — not a standard course of action.

Supporting Question 2

Featured Source

Source C: Image bank: Technologies of the mid-19th century

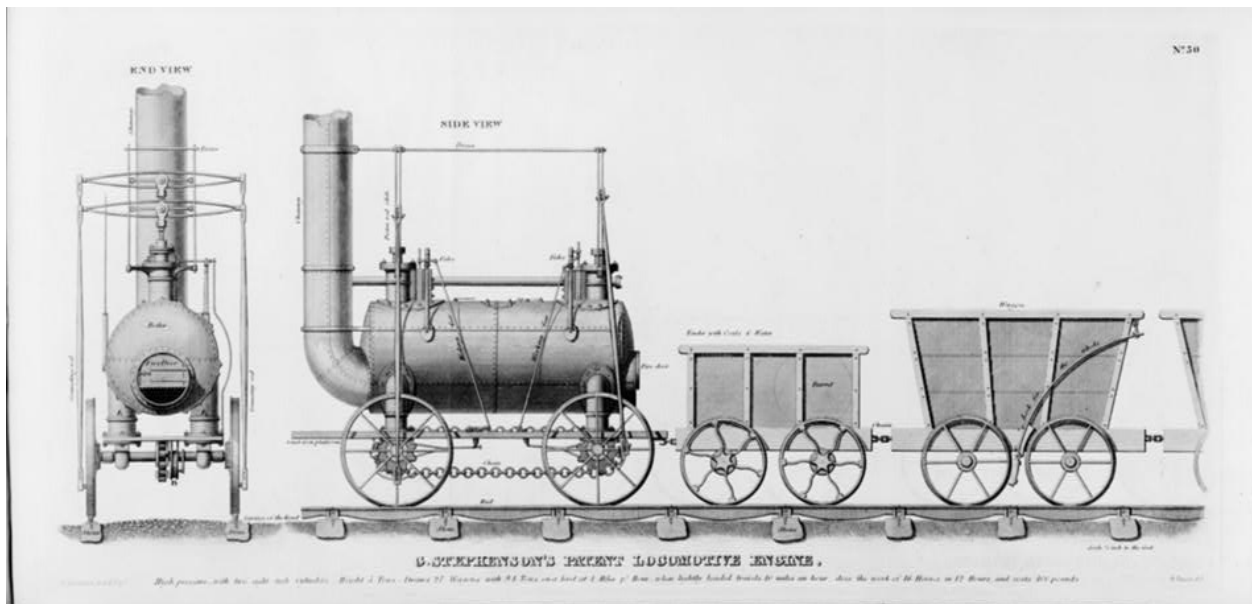


Image 1: William Strickland, engraving showing steam a steam locomotive and railway cars, *Rear and Side View of George Stephenson's Steam Locomotive and Railroad Cars of the Stockton and Darlington Railway*, 1826. Engraving from William Strickland, *Reports on Canals, Railways, Roads, and Other Subjects, made to "The Pennsylvania Society for the Promotion of Internal Improvement."* Philadelphia: H.C. Carey & I. Lea, 1826. Public domain. Library of Congress, LC-USZ62-110386 <http://www.loc.gov/pictures/item/2006675893/>

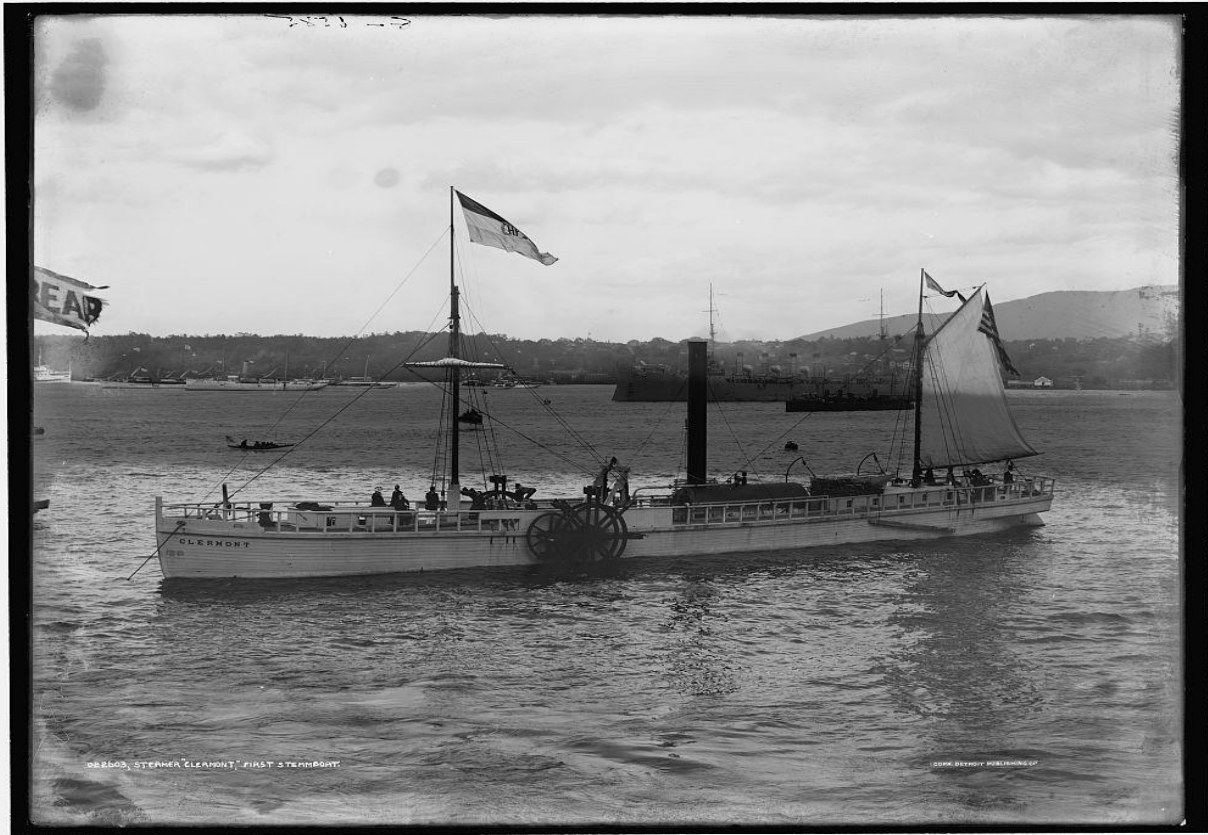


Image 2: Photographer unknown, photograph of a steamship, *Robert Fulton's Clermont, the First Steamboat, on the Hudson*, c1909. NOTE: This photograph is likely of a replica of the *Clermont*. Courtesy of the I. N. Phelps Stokes Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs, The New York Public Library, Astor, Lenox and Tilden Foundations. Public domain. Library of Congress Prints and Photographs Division, LC-DIG-det-4a16095.

<http://www.loc.gov/pictures/item/det1994012454/PP/>.

Image 3: Felix Octavius Carr Darley (artist) and Henry Bryan Hall (engraver), engraving of people moving west, *Emigrants Crossing the Plains*, 1869.

Felix Octavius Carr Darley, *Emigrants Crossing the Plains*, engraving by Henry Bryan Hall, Jr. New York: D. Appleton & Co., 1869. Public domain. Library of Congress Prints and Photographs Division, LC-USZ62-730. <http://www.loc.gov/pictures/item/93506240/>.

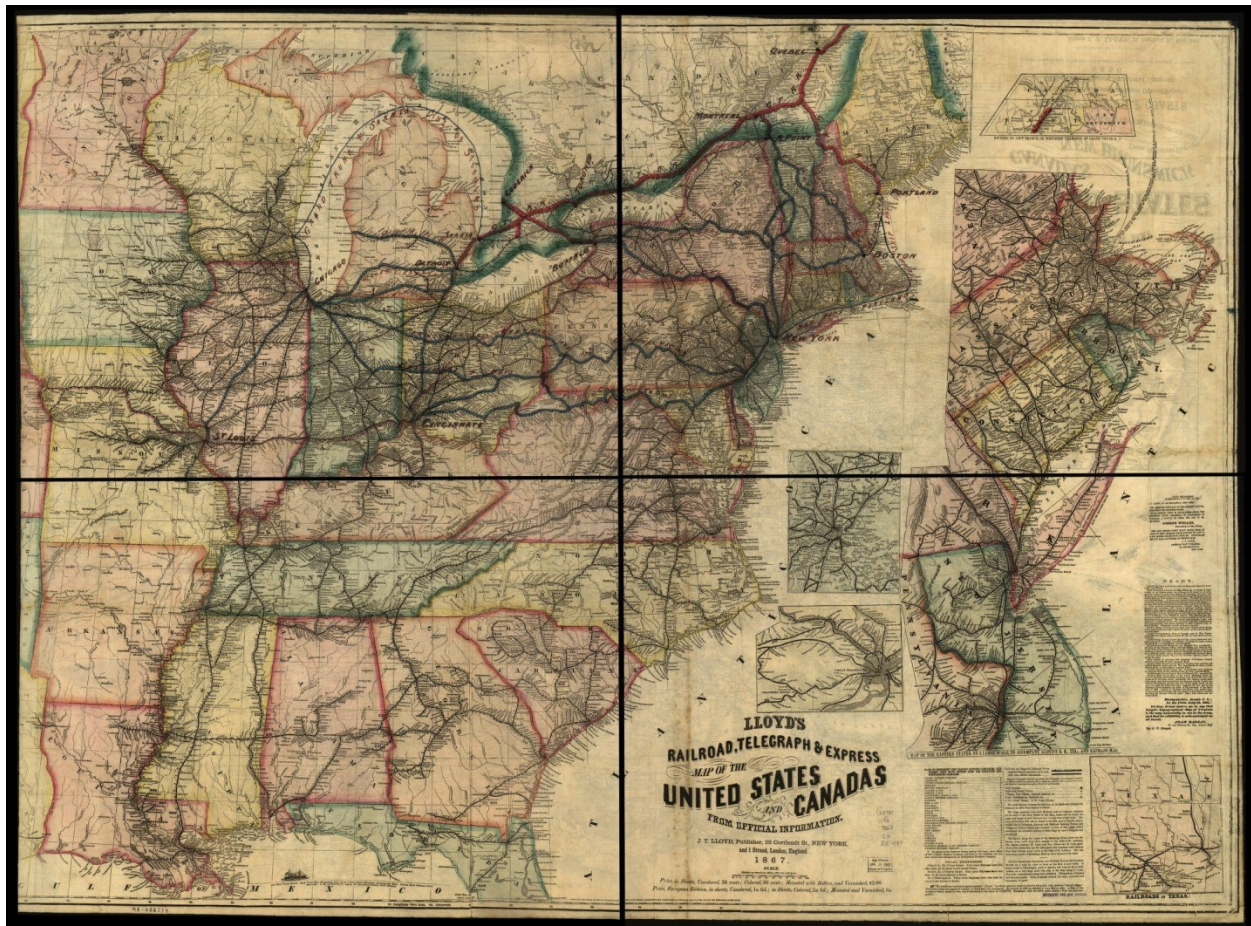
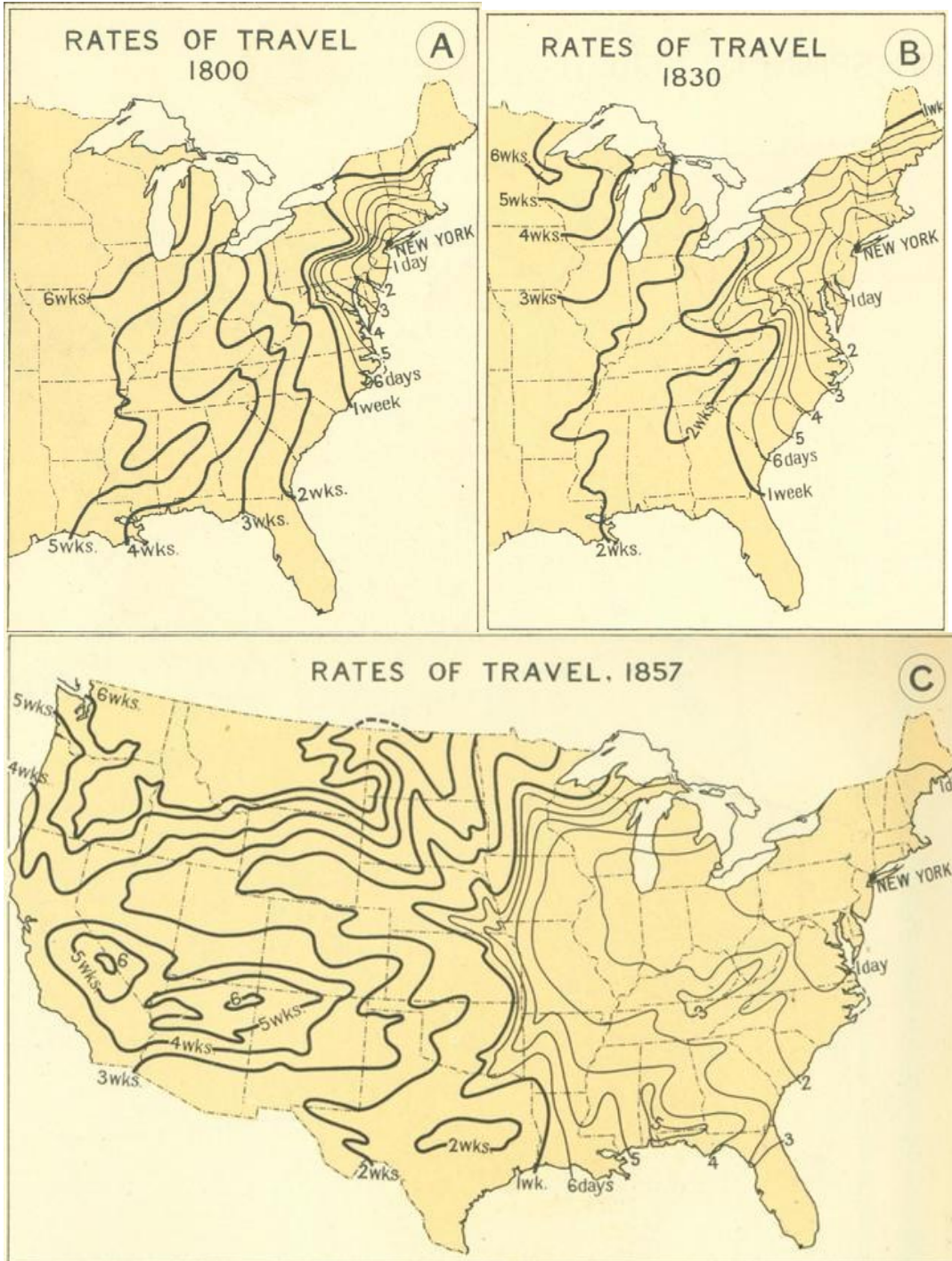


Image 4. James Lloyd, map of travel and communication lines, *Lloyd's Railroad, Telegraph, and Express Map of the United States*, 1867. Lloyd's railroad, telegraph & express map of the United States and Canada from official information. Public domain. Library of Congress: 98688334. Library of Congress Geography and Map Division. <http://www.loc.gov/item/98688334/>.

Supporting Question 2

Featured Source

Source D: Charles O. Paullin and John K. Wright, maps of changing rates of travel in the United States, 1800–1857, *Atlas of the Historical Geography of the United States*, 1932



Charles O. Paullin and John K. Wright, *Atlas of the Historical Geography of the United States*, (pages 138a, b, c, and d). Carnegie Institution for Science: Washington, DC, 1932. Used with permission.

Supporting Question 3	
Featured Source	Source A: Timeline of European and United States conflicts with Native Americans, 1715–1842, 2015

1715–1717: The Yamasee War was a series of violent conflicts between American colonists and a Native American confederation centered in South Carolina. The conflicts led to disruption of many Native American alliances and migration and loss of land for several groups, including the Yamasee and Apalachicola.

1754–1763: The French and Indian War was a conflict between the British and French in North America that involved Native Americans in the Haudenosaunee Confederation. The Haudenosaunee sided with the victorious British in the conflict. While the defeat of the French allowed Native Americans and the Haudenosaunee to consolidate their power, it also created new hostilities with the British over settlement and land borders.

1763–1766: Pontiac's War was an unsuccessful effort led by Ottawa leader Pontiac and a loose confederation of Native American groups to drive British soldiers and settlers out of the Ohio River Valley after the French and Indian War. The “Devil’s Hole Massacre” of 72 British soldiers on a supply train by Senecas, Ojibwas and Ottawas near Fort Niagara was one notable success. The conflict is often remembered for the smallpox-infested blankets British officers gave to Native Americans at Fort Pitt in hopes that the disease would spread and decimate the Native American populations.

1811–1813: Tecumseh’s War was a conflict between the United States and a Native American confederacy led by Shawnee chief Tecumseh and his brother Tenskwatawa (known as “The Prophet”) in the Northwest Territory. American troops led by future president William Henry Harrison attacked and destroyed the native settlement at Prophetstown in what is known as the Battle of Tippecanoe. As a result, the confederacy led by Tecumseh allied with the British and Canada during the War of 1812.

1813–1814: The Creek War, also known as the Red Stick War, was a conflict among different factions of the Creek Nation and US and European powers. Led by future president Andrew Jackson, US troops defeated a faction of Creek warriors, which led to the disputed August 8, 1814, Treaty of Fort Jackson, where the Creek Nation ceded 21,086,793 acres in Georgia and Alabama.

1817–1818: The First Seminole War began after General Andrew Jackson led troops into then Spanish-owned Florida in an attempt to recapture runaway slaves. Jackson and his troops burned and seized towns along the way. The war was instrumental in Spain’s decision to cede Florida to the United States in 1819.

1832: The Black Hawk War occurred in northern Illinois and southwestern Wisconsin. The Sauk and Fox tribes were led by Chief Black Hawk in an attempt to retake their homeland. Native American groups in the area lost millions of acres of land as a result.

1835–1842: In the Second Seminole War, the Seminoles under Chief Osceola resumed fighting for their land in Florida. Over many years, the Seminoles defended their territory but were ultimately defeated and lost most of their land. While most Seminoles were forced to move west to Indian Territory, a small number remained in Florida, where their ancestors still live today.

Supporting Question 3

Featured Source

Source B: Map of military activities during the Mexican-American War, 1846–1848, 2012

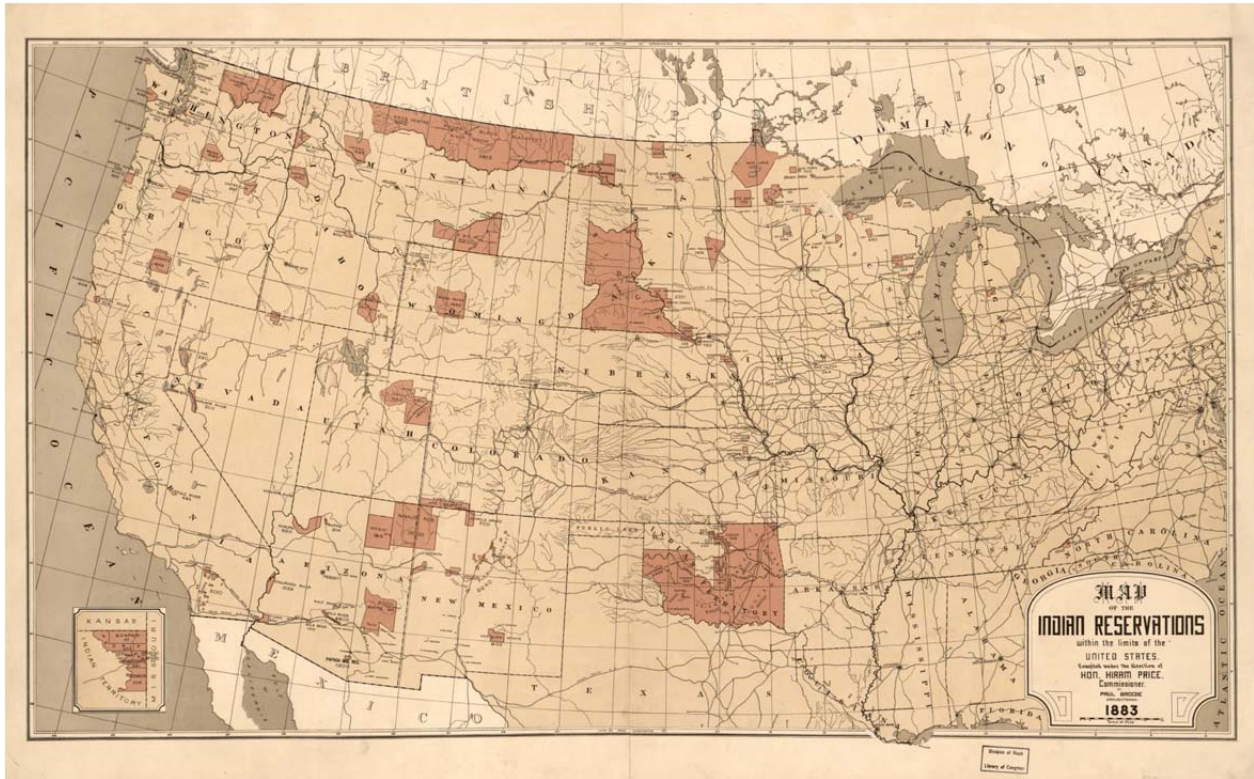
Map of the Mexican War, 1846–1848



Created by Kaldor, 2012. Reprinted under [Creative Commons Attribution-Share Alike 3.0 Unported](https://creativecommons.org/licenses/by-sa/3.0/) license.

[http://commons.wikimedia.org/wiki/File:Mexican%20American_War_\(without_Scott%27s_Campaign\)-en.svg](http://commons.wikimedia.org/wiki/File:Mexican%20American_War_(without_Scott%27s_Campaign)-en.svg)

Supporting Question 3	
Featured Source	Source C: Map of Indian Reservation in 1883



Supporting Question 3	
Featured Source	Source D: Quote from Native American Chief

Santana, Chief of the Kiowas

“A long time ago this land belonged to our fathers; but when I go up to the river I see camps of soldiers here on its bank. These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.”

Source: Santana, Chief of the Kiowas, 1867. *U.S. Bureau of Ethnography Annual Report*, 17th, 1895–96.

Supporting Question 3

Featured Source	Source E: Image of the effect of the Transcontinental Railroad on Buffalo Population
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Additional Resources

Resources

Getting to know the Homestead Act:

<http://www.nps.gov/common/uploads/teachers/lessonplans/Getting%20to%20Know%20the%20Homestead%20Act.pdf>

Erie Canal Slide Show and website for kids

<http://www.watchknowlearn.org/Video.aspx?VideoID=26538>

Building the Erie Canal/History Channel video

<http://www.history.com/topics/us-states/new-york/videos/building-the-erie-canal>

For teacher use:

http://citylore.org/wp-content/uploads/2011/11/gotham-newsletter_winter09.pdf

Additional Resources:

The following resources may be used to enhance the inquiry. Teachers may use the resources to use with the students.

(websites)

Brainpop videos:

- Westward Expansion
- Trail of Tears
- Time Zone X: Westward Expansion (game on Brainpop)
- Mission US: A Cheyenne Odyssey
-

(Posters)

[Poster analysis page and four westward expansion posters:](#)

(Books)

Interactive Read Aloud: [A Family Apart](#) by Joan Lowry Nixon

[New Hope](#) By Henri Sorensen

[Daily Life in a Covered Wagon](#) By Paul Erickson

[Mississippi Mud](#) By Ann Turner

[Covered Wagons, Bumpy Trails](#) By Verla Kay

[If You Traveled West in a Covered Wagon](#) by Ellen Levine

[Old Crump The True Story of a Trip West](#) by Laurie Lawlor

[Susanna of the Alamo A True Story](#) By John Jakes

[Dandelions](#) by Eve Bunting

[Going West](#) by Jean Van Leeuwen

[Roughing It on the Oregon Trail](#) by Diane Stanley

[Wagons West](#) by Roy Gerrard

[My Prairie Year Based on the Diary of Elenore Plaisted](#) by Brett Harvey

[The Oregon Trail](#) by James P. Burger

[West by Covered Wagon: Retracing the Pioneer Trails](#) by Dorothy Hinshaw Patent

[Life on a Wagon Train](#) by Kristen Rajczak

[Life in the Wild West](#) by Arthur K. Britton

[Dear Levi Letters from the Overland Trail](#) by Elvira Woodruff

[Westward Ho!](#) By Kay Winters

[My Name is America The Journal of Jedediah Barstow: An Emigrant on the Oregon Trail\(Overland, 1845\)](#)
by Ellen Levine

[Our Journey West: The Oregon Trail Adventures of Sarah Marshall](#) by Gare Thompson

Did the American Dream Come True for Immigrants Who Came to America?



Unknown artist, wood engraving of immigrants coming to America, “New York - Welcome to the Land of Freedom - An Ocean Steamer Passing the Statue of Liberty: Scene on the Steerage Deck,” 1887. Public domain. Library of Congress: <http://www.loc.gov/pictures/item/97502086/>.

Supporting Questions

1. Why did people move to America and what were their hopes?
2. What was life like for immigrants in America?
3. How did immigrant groups adapt to and shape the culture of America?

Did the American Dream Come True for Immigrants Who Came to America?	
Connecticut Social Studies Framework Key Idea & Practices	<p>HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>HIST 5.2 Compare life in specific historical periods to life today.</p> <p>HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p>HIST 5.5 Explain connections among historical contexts and people’s perspectives at the time</p> <p>HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>HIST 5.9 Explain probable causes and effects of events and developments.</p> <p>HIST 5.10 Use evidence to develop a claim about the past.</p> <p>ECO 5.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.</p> <p>GEO 5.3 Explain how human settlements and movements relate to the locations and use of various natural resources.</p>
Staging the Question	<p>Many people have immigrated and migrated to America, contributing to its cultural growth and development.</p> <p>Source A: Read aloud Emma Lazarus’s poem “The New Colossus” and brainstorm why she wrote it.</p>

Supporting Question 1	Supporting Question 2 Research Opportunity	Supporting Question 3
Why did people move to America and what were their hopes?	What was life like for immigrants in New York?	How did immigrant groups adapt to and shape the culture of New York?
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>List the reasons people immigrated to New York.</p> <p><i>(Students should know that people immigrated for a variety of reasons: to build a better life, rejoin family members, economic, political or religious oppression, etc.)</i></p>	<p>Draw a “thought bubble” and write in the thoughts of immigrants who are working to establish new lives for themselves and their families in New York.</p> <p><i>(Students should include the difficulties encountered by the immigrants like the languages spoken, overcrowded tenements and poor living conditions, as well as the economic struggles.)</i></p> <p>Link to the example of “thought bubble”.</p> <p>https://nau.edu/uploadedFiles/Academic/CAL/History/History-Social Studies Education/Formative%20Assessment%20in%20Social%20Studies.pdf</p>	<p>Make a claim with evidence about how three immigrant groups adapted to and shaped the culture of New York.</p> <p>Have small groups of kids research one immigrant group and report back to the class. Look for commonalities in immigrant groups. Create a triple Venn diagram as a class.</p> <p><i>(Students should include that immigrant groups formed “neighborhoods” to help them cope while adapting to life in New York.)</i></p>

Featured Sources	Featured Sources	Featured Source
<p>Source A: “The New Colossus” by Emma Lazarus-used for introducing the compelling question</p> <p>Source B: Source bank: Immigrant experiences coming to New York</p> <p>Source 1: A video tour of Ellis Island) http://teacher.scholastic.com/activities/immigration/webcast.htm http://teacher.scholastic.com/activities/immigration/webcast.htm</p> <p>Source 2: An interactive website exploring immigrants’ experiences. http://teacher.scholastic.com/activities/immigration/webcast.htm http://teacher.scholastic.com/activities/immigration/tour/</p> <p>Source 3: A video of Immigration through Ellis Island http://www.watchknowlearn.org/Video.aspx?VideoID=7928 http://teacher.scholastic.com/activities/immigration/tour/</p>	<p>Source A: Source bank: Immigrant experiences settling in New York http://www.tenement.org/VirtualTour/index_virtual.html http://www.tenement.org/VirtualTour/index_virtual.html</p> <p>Source B: Image bank: Working conditions http://trianglefire.ilr.cornell.edu/primary/photosIllustrations/</p>	<p>Source A: “Immigration” http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html</p> <p>http://kids.pbskids.com/bigapplehistory/index-flash.html http://kids.pbskids.com/bigapplehistory/index-flash.html</p> <p>Source B: Chart of European Immigration to New York in the 1800’s http://www.latinamericanstudies.org/ellis-island/immigration-1861-1890.jpg</p> <p>Source C: Graph of Irish, English, German Immigration https://sites.google.com/site/thenorthsite/early-immigration-in-the-u-s-1</p> <p>Source D: Website Immigrants: Welcomed. . . or not? http://www.fasttrackteaching.com/burns/Unit_4_Cities/U4_Immigrants_and_Discrimination.html http://www.fasttrackteaching.com/burns/Unit_4_Cities/U4_Immigrants_and_Discrimination.html</p> <p>Source E: Political cartoon(see below) analyzing sheet: Political Cartoons http://kids.pbskids.com/bigapplehistory/index-flash.html</p>

<http://kids.pbskids.com/bigapplehistory/index-flash.html>

<p>Summative Performance Task</p>	<p>ARGUMENT Did the American Dream come true for immigrants in America? Construct an argument supported with evidence that addresses the question of whether or not the American Dream came true for immigrants in New York.</p>
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	EXTENSION Participate in a class discussion about the whether or not the American Dream continues to uphold the same meaning for present-day immigrants..
Taking Informed Action	UNDERSTAND Identify a prominent immigrant group in the local community or region. ASSESS Research and assess the experiences of the selected immigrant group. ACT Use the research to create a digital information session for children emigrating to their community.

Inquiry Description

This inquiry leads students through an investigation of the experiences faced by immigrant groups who traveled to New York City throughout the mid-nineteenth and early twentieth centuries. Understanding those experiences helps students develop keen insights into the cultural fabric of New York City. In examining the initial hopes of immigrants and their reasons for coming to America, the social and economic conditions in New York City at the time, and the realities of establishing a new life for immigrant families, students should be able to develop an argument with evidence to answer the compelling question “Did the American Dream come true for immigrants who came to America?”

NOTE: This inquiry is expected to take about ten 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “Did the American Dream come true for immigrants who came to America?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence and counterevidence from a variety of sources.

Staging the Compelling Question

In staging the compelling question “Did the American Dream come true for immigrants who came to America?” teachers might begin by reading aloud Emma Lazarus’s poem “The New Colossus” and asking students to brainstorm why she wrote it. (Teachers may choose to have students listen a read aloud of the poem on [YouTube](#).)

Supporting Question 1

The first supporting question—“Why did people move to America and what were their hopes?”—helps students explore the reasons people chose to leave their countries of origin in search of a new life in America. Included in this supporting question is the experience of traveling to New York City from the immigrants’ homelands. The formative performance task asks students to list the motivations and aspirations of immigrants to the United States. The featured sources supporting this task—two videos and an interactive website—present examples of why people emigrated from their homelands, why they chose to come to the United States, and the journey to Ellis Island.

An additional resource you may want to use as an interactive read aloud is the book, *Small Beauties: The Journey of Darcy Heart O'Hara* by Elvira Woodruff which features an Irish family who emigrated to New York as a result of the potato famine.

Supporting Question 2

For the second supporting question—“What was life like for immigrants in New York?”—students build on their understandings of the reasons people migrated and the experiences of those arriving at Ellis Island as they begin thinking about whether the dreams of immigrants were illusions or reality. The formative performance task challenges students to draw a “thought bubble” and write in the thoughts of immigrants who are working to establish new lives for themselves and their families in New York. Students must include key historical thoughts. This is a quick assessment to check for understanding. The featured sources, which include an interactive website and image banks, present information about the social issues and conditions encountered by many immigrants living in tenements and the economic experiences of many immigrants joining the workforce.

NOTE: Teachers may want to replay portions of the video and the interactive website to address the formative performance task for this supporting question.

Example of “thought bubble “

https://nau.edu/uploadedFiles/Academic/CAL/History/History-Social_Studies_Education/Formative%20Assessment%20in%20Social%20Studies.pdf

Supporting Question 3

In addressing the third supporting question—“How did immigrant groups adapt to and shape the culture of New York?”—students further their explorations of immigration by analyzing the ways in which immigrant groups assimilated into and contributed to the culture of New York. The formative performance task asks students to make one or more claims with evidence about how three immigrant groups adapted to and shaped the culture of New York (e.g., languages, foods, and customs). Students will create a triple Venn diagram to convey the commonalities within the three groups.

There are several sources for this supporting question: two featured internet sources and two charts showing immigration groups in New York City in the 1800's. One internet source is a Library of Congress website that offers students examples of the ways in which various groups of immigrants adapted to and assimilated into life in the United States. Students can use the navigation panel on the left-hand side of the site to research the experiences of Italian, Irish, German, Polish, and Russian immigrants, as well as others. The other source is a PBS website that is kid-friendly and offers students various activities to support simulated immigration experiences as well as several articles to read. The two charts focus on numbers of immigrant cultural groups in New York City. This will help students learn about how various ethnic groups lived together (Little Italy, Chinatown, etc.) In addition, students may begin to recognize the discrimination and prejudices that occurred amongst the various cultural groups. The final source is a political cartoon depicting the discrimination immigrants may have endured. Attached is a link of guiding questions to use in conjunction with the political cartoon in order to facilitate a conversation with the students. Teachers should use the cartoon as an introduction to this supporting question as well as a cumulative discussion prior to the formative task.

Chart of European Immigration to New York in the 1800's

<http://www.latinamericanstudies.org/ellis-island/european-chart.jpg>

Summative Performance Task

At this point in the inquiry students have explored a range of issues around the experiences of immigrants to New York during the mid-1800s to the early 1900s. Students should be able to demonstrate their understandings and abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument responding to the compelling question “Did the American Dream come true for immigrants who came to America?” It is important to note that students’ arguments could take a variety of forms, including a presentation, poster, essay, or a combination of drawing and writing.

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

- The American Dream did come true for immigrants in New York because they were able to get jobs and their lives improved.
- The American Dream did come true for immigrants because they were able to escape the problems in their homelands and have a new start.
- The American Dream did not come true for immigrants because they suffered while trying to establish a life in New York.
- The American Dream came true for some immigrants, but most faced many hardships.
- The American Dream came true for immigrants because immigrants were able to bring their cultures together to make New York City what it is today.

Extension Activity:

Students have the opportunity to Take Informed Action by building on their understanding of the experiences faced by many immigrants during the transition to their new lives in America. To understand that experience, students can identify a prominent immigrant group in their local community or region. In order to assess the experiences of that group, students should engage in research about its history and customs. And to act on their understandings and research, students may develop a digital information session for immigrant children moving into their community.

RESOURCES

Staging the Compelling Question	
Featured Source	Source A: Emma Lazarus, poem about immigrants to America, “The New Colossus,” 1883

Not like the brazen giant of Greek fame
 With conquering limbs astride from land to land;
 Here at our sea-washed, sunset gates shall stand
 A mighty woman with a torch, whose flame
 Is the imprisoned lightning, and her name
 Mother of Exiles. From her beacon-hand
 Glows world-wide welcome; her mild eyes command
 The air-bridged harbor that twin cities frame,

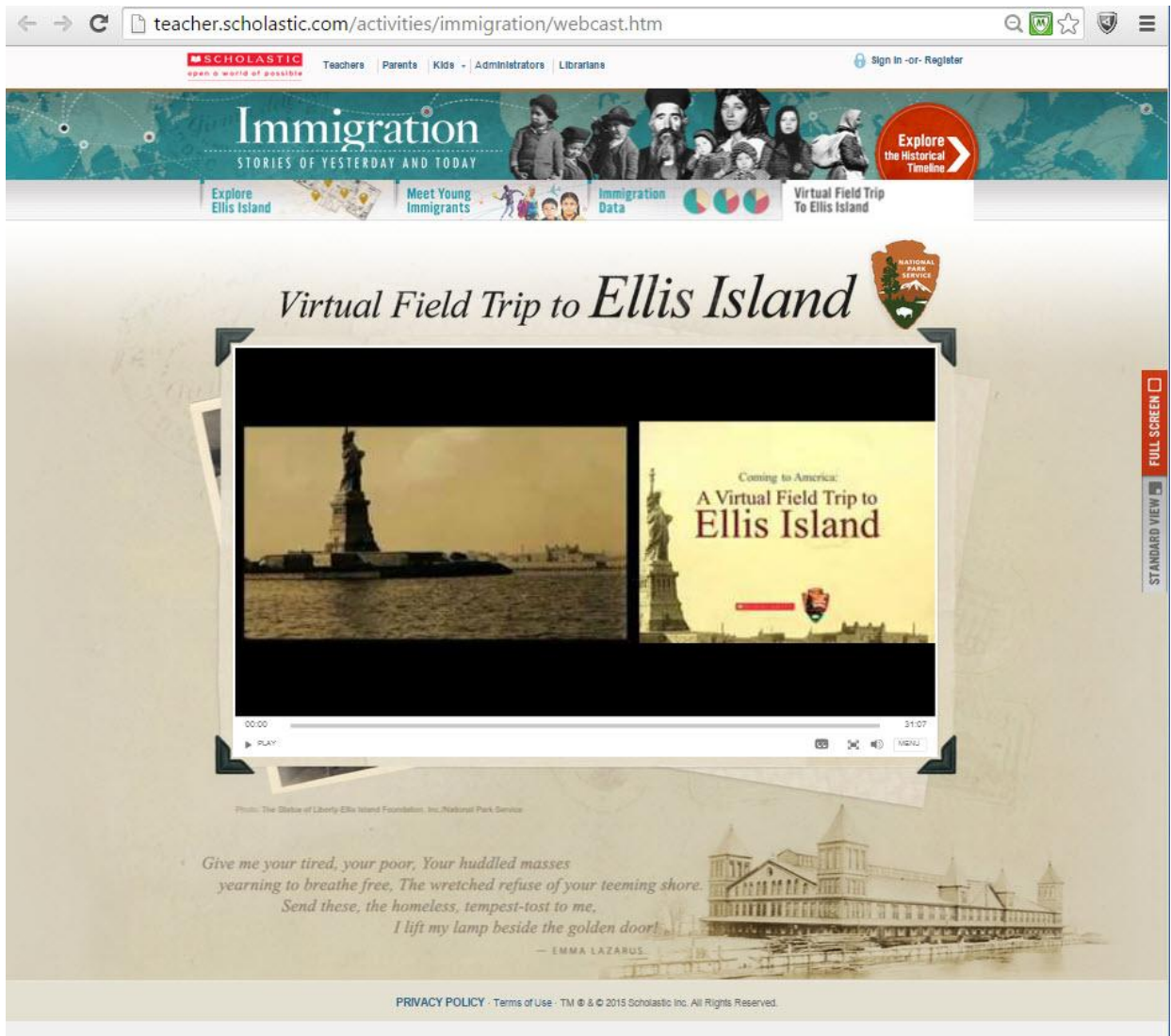
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

Public domain. <http://www.poets.org/poetsorg/poem/new-colossus>

Supporting Question 1

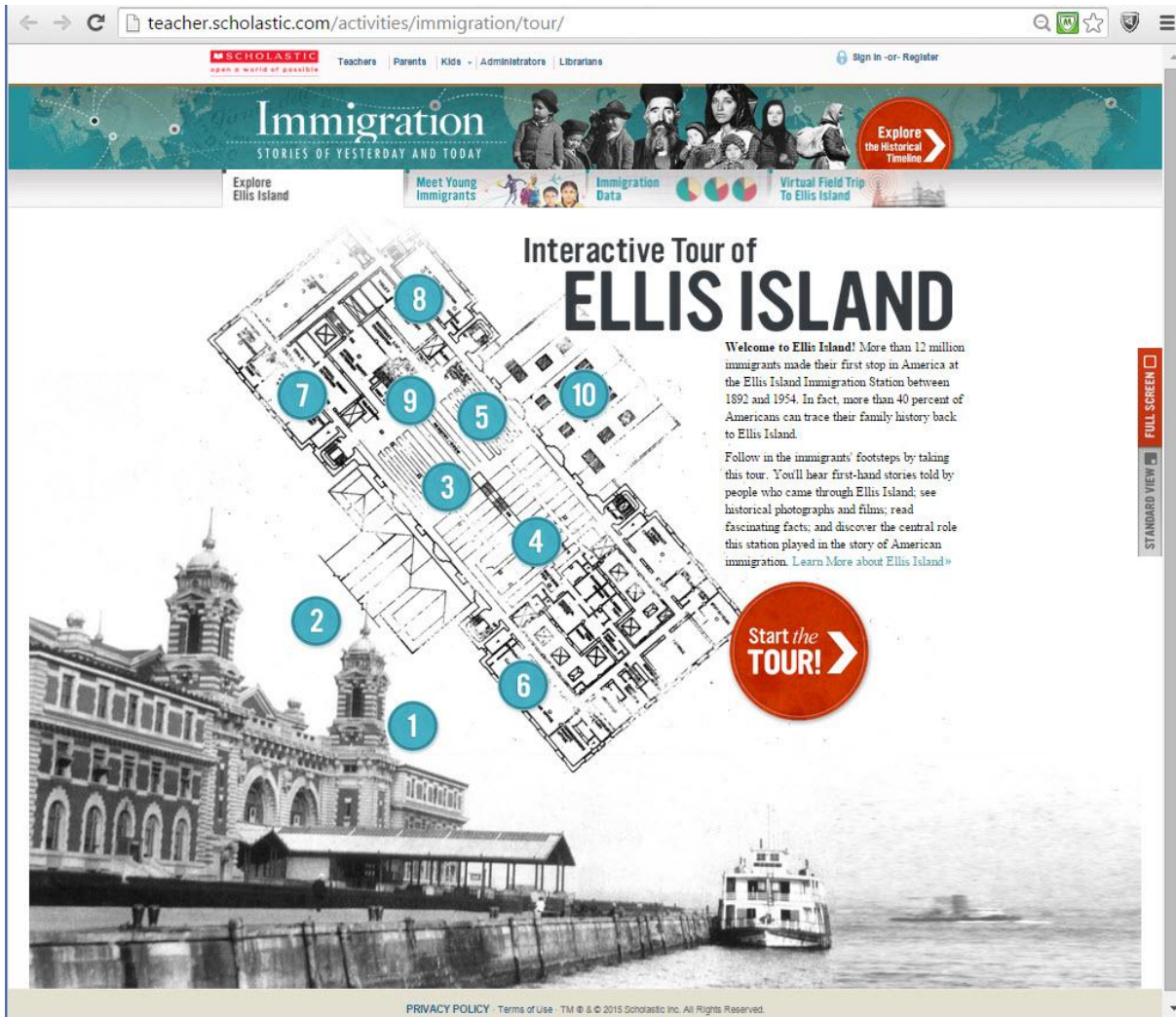
Featured Source | Source B: Source bank: Immigrant experiences coming to New York

NOTE: The Scholastic video, Virtual Field Trip to Ellis Island, describes why European immigrants came to New York, their experiences on Ellis Island and after they entered the country, and the conditions immigrants face today. The Interactive Tour of Ellis Island is an interactive website that allows students to virtually explore the experiences of immigrants through stories, audio, video, and photos.



Source 1: A video tour of Ellis Island. The tour is available at:

- <http://teacher.scholastic.com/activities/immigration/webcast.htm>
- <http://teacher.scholastic.com/activities/immigration/webcast.htm>
- <http://teacher.scholastic.com/activities/immigration/webcast.htm>
- <http://teacher.scholastic.com/activities/immigration/webcast.htm>
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- <http://teacher.scholastic.com/activities/immigration/webcast.htm>



<http://teacher.scholastic.com/activities/immigration/webcast.htm>

Source 2: An interactive website exploring immigrant’s experiences. The website is available at: <http://teacher.scholastic.com/activities/immigration/tour/>

<http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/>

Source 3: A video of Immigration through Ellis Island
<http://www.watchknowlearn.org/Video.aspx?VideoID=7928>
<http://teacher.scholastic.com/activities/immigration/tour/>
<http://teacher.scholastic.com/activities/immigration/tour/>
<http://teacher.scholastic.com/activities/immigration/tour/>
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<http://teacher.scholastic.com/activities/immigration/tour/>

Supporting Question 2	
Featured Source	Source A: Source bank: Immigrant experiences settling in New York

NOTE: The Lower East Side Tenement Museum provides an abundance of information about and activities to explore the immigrant life once they had arrived in America. From Ellis Island to Orchard Street is an interactive website that offers a video of immigrant experiences in coming to New York and the opportunity for students to construct an immigrant character. This website is available at <http://www.tenement.org/immigrate/>.

The Museum also features the Virtual Tour website, which presents text and image descriptions of how immigrant life changed over time by tracing the families who lived in the same apartment. This website is available at http://www.tenement.org/Virtual_Tour/index_virtual.html.

Supporting Question 2	
Featured Source	Source B: Image bank: Working conditions



Image 1: Unknown photographer, photograph of a woman and children working at home, *A Woman Sews on a Treadle Sewing Machine at Home, While Children Assist with Handwork*, circa 1900. Public domain. Source: Kheel Center Image 5 http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8#screen.



Image 2: Lewis Wickes Hines, photograph of child laborer, *Horace Lindfors, 14 year old printer's helper, sizing up leads for Riverside Press, First Av., N.Y. City, 1917.*

Public domain. Library of Congress. <http://www.loc.gov/pictures/item/ncl2004004947/PP/resource/>.



Image 3: Unknown photographer, photograph of working conditions, no title, circa 1900.

Public domain. Kheel Center image 7

http://trianglefire.ilr.cornell.edu/primary/photosillustrations/slideshow.html?image_id=819&sec_id=8#

[screenhttp://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8](http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8) - screen

http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8 - screen



http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8 - screen

Image 4: Unknown photographer, photograph of clothing factory, no title, circa 1900. Public domain. Kheel Center image 16

http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8 #screen

http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8 - screen

Supporting Question 3

Featured Sources

Source A: Library of Congress, website featuring information about immigrants, *Immigration*, 2015

NOTE: The screenshot shown here of the Library of Congress website illustrates the introduction to the section on Immigration. Additional classroom resources are available at:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html>
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Immigration... Introduction

Home Introduction Vocabulary Potluck Interviews Resources Conclusion

Overview...

This feature presentation links educators to primary sources from the Library of Congress' online collections. These Web resources can make history come alive for students!

The feature provides an introduction to the study of immigration to the United States. It is far from the complete story, and focuses only on the immigrant groups that arrived in greatest numbers during the 19th and early 20th centuries. The presentation was shaped by the primary sources available in the Library's online collections and these questions:

- What happened to the Native American as waves of immigrants arrived from other nations?
- Which nations yielded the most significant numbers of immigrants to the United States?
- Why did each immigrant group come to the United States?
- When did each immigrant group come to the United States?
- Where did the groups settle, both initially and in subsequent migrations?
- How were the immigrants received by the current citizens of this nation?
- How did United States government policies and programs affect immigration patterns?
- How did United States government policies and programs affect immigrants' assimilation into the life of the nation?
- What role did the distribution of resources (natural and man-made) play in the immigration and subsequent migration patterns of immigrants?
- How did economic conditions impact the immigrants' experience?
- How did cultural heritage affect an immigrant's place of settlement?
- What impact did immigrant cultural traditions have on the United States?

It is hoped that educators will use this feature to help students formulate and articulate additional questions of their own...and that students will be encouraged to find their own answers. Happy discovery!

previous Introduction | Overview | Guide to Navigation | Credits | view basic version next

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html>

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<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html>

Additional information on immigration is available at: <http://kids.pbskids.com/bigapplehistory/index-flash.html>

http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8-screen

Supporting Question 3

Featured Sources

Source B: Chart of European Immigration to New York in the 1800's

<http://www.latinamericanstudies.org/ellis-island/immigration-1861-1890.jpg>

<http://www.libertyellisfoundation.org/immigration-timeline#1820>

<http://www.latinamericanstudies.org/ellis-island/immigration-1861-1890.jpg>

MAIN SOURCES OF IMMIGRATION TO THE UNITED STATES, 1861–1890

Europe	1861–1870	1871–1880	1881–1890
Austria-Hungary	7,800	72,969	353,719
Denmark	17,094	31,771	88,132
France	35,986	72,206	50,464
Germany	787,468	718,182	1,452,970
Great Britain			
England	222,277	437,706	644,680
Scotland	38,769	87,564	149,869
Ireland	435,778	436,871	655,482
Italy	11,725	55,759	307,309
Norway	71,631	95,323	176,586
Sweden	37,667	115,922	391,776
Switzerland	23,286	28,293	81,988
USSR	2,512	39,284	213,282
Asia			
China	64,301	123,201	61,711
America			
Canada and Newfoundland	153,878	383,640	393,304

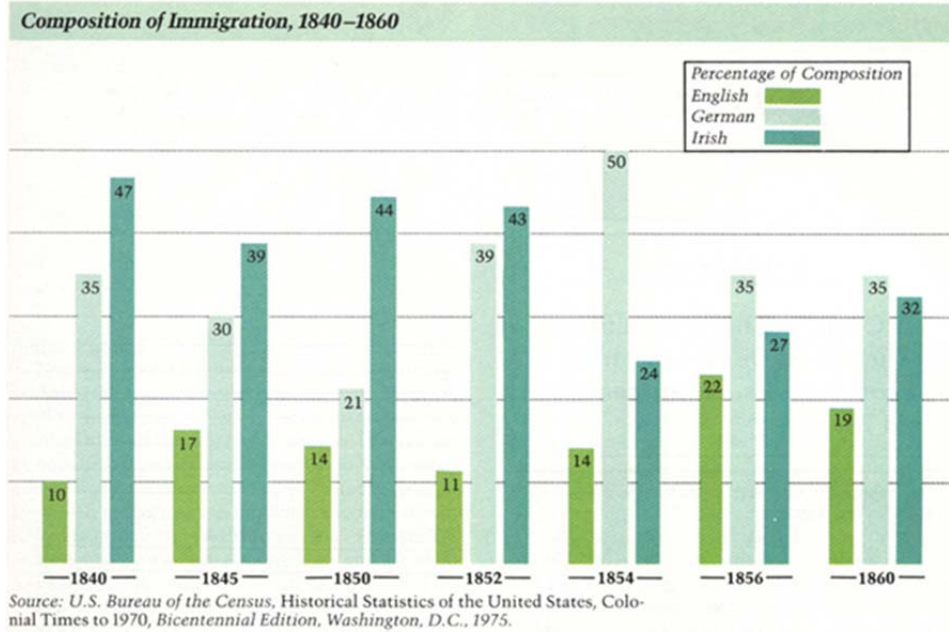
Supporting Question 3

Featured Sources

Source C: Graph of Irish, English, German Immigration

[https://sites.google.com/site/thenorthsite/early-immigration-in-the-u-s-](https://sites.google.com/site/thenorthsite/early-immigration-in-the-u-s-1)

[1http://kids.pbskids.com/bigapplehistory/index-flash.html](http://kids.pbskids.com/bigapplehistory/index-flash.html)



http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8-screen

Supporting Question 3	
Featured Sources	Source D: Website Immigrants: Welcomed. . . or not? http://www.fasttrackteaching.com/burns/Unit_4_Cities/U4_Immigrants_and_Discrimination.html http://kids.pbskids.com/bigapplehistory/index-flash.html http://kids.pbskids.com/bigapplehistory/index-flash.html

http://trianglefire.ilr.cornell.edu/primary/photos/illustrations/slideshow.html?image_id=819&sec_id=8-screen

Supporting Question 3	
Featured Sources	Source E: Website Image of Uncle Sam



http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf

TEACHER'S GUIDE
ANALYZING POLITICAL CARTOONS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Ask students to identify and note details.

Sample Questions:

- Describe what you see? - What do you notice first? -
- What people and objects are shown? - What, if any, words do you see? - What do you see that looks different than it would in a photograph? - What do you see that might refer to another work of art or literature? - What do you see that might be a symbol? -
- What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the source.

- What's happening in this cartoon? - What was happening when this cartoon was made? - Who do you think was the audience for this cartoon? - What issue do you think this cartoon is about? - What do you think the cartoonist's opinion on this issue is? -
- What methods does the cartoonist use to persuade the audience?

QUESTION

Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...
- who? - what? - when? - where? - why? - how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Think about the point the cartoonist was trying to make with this cartoon. Were you persuaded? Why or why not?

Intermediate

Compare two political cartoons that are on the same side of an issue. Identify the different methods — like symbols, allusions, or exaggeration — that the two cartoons use to persuade their audience.

Advanced

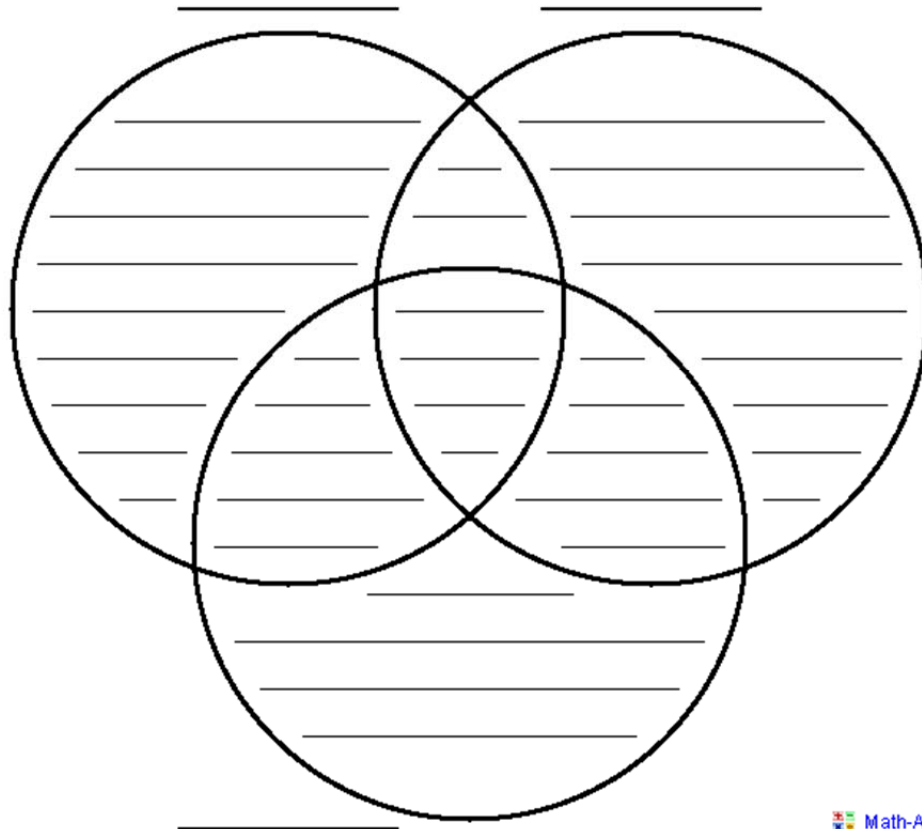
Select a political cartoon. Think about the point of view of the cartoonist. Describe or draw how the cartoon might be different if it had been created by a cartoonist with a different point of view.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf

Name : _____ **Venn Diagram**



 Math-Aids.Com

Link to Venn diagram:

https://www.google.com/search?q=triple+venn+diagram&safe=strict&espv=2&biw=1366&bih=643&tbm=isch&imgil=VG_cAgSAwThM1M%253A%253BGN30ytGUQ8p_SM%253Bhttp%25253A%25252F%25252Fwww.math-aids.com%25252FVenn_Diagram%25252F&source=iu&pf=m&fir=VG_cAgSAwThM1M%253A%252CGN30ytGUQ8p_SM%252C_&usg=__xfLSJ2Df5bUPGEaVZH6QTUDqYR8%3D&ved=0ahUKEwj9oY7nuafLAhUKnoMKHal-BB4QyicINw&ei=zrfZVv2CAoq8jgSp_ZHwAQ#imgrc=VG_cAgSAwThM1M%3A

Additional Resources

(websites)

Brainpop: Mission US City of Immigrants (video about immigration for students)

(Books)

At Ellis Island: A History in Many Voices by Louise Peacock

Coming to America: The Story of Immigration by Betsy Maestro

The Memory Coat by Elvira Woodruff

Immigrant Kids by Russell Freedman

An Ellis Island Christmas by Maxine Rhea Leighton

Ellis Island: New Hope in a New Land By William Jay Jacobs

Liberty’s Journey by Kathleen DiPucchio

The Story of the Statue of Liberty By Betsy Maestro

Immigrants by Martin W. Sandler

Liberty Rising: The Story of the Statue Of Liberty By Pegi Deitz Shea

Dreaming of America: An Ellis Island Story by Eve Bunting

Across America on an Emigrant Train by Jim Murphy

Journey to Ellis Island: How My Father Came to America by Carol Bierman

<http://www.libertyellisfoundation.org/immigration-timeline - 1820>