



# Connecticut Elementary and Secondary Social Studies Frameworks

COMPANION DOCUMENT

LAST UPDATED: [4/22/2016](#)

## Inquiry Activities

### 1. 3rd Grade Connecticut Industry & Innovation

Jennifer Murrhly – Area Cooperative Educational Services

#### What makes an invention or business successful?

<b>Connecticut Social Studies Framework Indicator</b>	<b>Exchange and Markets</b> <b>ECO 3.2:</b> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
<b>Staging the Question</b>	<p>Conduct an introductory inquiry of the goods and services provided in their community. Examine images of local businesses and outline the goods or services they provide. A sample of Connecticut made products can be found <a href="#">here</a>.</p> <p><b>Interdisciplinary Connection</b> What simple machines are used to make up compound machines like David Bushnell's <i>American Turtle</i>?</p> <p><b>Museum Connection</b> Visit/invite a representative of a regional site (e.g. Groton Submarine Museum, New England Air Museum) to experience a particular industry.</p>

#### Supporting Question 1

What is an economy?

#### Formative Performance Task

"Madness" design task identifying the goods, services, resources and capital needed to load large machinery onto trucks for transport.

#### Featured Sources

**Source A:** "[What's Behind the Connecticut-Made Brand?](#)" WNPR

**Source B:** *Capital Resources and the Economy*  
(ISBN: 978-1433373725)

**Source C:** "[Artifacts and Displays](#)" Connecticut Air & Space Center

#### Supporting Question 2

What kinds of laws and policies influence the way people work, live, and do business in our state?

#### Formative Performance Task

Create a "CT Commercial" highlighting the factors (capital, resources, laws, etc.) that make Connecticut and/or their community a great place to work, live and do business.

#### Featured Sources

**Source A:** *Uncle Jed's Barbershop*  
(ISBN 978-0689819131)

**Source B:** *Uniquely Connecticut* (ISBN: 978-1403445032) or  
*N is for Nutmeg: A Connecticut Alphabet* (ISBN: 978-1585361243)

**Source C:** [Aerial View of Pratt & Whitney Company, East Hartford, CT c.](#)

#### Supporting Question 3

What are the major industries in Connecticut?

#### Formative Performance Task

"Where and When" timeline and map illustrating innovations and CT industries using [Thinglink](#) or other resources.

#### Featured Sources

**Source A:** "[Connecticut Companies at World's Biggest Air Show](#)" WNPR

**Source B:** "[David Bushnell and his Revolutionary Submarine](#)"

**Source C:** [Bristol Manufacturing Company, Plainville, CT approx. 1870-1920](#), CT Historical Society

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Multimedia exhibit entry for a “CT Industry Museum.” Identify a CT company, the product or service it offers, how it impacts the economy, and why the company was developed in Connecticut.
	<b>EXTENSION</b> Interview professionals from local and state businesses and government officials to find out more about the importance of innovation in our state.
<b>Taking Informed Action</b>	<b>Understand</b> Explore the contributions of Connecticut inventors (e.g. Gustave Whitehead, flying machine inventor; Mary Kies, first US woman to receive a patent).
	<b>Assess</b> Create an invention popularity Determine why Connecticut inventors are less well known by creating criteria for invention popularity.
	<b>Act</b> Students can write letters to the CT legislature to honor lesser-known CT inventors or to explore the Whitehead/ Wright brothers’ controversy.

**2. 5th Grade Jamestown Inquiry**  
**Paulie Reed – Regional Multicultural Magnet School (New London)**

**How did cultural differences affect Colonization of the New World?**

<b>Connecticut Social Studies Framework Indicator</b>	<b>Causation and Argumentation</b> <b>HIST 5.9</b> Explain probable causes and effects of events and developments.
<b>Staging the Question</b>	<ol style="list-style-type: none"> <li>1. Create a KWL chart to determine prior knowledge of European colonization.</li> <li>2. Define cultural differences, cooperation and conflict</li> <li>3. Post compelling question.</li> <li>4. Working in groups of 4-5, use the <a href="#">Suchman Inquiry Model</a> to analyze 3 <i>Library of Congress</i> primary sources: <a href="#">1624 Virginia Map</a>; <a href="#">Pocahontas Wedding</a>; <a href="#">Powhatan Tobacco Brand</a></li> <li>5. After each round, groups generate one question per document and connect it to the compelling question.</li> <li>6. Use questions created to synthesize one main idea or question derived from the activity.</li> <li>7. Students conduct a gallery walk noting how each source supports the main idea/question.</li> </ol>

**Supporting Question 1**

What evidence shows how indigenous people and early colonists viewed each other?

**Formative Performance Task**

Create a drawing and caption of each perspective shown in the sources.

**Featured Sources**

**Source A:** "Thursday, October 11, 1492," [The Diary of Christopher Columbus](#)

**Source B:** [Thunder from the Clear Sky](#) (excerpt p. 5-10) (ISBN: 978-0689317750)

**Source C:** [Jamestown Period Quotes](#)

**Supporting Question 2**

How were the indigenous people and the colonists similar and different?

**Formative Performance Task**

Individually complete the Comparative Cultures Chart. Then, collaboratively create class Venn diagram.

**Featured Sources**

**Source A:** [Detail of A map of Virginia of 1612, showing Powhatan in the royal wigwam.](#)

**Source B:** ["Comparing Cultures"](#)

**Source C:** [Comparative Cultures Chart](#)

**Supporting Question 3**

How did cultural differences impact decisions that were made?

**Formative Performance Task**

Complete the [Conflict and Cooperation Chart](#)

**Featured Sources**

**Source A:** ["John Smith and Powhatan Exchange Views"](#) (p. 10)

**Source B:** ["Native Americans and the Virginia Colony"](#) (p. 9)

**Source C:** [Cultures at Jamestown](#) (p. 7-9)

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Write an opinion piece answering the compelling question.
	<b>EXTENSION</b> Students research and make connections to the <a href="#">"Causes of the Pequot War"</a> (ConnecticutHistory.org) that led to the Pequot Massacre in Mystic, Connecticut in 1637, and <a href="#">King Philip's War</a> (p. 22) 1675-1676.
<b>Taking Informed Action</b>	<p><b>Understand</b> Explore the <a href="#">current status</a> of <a href="#">tribal recognition</a> in Connecticut.</p> <p><b>Assess</b> Outline the various perspectives, including historical and economical, of tribal recognition.</p> <p><b>Act</b> In-class panel discussion where students take on the perspective of the various parties and interests.</p>

### 3. 6-7th Grade Geography and Maps Inquiry

Kelly Falvery – Connecticut River Academy (East Hartford)

## What can maps teach us that other sources cannot?

<b>Connecticut Social Studies Framework Indicator</b>	<b>Geographic Representations: Spatial Views of the World</b> <b>GEO 6–7.1:</b> Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
<b>Staging the Question</b>	1) Examine lesser-known maps (use local maps whenever possible). Recommended source: Norse Corporation <a href="#">map</a> . (Accurate background on this map can be read in <a href="#">Newsweek</a> .) 2) Discuss the following questions: <i>Could another type of source convey this as clearly and powerfully? Why or why not?</i> Guide class to connect their responses to the compelling question. Related vocabulary: <i>thematic map</i> , the geographic theme of <i>place</i> , and <i>Geographic Information System</i> .

Supporting Question 1
What cultural and environmental characteristics are represented on maps?
Formative Performance Task
Teams analyze different maps and present their interpretations on such topics as the theme of the map, the relevant social studies disciplines, the purpose of the map, and if the map supports or conflicts with their preconceptions.
Featured Sources
<b>Source A:</b> <a href="#">The World’s Languages, in 7 Maps and Charts</a> <b>Source B:</b> <a href="#">These Maps Show Every Country’s Most Valuable Exports</a> <b>Source C:</b> Map related to a current event (i.e. <a href="#">The Refugee Project</a> )

Supporting Question 2
How can we use maps to represent our surroundings and everyday life?
Formative Performance Task
Students will locate digital and/or hardcopy maps and defend why their choice is the best way to convey key environmental and/or cultural features of a geographic region.
Featured Sources
<b>Source A:</b> <a href="#">Library of Congress Map Collection</a> or <a href="#">Perry-Castaneda Library Map Collection</a> (Courtesy of the University of Texas Libraries, The University of Texas at Austin) <b>Source B:</b> <a href="#">Culturegrams</a> database by ProQuest <b>Source C:</b> Map resources provided by teacher and school LMS

Supporting Question 3
How can we use and create maps to find patterns?
Formative Performance Task
Students will create a map with min. two layers of key cultural and/or environmental data of a place; reflection questions will guide students to answer the compelling question.
Featured Sources
<b>Source A:</b> <a href="#">National Geographic Map Maker</a> (Map from National Geographic's MapMaker Interactive) <b>Source B:</b> <a href="#">Poster</a> available by contacting ESRI <b>Source C:</b> <a href="#">National Geographic GIS</a> explanation and graphic

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Students will formulate and support a claim that answers the following question: <i>Why should people learn about World Heritage Sites from an <a href="#">interactive map</a>?</i> <b>EXTENSION</b> Using interactive features on Google My Maps, students will display and justify their top 5 cultural and/or environmental World Heritage sites that they hope to travel to.
-----------------------------------	---

<b>Taking Informed Action</b>	<b>Understand</b> Identify maps of important cultural and/or environmental features around the world. <b>Assess</b> Explain how the maps support that the proposed site meets the World Heritage requirements. <b>Act</b> Write an email to UNESCO requesting that 1 to 3 new sites be considered as World Heritage Sites. The email will reference maps as supporting evidence.
---------------------------------------	--

**4. 8<sup>th</sup> Grade Great Depression Inquiry**  
**Kate O'Mara – Regional School District #17**

*Was FDR right to adopt Keynesian Economic thinking and change the role of government in our lives?*

<b>Connecticut Social Studies Framework Indicator</b>	<b>Economic Decision Making</b> <b>ECO 8.1:</b> Explain how economic decisions affect the well-being of individuals, business, and society.
<b>Staging the Question</b>	Show national debt clock and have students develop questions about our national debt.

Supporting Question 1
How did the Great Depression affect Americans?
Formative Performance Task
<p>The Great Depression: A Family's Choices. Foundations for Teaching Economics.  <a href="http://www.fte.org/teacher-resources/lesson-plans/efiahlessons/great-depression-family-choices/">http://www.fte.org/teacher-resources/lesson-plans/efiahlessons/great-depression-family-choices/</a></p> <p>Heterogeneous cooperative groups analyze and compare letters of Americans to the Roosevelts</p> <p>Gallery walk of images from the Great Depression.</p> <p>Describe and role-play fractional banking.</p>
Featured Sources
<p><b>Source A:</b> Bank run scene from "It's A Wonderful Life"</p> <p><b>Source B:</b> Photographs and political cartoons from the Great Depression (found online)</p> <p><b>Source C:</b> Vera, Anonymous, (no name), RA, RG. "Letters to the Roosevelts" Grade 8 United States &amp; New York History: A Multicultural Perspective. Volume II.  <a href="http://tasell.wikispaces.com/file/view/Grade+8+MULVol+2.pdf">http://tasell.wikispaces.com/file/view/Grade+8+MULVol+2.pdf</a>                      pp. 115-119</p>

Supporting Question 2
How was Roosevelt's idea different than Hoover's (and our history of Laissez Faire economics)?
Formative Performance Task
<p>Close read of FDR's inaugural speech.</p> <p>Previous Lessons on 1920s as well as free market economy (perhaps during teaching of 2<sup>nd</sup> industrial revolution).</p>
Featured Sources
<p><b>Source A:</b> Roosevelt, Franklin Delano. First Inaugural Address. 4 March 1933. American Rhetoric</p> <p><b>Source B:</b> Various worksheets on credit purchases, historian's opinions on the causes of the Great Depression, and graphs of unemployment of economy. Grade 8 United States &amp; New York State History: A Multicultural Perspective. Volume II</p> <p><b>Source C:</b> Textbook/Worksheet listing some of the New Deal programs, guiding the categorization of programs: relief, reform, recovery.</p>

Supporting Question 3
How does deficit spending affect our lives today?
Formative Performance Task
Class discussion linking the national debt clock to some of the programs that are the largest expenditures and stems from the New Deal Era
Featured Sources
<b>Source A:</b> <a href="#">U.S. Debt Clock</a>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Students write argument essay on whether or not Roosevelt was right to change the role of government in our lives.
	<b>EXTENSION</b> Selections from <i>The Grapes of Wrath</i> in which rugged individualism is exemplified.
<b>Taking Informed Action</b>	<b>Discuss</b> with family members the changes since the Great Depression and ways in which the government is positively involved in our lives, and the drawback for families individually.

**5. 8<sup>th</sup> Grade Reconstruction Inquiry**  
**Kate O'Mara – Regional School District #17**

*How did the period of reconstruction signal both change and continuity*



## in the United States?

<b>Connecticut Social Studies Framework Indicator</b>	<p><b>Change, Continuity, and Context</b></p> <p><b>HIST 8.1:</b> Analyze connections among events and developments in historical contexts.</p> <p><b>HIST 8.2:</b> Classify series of historical events and developments as examples of change and/or continuity.</p>
<b>Staging the Question</b>	Students work in small groups to complete Frayer model of “freedom”. Students examine images from the late 1800s to use National Archives “photograph analysis worksheet”. These activities help them consider the meaning of freedom to freed slaves.

<b>Supporting Question 1</b>
How did lives change and remain the same for African Americans after the Civil War?
<b>Formative Performance Task</b>
Compare the 13 <sup>th</sup> amendment to the lives of former slaves (“moment of freedom” with text dependent questions and images).
<b>Featured Sources</b>
<p><b>Source A:</b> <i>Moment of Freedom</i></p> <p><b>Source B:</b> Images: At the Cabin Door, First vote, A Visit from the Old Mistress, and The Way They Live.  <a href="http://nationalhumanitiescenter.org/pds/maai2/freedom/freedom.htm">http://nationalhumanitiescenter.org/pds/maai2/freedom/freedom.htm</a></p>

<b>Supporting Question 2</b>
How did some people respond to the new laws passed after the Civil War?
<b>Formative Performance Task</b>
Connect the reconstruction amendments to the reaction: black codes and a literacy test.
<b>Featured Sources</b>
<p><b>Source A:</b> Reconstruction Amendments</p> <p><b>Source B:</b> Sample black codes: <a href="https://goo.gl/xfay0E">https://goo.gl/xfay0E</a> is one example; many available online.</p> <p><b>Source C:</b> 1965 Literacy Test: <a href="http://goo.gl/dMnMtU">http://goo.gl/dMnMtU</a></p> <p><b>Source D:</b> Textbook or general secondary source (reconstruction plans and 1876 election)</p>

<b>Supporting Question 3</b>
How does bias shape the conclusions we draw about events?
<b>Formative Performance Task</b>
Make a measured timeline tracing change and continuity in US History. Timeline should be from the point of view of either a White Northerner, a White Southerner, or a freedman. Choose 8-10 events from Reconstruction (and perhaps 2-3 from outside of this era) and identify whether the event is positive or negative.
<b>Featured Sources</b>
<p><b>Source A:</b> SHEG Activity: <a href="http://sheg.stanford.edu/intro-materials">http://sheg.stanford.edu/intro-materials</a></p> <p><b>Source B:</b> Various recollections in <i>Moment of Freedom</i>.</p>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Summative Assessment: Examining the perspectives of individuals, draw a conclusion whether or not the period of reconstruction signaled more change or more continuity.
	<b>EXTENSION</b> Connect to modern news, for example Georgia integrated prom (CNN Video 2013) or the “enslavement” of migrant workers (CBS Sunday Morning 2015), or other related modern news articles.
<b>Taking Informed Action</b>	<p><b>Understand:</b> determine whether or not the problems of reconstruction have been solved. A teacher could also ask if the Reconstruction Amendments solved the issues present before the Civil War.</p> <p><b>Assess:</b> The current status of equality in our nation.</p> <p><b>Act:</b> find contemporary examples of the effects of reconstruction (positive and/or incomplete)</p>

**6. 8<sup>th</sup> Grade Cold War Inquiry**  
Kate O'Mara – Regional School District #17

*Was the U.S. policy of containment effective?*

<b>Connecticut Social Studies Framework Indicator</b>	<b>Causation and Argumentation</b> <b>HIST 8.9:</b> Explain multiple causes and effects of events and developments in the past. <b>HIST 8.10:</b> Organize applicable evidence into a coherent argument about the past
<b>Staging the Question</b>	Say the U.S. Pledge of Allegiance leaving out the words “under God”. Explain history of the pledge and let students develop questions. <a href="http://www.ushistory.org/documents/pledge.htm">http://www.ushistory.org/documents/pledge.htm</a>

<b>Supporting Question 1</b>
How did the context post World War II affect American foreign policy?
<b>Formative Performance Task</b>
Review the end of World War II and examine the destruction in place in Europe.  Consider how U.S. should was involved by comparing the Marshall Plan, the Truman Doctrine, and George Kennan’s “X” article (adapted)
<b>Featured Sources</b>
<b>Source A:</b> <i>Marshall Plan</i> <b>Source B:</b> <a href="#">Truman Doctrine</a> <b>Source C:</b> George Kennan’s “X” Article <b>Source D:</b> <a href="#">Images of Post-war Europe</a>

<b>Supporting Question 2</b>
How to regional conflicts of the Cold War Era reflect U.S. foreign policy?
<b>Formative Performance Task</b>
Mini-research project conducted to research: Korean War, Vietnam War, Cuban Missile Crisis, Iran Hostages, Soviet Invasion of Afghanistan, and Chernobyl.
<b>Featured Sources</b>

<b>Supporting Question 3</b>
How did the Cold War lead to both global cooperation and conflict?
<b>Formative Performance Task</b>
Another small inquiry – students work in small groups to search the State department website for evidence of U.S. cooperation and how we address conflict today.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">U.S. State Department: Mission Statement</a> <b>Source B:</b> In State Department website, two specific programs – one to defeat ISIL and another about “Democracy and Human Rights”. Students could look around the whole site, or look at these two elements.

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Summative Assessment: Examining the perspectives of individuals, draw a conclusion whether or not the period of reconstruction signaled more change or more continuity.
	<b>EXTENSION</b> Connect to modern news, for example Georgia integrated prom (CNN Video 2013) or the “enslavement” of migrant workers (CBS Sunday Morning 2015), or other related modern news articles.
<b>Taking Informed Action</b>	<b>Understand:</b> determine whether or not the problems of reconstruction have been solved. A teacher could also ask if the Reconstruction Amendments solved the issues present before the Civil War. <b>Assess:</b> The current status of equality in our nation. <b>Act:</b> find contemporary examples of the effects of reconstruction (positive and/or incomplete)

## 7. 8th Grade Reconstruction and Race Relations Inquiry

Tony Roy – Connecticut River Academy (East Hartford)

Is the history of race relations in America a story of progress?	
<b>Connecticut Social Studies Framework Indicator</b>	<b>Change, Continuity and Context</b> <b>HIST 8.2:</b> Classify series of historical events as examples of change and/or continuity.
<b>Staging the Question</b>	Snapshot in Time: Post 10 images detailing African American history. Students view the images, taking note of the date and if the image shows progress. Next, students respond in writing to the compelling question. As a class, discuss the students' responses, with attention to the idea of progress and how students determined progress by viewing the images. <a href="https://goo.gl/3h3em4">https://goo.gl/3h3em4</a>

Supporting Question 1
How were members of the African Diaspora civically engaged in local, national, and international contexts?
<b>Formative Performance Task</b>
Create a Civic Engagement Map detailing the places, people and civic actions taking place.
<b>Featured Sources</b>
<b>Source A:</b> "Ebenezer Bassett's Historic Journey," <i>African American Connecticut Explored</i> . <a href="https://goo.gl/gukWUE">https://goo.gl/gukWUE</a> <b>Source B:</b> "Distinguished Colored Men" <a href="http://goo.gl/rQ7t2Y">http://goo.gl/rQ7t2Y</a> <b>Source C:</b> Civic Engagement Map Activity

Supporting Question 2
Did race relations improve as a result of the Civil War and Reconstruction?
<b>Formative Performance Task</b>
Write a formal letter explaining whether Bassett's experience was similar to or different from other African Americans.
<b>Featured Sources</b>
<b>Source A:</b> Frederick Douglass letter to Ebenezer Bassett. <b>Source B:</b> J.M. Langston letter to William H. Seward, Secretary of State <b>Source C:</b> Rebecca Primus letter to Family, April 7, 1866.

Supporting Question 3
What historic and contemporary examples of change and continuity in race relations exist?
<b>Formative Performance Task</b>
Write a paragraph explaining whether a selected current event related to race relations is an example of progress.
<b>Featured Sources</b>
<b>Source A:</b> Rebecca Primus letters to Family, June 2, 1866 <b>Source B:</b> "Poll Finds Most in US Hold Dim View of Race Relations," <i>New York Times</i> <a href="http://goo.gl/AiYpRR">http://goo.gl/AiYpRR</a> <b>Source C:</b> Relevant Current Events

<b>Summative Performance</b>	<b>ARGUMENT</b> Compose a formal letter to your US Representative explaining whether a current event connected to race relations is an example of progress and stating the politician should approach similar issues in Congress.
------------------------------	---

<b>Task</b>	<b>EXTENSION</b> Working in small groups the students contribute to a class wide, or grade wide, bulletin board or display detailing a timeline of events. The descriptions of the events include an image, brief description and evaluation of the event as a moment of progress or setback. Once complete students evaluate the display and draw further conclusions related to the compelling question.
<b>Taking Informed Action</b>	<b>Understand</b> Explore the connection between self-segregation in schools and overall school climate issues such as bullying. <b>Assess</b> Examine the current status of self-segregation in the school based on gender, race, and social status. <b>Act</b> Work with school staff and administration to build interest in and execute a Mix-it-Up at Lunch event.

**8. 9-12th Grade Post-WWII CT Inquiry**  
**Neal Benson – Connecticut River Academy (East Hartford)**

*How did the US change as an industrial society following WWII?*

<b>Connecticut Social Studies Framework Indicator</b>	<b>Change, Continuity and Context</b> <b>His 9-12.1:</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
<b>Staging the Question</b>	View the U.S. Office of Price Administration film <a href="#">What's happened to Sugar</a> . During the video, groups take note of the key details on slips of paper, contributing each note to a group pile. Groups work collaboratively to organize like ideas. Individuals write one sentence responding to the compelling question.

<b>Supporting Question 1</b>
How did business and industry change in the post-war period?
<b>Formative Performance Task</b>
Create a "T-Chart" detailing advantages and challenges for each company as they switch from war to peacetime production.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">Post-War Production Plan</a> (Courtesy of the New Britain Industrial Museum)
<b>Source B:</b> <a href="#">Universal Letter</a> (Courtesy of the New Britain Industrial Museum)
<b>Source C:</b> <a href="#">Duggan Plan</a> (Courtesy of the New Britain Industrial Museum)

<b>Supporting Question 2</b>
How did suburbanization show contradictions in post WWII American society?
<b>Formative Performance Task</b>
Socratic seminar and written reflection addressing the supporting question in terms of the featured sources.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">Race Restrictive Covenants in Property Deeds</a>
<b>Source B:</b> <a href="#">Levittown Brochure (PDF)</a>
<b>Source C:</b> <a href="#">On the Line: How Schooling, Housing, and Civil Rights Shaped Hartford and its Suburbs</a> (Data Visualizations: Tables, Charts, Maps)
<b>Source D:</b> <a href="#">Family Fallout Shelter Brochure</a> or <a href="#">Duck and Cover Civil Defense Film</a>

<b>Supporting Question 3</b>
To what extent were the experiences in Connecticut during the Cold War representative of a larger historical context?
<b>Formative Performance Task</b>
Create a Venn-diagram comparing and contrasting key features of CT and U.S. post-WWII economy.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">Home Front: Connecticut During World War II</a>
<b>Source B:</b> <a href="#">Overview of post-WWII economy</a>
<b>Source C:</b> <a href="#">Dear Mr. Veteran</a>

<b>Summative Performance Task</b>	<b>ARGUMENT</b> Compose an argumentative essay addressing the compelling question.
	<b>EXTENSION</b> Working as a class create an index of local businesses established during or prior to WWII. Include a description, address, and current image of building.
<b>Taking Informed Action</b>	<b>Understand</b> Explore the <a href="#">current implementation status</a> of the 1989 state Supreme Court case <i>Sheff v. O'Neill</i> . <b>Assess</b> Examine a variety of perspectives on implementation and purpose of the court case. <b>Act</b> Submit a comment to a local/statewide digital news article related to school funding or <i>Sheff v. O'Neill</i> . Comments will provide facts and express an evaluation of the state's implementation of the judicial ruling.

**9. 9-12th Grade Congressional Approval Inquiry**  
**Justin Taylor – Bulkeley High School (Hartford)**

**Why do we have a love/hate relationship with Congress?**

<b>Connecticut Social Studies Framework Indicator</b>	<b>Civic and Political Institutions</b> <b>CIV 9-12.5:</b> Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.
<b>Staging the Question</b>	<ol style="list-style-type: none"> <li>1) Project a <a href="#">graph</a> of congressional approval ratings. Think-pair-share: What do you see? What might account for the fluctuations? What are your general takeaways about Congress as an institution?</li> <li>2) Provide information about Congress’ popularity according to this <a href="#">poll</a>. Given this information, ask students to project how often members of Congress are re-elected.</li> <li>3) Project a <a href="#">graph</a> of House and Senate re-election rates. Think-pair-share: What do you see? How does what you see compare to what you projected? What might help explain what we see?</li> </ol>

<b>Supporting Question 1</b>
Why are congressional approval ratings so low?
<b>Formative Performance Task</b>
Students will complete an evidence based claims <a href="#">tool</a> for each article.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">“It’s Official: The 112th Congress was the most polarized ever”</a>
<b>Source B:</b> <a href="#">“Ending the Permanent Campaign”</a>
<b>Source C:</b> <a href="#">“11 Members of Congress who are Sick of Fundraising”</a>

<b>Supporting Question 2</b>
Why do we love our congressional representative?
<b>Formative Performance Task</b>
Students will complete a triple <a href="#">Venn diagram</a> to compare and contrast their findings from the relevant sources.
<b>Featured Sources</b>
<b>Source A:</b> Sally Friedman, <a href="#">Dilemmas of Representation: Local Politics, National Factors, and the Home Styles of Modern U.S. Congress Members</a> (p. 3-5).
<b>Sources B and C:</b> Student selected news stories illustrating how their representative presents themselves to their constituents.

<b>Supporting Question 3</b>
What constitutional and/or institutional changes can be made to improve effectiveness and approval ratings?
<b>Formative Performance Task</b>
Fishbowl discussion in which students discuss, debate, and attempt to reach consensus on the top three ways to reform Congress.
<b>Featured Sources</b>
<b>Source A:</b> <a href="#">22 Simple Reforms that Could #FixCongress Now</a>
<b>Source B:</b> <a href="#">Congressional Approval Rating Languishes at Low Level</a>
<b>Source C:</b> <a href="#">“Reforming the House: Three Moderately Radical Proposals”</a>

<b>Summative Performance Task</b>	<p><b>ARGUMENT</b> Students will communicate their findings of the forces which help explain our paradoxical relationship with Congress through an <a href="#">op-ed</a>.</p> <p><b>EXTENSION</b> As an extension, students may develop an aid that supports the primary arguments of the op-ed (e.g., Prezi, infographic, video documentary, podcast, brochure, etc.).</p>
<b>Taking Informed Action</b>	<p><b>Understand</b> Consider a more historical lens to view Congress, studying what factors seemed to contribute to higher congressional approval ratings at earlier points in history. Could those factors be replicated today?</p> <p><b>Assess</b> Students may answer the question: do you believe that your representative deserves to be reelected?</p> <p><b>Act</b> Develop a campaign artifact that either supports or opposes their representative’s bid for reelection.</p>

## II. Lesson Plans

---

### 1. Look, Listen, Read, Research Model: The War on Poverty Example

Ian Lowell – Instructional Leader: History/Social Studies at Monroe Public Schools

**Research:** Research on both student and adult learners tell us that attention spans begin to decline sharply after a [10 minute period](#). Therefore, in order to maintain student engagement teachers find it helpful to adjust their instruction at or around this 10 minute mark. As Social Studies teachers we know that the analysis of primary and secondary documents can be excellent jumping off points for student discussion and inquiry. The following is a lesson model that seeks to build off of what we know about learning as well as engage students in the inquiry learning process at the core of our new State Frameworks.

**Time:** 1 or 2 45 minute lessons

**Procedure:** The goal of this lesson is to immerse students into a topic with a variety of primary documents, guided by a compelling question. In this example the topic is “The War on Poverty” with the compelling question “How effectively was the issue of poverty addressed in the 1960s?” Social, Political, and Economic evidence is included.

In small groups students will move to location in the room with a viewing device (Phone/Chromebook/Laptop) and a graphic organizer for notes. As they progress through each station, students will record the sources from which they obtain their information and categorize sources and notes as political, economic, or social responses to poverty.

For reflection and homework students will complete part 2 of the graphic organizer- the “I Notice..., I Wonder...” columns to record observations and questions they still have about the War on Poverty as well as define a question for further research. Sample student questions might include:

- *How effective was Johnson's “War on Poverty”?*
- *What factors helped or hurt Johnson’s programs?*
- *How is the issue of poverty being dealt with today?*

**Class setup:** Students can be set up to work in small groups with a Chromebook or other device. \*Note: Teachers could arrange these as 4 stations students move to and from during the class, but as we know, groups often proceed at different rates of speed. Sharing the interactive Google Doc with the student groups and allowing for them to proceed at their own pace can be a more effective way to differentiate the class and maintain engagement throughout the lesson.

#### Materials:

Student Notes [Graphic Organizer](#)

#### Look Station1:

[War on Poverty from The Century](#) w/Peter Jennings ABC News (clip 12:53 - 13:50)

[LBJ Campaign Ad](#) for War on Poverty

[War on Poverty 50 Years later](#) Fox News James Rosen

#### Look Station 2:



[Poverty Graph 1959-2009](#)

[Poverty by Gender](#)

[Poverty by Race/Ethnicity](#)

[Great Society Programs Chart](#)

**Listen Station:**

[In the Ghetto](#) by Elvis Presley

[The Tennessean article](#) about the song

[Lyrics](#) and discussion question

**Read Station:**

(Students select a reading and then share 2 quotes and a brief summary with group)

Michael Harrington [the Other America](#)

Martin Luther King Jr. [The Other America speech](#) at Stanford University

Lyndon B. Johnson [Commencement Address at University of Michigan](#)

Lyndon B. Johnson [State of the Union 1964](#)

**Research:** Students will reflect on their notes to draw observations and develop a question of their own to research for homework or in class the next day.

**Assessment:** Teachers have many opportunities to give 'on-time' formative assessment by checking in on groups in their analysis of documents, small group discussion, and graphic organizers. Organizers could also be collected for a formal grade.

In addition, student research and communication of their findings could also be included in the assessment for this lesson.

Another option would be to participate in a Socratic Seminar/Fish Bowl Discussion of the compelling question.

Teachers could require students to find an additional source to share with the class that would enhance their understanding of the issue such as a political cartoon, secondary source, etc.

**Informed Action:** While informed action can take many forms and look quite different- depending on the topic of the Look, Listen, Read, Research Model, for this model students could do a variety of tasks. Some examples include organizing a food drive at their school to combat hunger, raise money to sponsor families in poverty within their communities, organize a trip to a food pantry or soup kitchen to volunteer, create bumper stickers or PSAs to show at school to raise awareness and inspire action to prevent hunger in the community. These tasks of course would extend beyond the 1-2 day lesson.

### III. Sample Curriculums

**1) Elementary Social Studies Curriculum  
For Grade 1 (DRAFT 8/2015)  
Ellington High School**

**Social Studies Curriculum Overview for Grades K-4**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Unit 1:	Unit 1: Our Community: What makes our community (class, town) special?	Unit 1: Rights and Responsibilities of Citizens in the Community	Unit 1: Becoming a Social Scientist in Ellington	Unit 1: Defining Regions Across the U.S.
Unit 2:	Unit 2: Our Community in the Past: How has our community changed over time?	Unit 2: People and Groups Who Make a Difference	Unit 2: CT - Geography and Economy  Geo/Econ	Unit 2: Movement of People and Ideas to/in the U.S.
Unit 3:	Unit 3: Our Community & Others: How does our community compare to other communities?	Unit 3: Remembering the Past	Unit 3: CT - Civics and History  History/Civics	Unit 3: Human-Environment Interaction in the U.S.

<b>Course Title:</b>	<b>Grade 1</b>
<b>Course Description:</b>	Students will use inquiry to expand their understanding of community. Topics include what makes Ellington special, how communities have changed over time, and how communities are different around the world. As a final project, students will identify an area of need in a community and plan a fundraiser to help the people in this area.

**Grade 1 Curriculum Map – Timelines and Pacing**

<b>Unit I Trimester 1</b>	<b>Unit 2 Trimester 2</b>	<b>Unit 3 Trimester 3</b>
Our Community: What makes our community (class, town) special?	Our Community in the Past: How has our community changed over time?	Our Community and Others: How does our community compares to other communities?

**Unit 1**

<b>Name of the unit:</b> Our Community - What makes our community (class, town) special?	<b>Length of the unit:</b> 1st Trimester
<b>Purpose of the unit:</b>	

Students will investigate what makes Ellington special by exploring roles, places, geography, and climate of our community.

**Content and Literacy Standards Addressed in this Unit:**

Content Standards:	Literacy Standards:
<p><b>History</b></p> <p><b>HIST 1.8 Generate possible reasons for an event or development in the past.</b></p>	<p><b>Reading:</b></p> <p><b>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b></p>
<p><b>Geography</b></p> <p><b>GEO 1.1 Construct maps, graphs, and other representations of familiar places.</b></p> <p><b>GEO 1.2 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</b></p>	<p><b>Writing:</b></p> <p><b>W.1.7 Participate in shared research and writing projects</b></p> <p><b>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</b></p>
<p><b>Civics</b></p> <p><b>CIV 1.1 Describe roles and responsibilities of people in authority</b></p> <p><b>CIV 1.2 Explain how all people, not just official leaders, play an important role in the community.</b></p> <p><b>CIV 1.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</b></p> <p><b>CIV 1.4 Apply civic virtues when participating in school settings.</b></p> <p><b>CIV 1.5 Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</b></p> <p><b>CIV 1.6 Explain the need for and purposes of rules in various settings in settings inside and outside of school.</b></p> <p><b>CIV 1.7 Explain how people can work</b></p>	<p><b>Speaking and Listening:</b></p> <p><b>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b></p> <p><b>SL.1.1a Follow agreed-upon rules and discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</b></p> <p><b>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</b></p> <p><b>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</b></p>

together to make decisions in the classroom.	
<p><b>Economics</b></p> <p><b>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</b></p> <p><b>ECO 1.4 Explain how people earn income.</b></p>	<p><b>Language:</b></p> <p><b>L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings</b></p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>
<p><b>Inquiry Standards:</b></p>	

<p><b>Big Ideas/Enduring Understandings:</b> <i>Big ideas to explore, discuss, and analyze.</i></p>	<p><b>Compelling Questions:</b> <i>Guiding questions that support student inquiry into toward key understandings and concepts. Color coded by Content standard.</i></p>
<p>Everyone belongs to a community.</p> <p>Roles are important to a community. People and businesses are a necessary component of a community.</p> <p>Geography affects a community.</p>	<p>(C) How do rules help our community be successful?</p> <p>(H) How do I learn about the community I belong to?</p> <p>(C) What are the roles within my community and why do we have them?</p> <p>(E) How do people and businesses make my community successful?</p> <p>(G) How does geography affect my community?</p>

<p><b>Dimension 2: Disciplinary Concepts</b> <i>Students will know or understand...</i></p>	<p><b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> <i>Students will be able to ...</i></p>
<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- <b>Map features such as man-made and natural landforms like mountains, water, roads, buildings, title, key</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> gather relevant information from 1 source to support investigation</li> <li><input type="checkbox"/> present a summary of information orally</li> </ul>

- **Understand the purpose and use of a map**
- **How geography impacts our community**

**Civics:**

- **Understand why we have and need rules**
- **Understand why we have and need community roles**
  - **Emergency responders: police, fire, ambulance**
  - **Businesses: grocery store, farming, bank, gas station, restaurants**
  - **Service: teachers, librarians, doctors, mail carriers, mechanics, Public Works**
  - **Community Leaders: Superintendent, Principal**

**Economics:**

- **The role of money to buy goods and services**
- **People and businesses contribute to a successful community.**
- **Goods that are produced within Ellington**
- **How people earn a living within Ellington**

**History**

- **Understand where I live and that I'm part of a community**
- **Understand ways I can learn about my community**
- **Understand that smaller communities work together to make a larger community**

- ask and answer questions about a topic investigated
- determine and explain the importance of a location
- use listening, consensus-building, and voting to decide on class rules
- make connections from class rules to school rules
- label places on a map
- participate and follow rules in conversation
- add drawings to visual displays
- sort vocabulary words (roles) into categories
- distinguish between pictures and labels when looking at maps

**Academic Vocabulary:**

Community, Public Works, map key, Goods, Service, Business, Geography, Landforms (Mountains, Water, Lake), Man-made (Roads, Buildings), Successful, Roles, Responsibility, Rules, Income, Resources, Location

## Suggested Key Learning Activities (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Introduce what is a community and describe what communities I belong to and how they are interrelated to a larger community (i.e. school, town, sports team, family, neighborhood, church, social organizations/clubs)

Describe the purposes of rules and create classroom rules

Investigate the school community, take pictures, describe people and roles (use [skitch tech tool](#)) (to understand how we learn about our community)

Lessons on map features, landforms, man-made features

Use an interactive map of Ellington to study map features and add community locations

Lessons on the roles and responsibilities of people and businesses in the community

Introduce students to the people in the community (technology, videos, stories, guest speakers, use of photographs and images)

Independently (home project) Students go to community location, take or draw a picture, describe the place and role in community, interview a person about their role (what do you do? what is your job?), and share with class

Lessons on the purpose and use of money in exchange for goods and services, which includes how people earn money (income): potential [economic resource](#)

### Dimension 4: Communicating Conclusions and Taking Informed Actions:

*(Include description, prompt & standards; task and rubric included in appendix.)*

1. Create classroom rules
2. Investigate and share place and role in school community (skitch/tech standard)
3. Present and share one community location
4. As a class, create a map with community locations to understand the roles in the community to reference throughout the unit.

### Resources (Texts & Media):

- Map of Ellington (current and past)
- A to Z Reading (search terms: neighborhood, community, community helper, map, city)
- Text: *Me on the Map* by Joan Sweeney
- Text: *Where Do I Live* by Joan Sweeney
- Economic Resource: <http://www.kidseconposters.com/clientuploads/directory/pdfs/TGKEP22.pdf>
- Epic! Website for digital texts (you can sign up for free!)
- PebbleGo! Social Studies database - topics include living in different types of communities (city, rural area, desert, etc.)

**Student Supports and Extensions** (Additional Supports for students performing above or below grade level):

- Various maps of different towns and locations to compare maps
- Bringing special guests into the classroom or using technology to skype with guests
- Bus tour or field trip to various parts of the town
- Students interview people in various community roles

<http://www.agfoundation.org/projects/thank-a-farmer> (information about the program; I attached a letter template too that they will write with a partner about what they love from farms and why, as well as draw a picture – i.e., I love getting pumpkins from farms around Halloween because I like to make Jack-o-Lanterns.)

[http://www.agfoundation.org/files/Pumpkin\\_Letter.pdf](http://www.agfoundation.org/files/Pumpkin_Letter.pdf) (letter from a farmer that I was going to read to class prior to their letter writing)

Epic has two books that you can pull pieces from if you search for “farming” (Food and Farming: Then and Now; Life in a Farming Community)

## Unit 2

<b>Name of the unit:</b> Our Community in the Past - How has my community changed over time?	<b>Length of the unit:</b> Trimester 2
<b>Purpose of the unit:</b> Students will learn how historians learn about the past by investigating how schools have changed and how Ellington has changed over time.	

### Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards:
<p><b>History</b></p> <p><b>HIST 1.1 Compare life in the past to life today.</b></p> <p><b>HIST 1.3 Compare perspectives of people in the past to those in the present.</b></p> <p><b>HIST 1.4 Identify different kinds of historical sources.</b></p> <p><b>HIST 1.5 Explain how historical sources can be used to study the past.</b></p> <p><b>HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.</b></p> <p><b>HIST 1.7 Generate questions about a particular historical source as it relates to a</b></p>	<p><b>Reading:</b></p> <p><b>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> <p><b>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</b></p> <p><b>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b></p>

<p><b>particular historical event or development.</b></p>	<p><b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
<p><b>Geography</b></p> <p><b>GEO 1.2</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p> <p><b>GEO 1.3</b> Use maps, globes, and other simple geographic models to identify cultural and environmental character</p>	<p><b>Writing:</b></p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p><b>Civics</b></p> <p><b>CIV 1.4</b> Apply civic virtues when participating in school settings.</p> <p><b>CIV 1.5</b> Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p><b>CIV 1.9</b> Describe how people have tried to improve their communities over time.</p>	<p><b>Listening &amp; Speaking:</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.1a</b> Follow agreed-upon rules and discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.1.1b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1c</b> Ask questions to clear up any confusing about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what</p>



	<p>a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4 Describe people, places, things and events with relevant details, expressing ideas, thoughts, and feelings.</b></p>
<p><b>Economics</b></p> <p><b>ECO 1.1 Explain how scarcity necessitates decision-making.</b></p> <p><b>ECO 1.3 Describe the goods and services that people in the local community produce and those that are produced in other communities.</b></p> <p><b>ECO 1.4 Explain how people earn income.</b></p>	<p><b>Language:</b></p> <p><b>L.1.1e Use verbs to convey a sense of past, present, future (Yesterday I walked home; today I walk home; Tomorrow I will walk home)</b></p> <p><b>L.1.2a Capitalize dates and names of people</b></p>
<p><b>Inquiry Standards</b></p>	

<p><b>Big Ideas/Enduring Understandings:</b> <i>Big ideas to explore, discuss, and analyze.</i></p>	<p><b>Compelling Questions:</b> <i>Guiding questions that support student inquiry into toward key understandings and concepts. Color coded by Content standard.</i></p>
<p>Communities change over time.</p> <p>Historians study a variety of sources to learn about the past.</p>	<p><b>History:</b> How do we compare life in the past to the present?</p> <p><b>Civics:</b> How have the roles and rules in my community changed over time?</p> <p><b>Economics:</b> How have town and school resources changed as our community has developed?</p> <p><b>Geography:</b> How has our town changed geographically?</p>

<p><b>Dimension 2: Disciplinary Concepts</b> <i>Students will know or understand...</i></p>	<p><b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> <i>Students will be able to ...</i></p>
---	--

<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- schools and towns change over time</li> <li>- what a historian is and does</li> <li>- there are different sources used to study the past</li> <li>- the difference between the past and present</li> <li>- what a primary source is</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- how geography characteristics look different from the past to today</li> </ul> <p><b>Civics</b></p> <ul style="list-style-type: none"> <li>- how the community roles and rules have and have not changed (what is similar and what is different)</li> <li>- how people have worked to improve or develop the community</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>- how local businesses have changed or developed as the town has grown</li> <li>- how population affects the community</li> <li>- how people earned a living in our community in the past</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> generate questions about historical sources</li> <li><input type="checkbox"/> identify and compare images and photographs from the past to the present</li> <li><input type="checkbox"/> develop a timeline</li> <li><input type="checkbox"/> gather relevant information from a primary source</li> <li><input type="checkbox"/> identify the types of sources historians use including a primary source and images/photographs</li> <li><input type="checkbox"/> identify the facts and concepts related to inquiry questions</li> <li><input type="checkbox"/> construct an explanation using correct sequence when using timelines</li> <li><input type="checkbox"/> explain how people address community needs</li> <li><input type="checkbox"/> use consensus building and voting when taking action and making decisions</li> <li><input type="checkbox"/> identify geographical characteristics to describe places</li> <li><input type="checkbox"/> develop a shared piece of writing to inform an audience</li> <li><input type="checkbox"/> use words to describe events chronologically</li> <li><input type="checkbox"/> use capitals and punctuation in titles and dates correctly</li> </ul>
---	---

<p><b>Academic Vocabulary:</b></p>	<p>change, (primary) source, witness, historian, past, present, compare, contrast, artifact, development, history, rules, roles, geography, resources, photograph, similar, different, statement, question, timeline, population, improve/improvement</p>
------------------------------------	---

**Suggested Key Learning Activities** (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

QFT: Article or photograph from the past to model and facilitate how to generate questions
Lesson on the difference between the past and the present.
Create a timeline to show past and present using their own life. (5 events)
Lessons on what a historian is and how historians gather information about the past (sources, origin, date).
Compare past and present photographs and images (school and town) sorting into categories and identifying what is similar and what is different. (Suggested use of two large hula hoops as a Venn Diagram to support sorting)
Lessons on the difference between school life now and in the past (i.e.: 25 years ago, 100 years ago)
Interview an older member of their family such as a grandparent or a community member (school, senior citizen) about their school experiences
Lessons that compare the geography, resources and roles of Ellington now to the past.

<b>Dimension 4: Communicating Conclusions and Taking Informed Actions:</b> <i>(Include description, prompt &amp; standards; task and rubric included in appendix.)</i>
Share and present timelines and interviews.  Class Project: Develop a time capsule (to demonstrate understanding of a primary source; students will include artifacts that represent and are relevant to the present which future generations could use to study and learn about Ellington today).

**Resources (Texts & Media):**

- Text: *Images of America - Ellington series*
- Text: *Images of America - Crystal Lake*
- Pebble Go - Long Ago and Today (homes, school)
- Digital Timelines
- Google Earth

**Student Supports and Extensions** (Additional Supports for students performing above or below grade level):

- Guest speaker to share experiences
- Field trip to an old schoolhouse (Wallop School Museum in Enfield)

**Unit 3**

<b>Name of the unit:</b> Our Community & Others - How our community compares to other communities?	<b>Length of the unit:</b> 3rd Trimester
--	--

**Purpose of the unit:** Students will compare how people live in different communities around the globe as they study the difference between rural, urban and suburban life. Students will compare global areas of the world and how the climate and environment affects the ways people live. As a final project students will identify an area of need in a community and plan a fundraiser to help the people in this area.

**Content and Literacy Standards Addressed in this Unit:**

Content Standards:	Literacy Standards:
<p><b>History</b></p> <p><i>Not applicable in this unit</i></p>	<p><b>Reading:</b></p> <p><b>RL 1.3</b> Describe characters, settings and major events in a story using key details</p> <p><b>RL 1.9</b> Compare and Contrast the adventures and experiences of characters in stories</p> <p><b>RI 1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><b>RI 1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures)</p>
<p><b>Geography</b></p> <p><b>GEO 1.2</b> Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.</p> <p><b>GEO 1.3</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</p> <p><b>GEO 1.4</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in places or regions.</p>	<p><b>Writing:</b></p> <p><b>W 1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>W 1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>Civics</b></p> <p><b>CIV 1.2</b> Explain how all people, not just official leaders, play an important role in a community.</p> <p><b>CIV 1.5</b> Follow agreed upon rules for</p>	<p><b>Listening &amp; Speaking:</b></p> <p><b>SL 1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL 1.1a, b, c</b></p>

<p>discussions while responding attentively to other when addressing ideas and making decisions as a group.</p>	<p>SL1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
<p><b>Economics</b></p> <p>ECO 1.1 Explain how scarcity necessitates decision-making.</p> <p>ECO 1.2 Identify the benefits and costs of making various personal decisions.</p>	
<p><b>Inquiry Standards:</b></p> <p>INQ K-2.1</p> <p>INQ K-2.10</p> <p>INQ K-2.12</p> <p>INQ K-2.13</p> <p>INQ K-2.15</p> <p>INQ K-2.16</p>	

<p><b>Big Ideas/Enduring Understandings:</b>  <i>Big ideas to explore, discuss, and analyze.</i></p>	<p><b>Compelling Questions:</b>  <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i></p>
<p>People live in different types of communities around the globe.</p> <p>The environment affects how people live in different communities.</p>	<p>(C) What roles are similar across all communities?</p> <p>(E) What goods and services are common in other communities?</p> <p>(G) How do geography and climate affect other communities?</p>

<p><b>Dimension 2: Disciplinary Concepts</b> <i>Students will know or understand...</i></p>	<p><b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> <i>Students will be able to ...</i></p>
<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- the differences between rural, suburban, urban life</li> <li>- differences in environment and climate around the world and how people live in these regions</li> <li>- understand the areas of the globe (equator, oceans, continents, Antarctica, North America)</li> </ul> <p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>- how various roles are similar in all communities</li> <li>- how roles change by the needs of the community</li> <li>- identify an area of need (based on local or global community needs) and take action to help others</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>- how climate and geography affect resources and the way people live</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> write an opinion piece</li> <li><input type="checkbox"/> questions about their opinions</li> <li><input type="checkbox"/> compare and contrast life in different communities</li> <li><input type="checkbox"/> describe characters and key details in a text</li> <li><input type="checkbox"/> identify basic similarities and differences/ or details in 2 different texts</li> <li><input type="checkbox"/> ask and answer questions about texts read aloud</li> </ul>

<p><b>Academic Vocabulary:</b></p>	<p>rural, suburban, urban, city, country, climate, area (region), coast, equator, oceans, continent, weather, Antarctica, North America, globe</p>
------------------------------------	--

**Suggested Key Learning Activities** (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

<p>Read aloud a version of the story The Country Mouse and The City Mouse and/or watch a video of the story</p>
<p>Lessons on differences between rural, suburban, urban; how life, roles are similar and different</p>
<p>Lessons on opinion writing for first task: Where would I choose to live (rural, suburban, urban)?</p>
<p>Share their argument with a partner who has a different opinion.</p>
<p>Use globe and maps to expose students to different areas of the world</p>
<p>Social Studies Center for Inquiry: centers for different areas of the world (use photos, images,</p>

and texts); students answer the compelling question: how do people live in this area of the world? How is this different from where I live? How is this place similar?

Pebble Go: Customs Around the World (Homes, Clothing, Food)

Pebble Go: People and the Environment (Rural, Life in Desert)

Read aloud the story *Beatrice's Goat* or *Flora and the Runaway Rooster*

Class (and/or with other grade 1 classes) identify an area of need (local or global) and take action to help this community (i.e. [Heifer fundraiser](#))

**Dimension 4: Communicating Conclusions and Taking Informed Actions:**

*(Include description, prompt & standards; task and rubric included in appendix.)*

Opinion Writing: Where would I choose to live (rural, suburban, urban)? Share their argument with a partner who has a different opinion and answer questions partner asks.

Class Discussion: Differences and similarities of communities around the world

Take Action Project: Class (and/or with other grade 1 classes) identify an area of need (local or global) and take action to help this community (i.e. [Heifer fundraiser](#)). Present this information to the whole school so the school community contributes to the fundraiser.

**Resources (Texts & Media):**

[The Country Mouse and the City Mouse](#)

[Video for Country Mouse, City Mouse](#)

[Beatrice's Goat](#) by Page McBrier

[Flora and the Runaway Rooster](#) by John Claude Bemis

Pebble Go: Customs around the World (Homes, Clothing, Food)

Pebble Go: People and the Environment (Rural, Life in Desert)

**Student Supports and Extensions** (Additional Supports for students performing above or below grade level):  
Using technology to connect classroom to another classroom in another community (pen pals, skype, twitter)

Link to *Bridges*: Climate/life in Antarctica relates to Unit 4 (module 4) and Unit 6 (module 4) lessons about measuring penguins on a pretend trip to Antarctica

Field trip to Heifer Farm <http://www.heifer.org/what-you-can-do/experience-heifer/heifer-farm/index.html>

**2) Ellington Public Schools**  
**Elementary Social Studies Curriculum**  
**For Grade 4<sup>1</sup> (DRAFT 8/2015)**

**Social Studies Curriculum Overview for Grades K-4**

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Unit 1:	Unit 1: Our Community: What makes our community (class, town) special?	Unit 1: Rights and Responsibilities of Citizens in the Community	Unit 1: Becoming a Social Scientist in Ellington	Unit 1: Defining Regions Across the U.S.
Unit 2:	Unit 2: Our Community in the Past: How has our community changed over time?	Unit 2: People and Groups Who Make a Difference	Unit 2: CT - Geography and Economy  Geo/Econ	Unit 2: Movement of People and Ideas to/in the U.S.
Unit 3:	Unit 3: Our Community & Others: How does our community compare to other communities?	Unit 3: Remembering the Past	Unit 3: CT - Civics and History  History/Civics	Unit 3: Human-Environment Interaction in the U.S.

<b>Course Title:</b>	<b>Grade 4</b>
<b>Course Description:</b>	Students will study the United States by exploring the diverse history, geography, civics, and economics of the various regions. Units will include Defining the Regions Across the U.S., Movement of People and Ideas to/in the U.S., and the Human-Environment Interaction in the U.S. Students will practice research, reading, writing, speaking and listening skills as part of the inquiry cycle in social studies.

Curriculum Map – Timelines and Pacing

<b>Unit I Trimester 1</b>	<b>Unit 2 Trimester 2</b>	<b>Unit 3 Trimester 3</b>
Defining Regions Across the U.S.	Movement of People and Ideas to/in the U.S.	Human-Environment Interaction in the U.S.

**Unit 1**

<b>Name of the unit:</b> Defining Regions Across the U.S.	<b>Length of the unit:</b> Trimester
<b>Purpose of the unit:</b> By studying the various regions of the United States students will	

<sup>1</sup> Developed by the Ellington Public School’s Social Studies Committee, August 2015.



understand that geographic features make a region unique and drive its economy, and that regions are shaped by people's customs and beliefs.

**Content and Literacy Standards Addressed in this Unit:**

Content Standards:	Literacy Standards
<p><b>History (Perspectives)</b>  <b>HIST 4.1 Explain connections among historical contexts and people's perspectives at the time</b></p>	<p><b>Reading:</b>            RI 4.1            RI 4.2            RI 4.3</p>
<p><b>Geography</b>  <b>GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places</b></p> <p><b>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</b></p>	<p><b>Writing:</b>  <b>W 4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p>
<p><b>Civics</b>  <b>Not applicable for this unit</b></p>	<p><b>Listening &amp; Speaking:</b>  <b>SL 4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</b></p>
<p><b>Economics</b>  <b>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.</b></p>	<p><b>Language:</b></p>
<p><b>Inquiry Standards</b>            INQ 3-5.4            INQ 3-5.6            INQ 3-5.11            INQ 3-5.12</p>	

<p><b>Big Ideas/Enduring Understandings:</b> Big ideas to explore, discuss, and analyze.</p>	<p><b>Compelling Questions:</b> Guiding questions that support student inquiry into toward key understandings and concepts. Color code to Content standard and label.</p>
<p>Geographers can better understand the U.S. by studying its various regions.</p> <p>Regions are unique in their geography, culture, and economy.</p>	<p>(H) How do people’s beliefs and customs define a region?</p> <p>(G) What geographic features make a region unique?</p> <p>(E) How does the geography of the region drive the economy?</p>

<p><b>Dimension 2: Disciplinary Concepts</b> Students will know or understand...</p>	<p><b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> Students will be able to ...</p>
<p><b>History :</b></p> <ul style="list-style-type: none"> <li>- how culture and belief define a region</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- landforms and bodies of water</li> <li>- the relationship between the location of places and the geographic features of the land</li> <li>- 5 U.S. Regions (Northeast, Southeast, Midwest, Southwest, West)</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>- how resources are used to support a region’s economy</li> </ul>	<ul style="list-style-type: none"> <li>- construct a map with key landforms, bodies of water, and regions</li> <li>- use an inquiry process to identify questions to support investigation</li> <li>- research and gather relevant information from a variety of sources to answer their questions</li> <li>- read a historical text in order to explain details and events related to the main idea of the text</li> <li>- consider and use text structure to take notes on topics</li> </ul>

<p><b>Academic Vocabulary:</b></p>	<p>Landforms: Coastal Plain, Appalachian Mountains, Interior Plains, Rocky Mountains, Deserts and Plateaus, Sierra Nevada Mountains, Central Valley, Coast/Cascade Range</p> <p>Waterways: Atlantic Ocean, Long Island Sound, Erie Canal, Great Lakes,</p>
------------------------------------	--

	<p>Mississippi River, Missouri River, Rio Grande River, Ohio River, Colorado River, Snake River, Hudson River, Connecticut River, Lake Champlain, St. Lawrence Seaway, Gulf of Mexico, Pacific Ocean</p> <p>Geographical Terms: desert, mesa, plateau, canyon, mountain range, valley, foothills, delta, tributary, island, peninsula, bay, coast, region, country, state, capital, harbor, gulf, tundra, plains, basin, continental divide</p> <p>Other Terms: agriculture, industry, manufacturing, occupations, recreation, climate, natural resources, wildlife, compass rose, longitude, latitude, civics, economy, geography</p>
--	--

**Suggested Key Learning Activities** (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Define history, economy, culture, geography
Teacher model how to think like a social scientist: what are the geographic features which make a region unique, how do the people’s beliefs and customs define a region, how does the geography of a region drive the economy (using the Northeast region)
Identify key geographical features on United States map (www.mapofthemoonth.com)
Construct United States map labeling with the 5 regions (Northeast, Southeast, Midwest, Southwest, West) and the 8 key landforms
Design a 3-dimensional model of a landform or body of water to create a visual word wall
Label and describe each of the eight major United States Landforms in flipbook (PowerPoint presentation)
Students in cooperative groups research and investigate one of the 5 regions using the 3 compelling questions as a main guide. <a href="#">See task</a>

<p><b>Dimension 4: Communicating Conclusions and Taking Informed Actions:</b>  <i>(Include description, prompt &amp; standards; task and rubric included in appendix.)</i></p>
<ul style="list-style-type: none"> <li>❖ Group Presentation on 1 region - What Makes the Region Unique? <ul style="list-style-type: none"> <li>➤ <a href="#">TASK</a></li> <li>➤ <a href="#">Rubric</a></li> </ul> </li> </ul>

**Resources (Texts & Media):**

Class sets of Map of the Month

Map of the regions of the USA:

<https://www.teachervision.com/tv/printables/scottforesman/SSMAP021.pdf>

[Map of Northeast United States](#)

[Map of Southeast United States](#)

US Regions Overview

<https://www.youtube.com/watch?v=cIdOINLX9SE>

Teaching early regionalism using Railroad Propaganda

<http://www.archives.gov/education/lessons/anti-rail/>

Transcontinental Railroad teaching materials (use with above materials)

<http://www.gilderlehrman.org/history-by-era/development-west/resources/transcontinental-railroad-interpreting-images>

**The following sites offer a wide variety of primary source materials for United States history by era, as well as suggested lessons and activities:**

<http://www.archives.gov/education/lessons/>

<http://docsteach.org/>

<http://www.gilderlehrman.org/history-by-era/>

Primary source on New England's first settlement (describes land etc.):

<https://archive.org/details/newenglandsplant00higgrich>

Guide to locating primary source documents:

[http://www.pequotmuseum.org/uploadedFiles/Content/Research\\_Center/Library\\_and\\_Archives/Research\\_Guides/DiscoveringOnlineHistoricDocuments2008.pdf](http://www.pequotmuseum.org/uploadedFiles/Content/Research_Center/Library_and_Archives/Research_Guides/DiscoveringOnlineHistoricDocuments2008.pdf)

The Northeast Region of the USA

[www.youtube.com/watch?v=64PpR8vM7AE](http://www.youtube.com/watch?v=64PpR8vM7AE)

The Overlooked Economic Engine – Northeast Agriculture

[https://www.farmcrediteast.com/~/.~/FCE\\_EconImpact-%20FINAL.ash](https://www.farmcrediteast.com/~/.~/FCE_EconImpact-%20FINAL.ash)

**Student Supports and Extensions** (Additional Supports for students performing above or below grade level):

- Cross - Curricular with ELA Reading Unit 2: Purposeful reading of nonfiction
- Possible Cross-Curricular Science Topics: water/erosion, ecosystems
- [Persuasive Letter - Move to My Region](#)

## Unit 2

<b>Name of the unit:</b> Movement of People and Ideas to/in the U.S.	<b>Length of the unit:</b> Trimester 2
<b>Purpose of the unit:</b> In this unit students will develop an understanding of the question: <i>Why do people move from one place to another?</i> Students will investigate what factors impacted people's movement to and within the United States.	

### Content and Literacy Standards Addressed in this Unit:

Content Standards:	Literacy Standards
<p><b>History</b></p> <p><b>HIST 4.1 Explain connections among historical contexts and people's perspectives at the time</b></p> <p><b>HIST 4.2 Explain probable causes and effects of events and developments</b></p> <p><b>HIST 4.3 Use evidence to develop a claim about the past</b></p>	<p><b>Reading:</b></p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p>

<p><b>Geography</b></p> <p><b>GEO 4.4 Explain how the cultural and environmental characteristic of places change over time.</b></p> <p><b>GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</b></p> <p><b>GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas</b></p> <p><b>GEO 4.7 Explain how human settlements and movements relate to the location and use of various natural resources</b></p> <p><b>GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration</b></p>	<p><b>Writing:</b></p>
<p><b>Civics</b></p> <p><b>CIV 4.1 Illustrate historical and contemporary means of changing society</b></p>	<p><b>Listening &amp; Speaking:</b></p> <p><b>4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b></p>
<p><b>Economics</b></p> <p><b>ECO 4.1 Compare the benefits and costs of individual choices</b></p> <p><b>ECO 4.2 Identify positive and negative incentives that influence the decisions people make</b></p>	<p><b>Language:</b></p>
<p><b>Inquiry Standards:</b></p> <p><b>INQ 3-5.2</b></p> <p><b>INQ 3-5.3</b></p> <p><b>INQ 3-5.5</b></p>	

**INQ 3-5.6**  
**INQ 3-5.7**  
**INQ 3-5.8**  
**INQ 3-5.11**  
**INQ 3-5.12**  
**INQ 3-5.15**

<b>Big Ideas/Enduring Understandings:</b> <i>Big ideas to explore, discuss, and analyze.</i>	<b>Compelling Questions:</b> <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i>
<p>Migration of people both voluntary and involuntary impacts a region.</p> <p>Historians study the past movement of people to better understand the present and inform the future.</p>	<p>(H) What historical events caused large groups of people to move?</p> <p>(G) How do geographical features influence movement?</p> <p>(C) How do laws and beliefs affect the movement of people?</p> <p>(E) What economic opportunities attract people to different regions?</p>

<b>Dimension 2: Disciplinary Concepts</b> <i>Students will know or understand...</i>	<b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> <i>Students will be able to ...</i>
<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- Involuntary movement of a group of people (i.e. Trail of Tears, National Parks)</li> <li>- Voluntary movement (i.e. Gold Rush, Oregon Trail, Homestead Act)</li> <li>- Difference between immigration and migration of people</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- how natural resources impact the movement of people to a region (i.e. value of land, gold, water)</li> </ul>	<ul style="list-style-type: none"> <li>- understand different points of view and read different perspectives when investigating a historical event</li> <li>- analyzing and evaluate a source to determine facts, opinions, and credibility</li> <li>- identify primary vs secondary source</li> <li>- develop questions for inquiry</li> <li>- read an informational texts in order to explain and understand events of the past</li> <li>- interpret information from web resources, texts, charts, images</li> <li>- analyze and evaluate primary and secondary source</li> </ul>

<ul style="list-style-type: none"> <li>- how geographic features can impact the ability of people to travel or settle in particular areas</li> <li>- how technology affects and supports movement and settlement</li> </ul> <p>Civics:</p> <ul style="list-style-type: none"> <li>- Andrew Jackson’s The Indian Removal Act of 1830</li> <li>- How laws impact and affect the movement of people</li> </ul> <p>Economics:</p> <ul style="list-style-type: none"> <li>- the economic reasons that influenced the movement of people westward</li> <li>- the economic reasons that influence the movement of people today</li> </ul>	-
--	---

<b>Academic Vocabulary:</b>	<p>Academic Vocabulary from unit 1 will appear and be used in this unit.</p> <p>Oregon Trail, migration, immigration, Act (Law), voluntary, involuntary, colonists, pioneer, settlers, primary source, secondary source, economy</p>
-----------------------------	--

**Suggested Key Learning Activities** (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

<p>Teaching with Documents Lesson Plan/Evaluating a source:          Anti-railroad Propaganda Poster -- The Growth of Regionalism, 1800 - 1860  <a href="http://www.archives.gov/education/lessons/anti-rail/activities.html">http://www.archives.gov/education/lessons/anti-rail/activities.html</a>  <a href="#">Primary Source Worksheet</a></p>
<p>Analyze primary source illustrations, including paintings, political cartoons, and promotional posters to identify different point of view/perspective. <a href="#">See lesson</a></p>
<p>Use primary sources to draw conclusions (reasons for Westward Expansion) by placing primary sources in chronological order:  <a href="http://docsteach.org/activities/104/detail?mode=browse&amp;menu=closed&amp;era%5B%5D=the-development-of-the-industrial-united-states">http://docsteach.org/activities/104/detail?mode=browse&amp;menu=closed&amp;era%5B%5D=the-development-of-the-industrial-united-states</a></p>
<p>Modeling of different point of views and perspectives both voluntary and involuntary</p>



movement of people (Oregon Trail and Trail of Tears)

Mini lessons on reading informational texts, fact vs. opinion, evaluating a source, understanding different points of view

QFT and Inquiry Task: Student in cooperative groups investigate one topic related to migration and immigration of people past or present (i.e. Underground Railroad, Erie Canal, Pony Express, Transcontinental Railroad, Lewis and Clark, Gold Rush, Oregon Trail)

using timelines to understand events that take place during different times

**Dimension 4: Communicating Conclusions and Taking Informed Actions:**

*(Include description, prompt & standards; task and rubric included in appendix.)*

Sharing of findings related to their inquiry task (i.e. jigsaw format, illustrated timelines, creative demonstration).

Writing (Information, Historical Fiction, or Argument piece) to describe understanding of movement by a group of people to a particular region

**Resources (Texts & Media):**

Texts:

The Split History of Westward Expansion in the United States (multiple perspectives)

Pequot Museum Research and Children's Libraries

Primary source on New England's first settlement (describes land etc.)

<https://archive.org/details/newenglandsplant00higgrich>

Primary source teaching materials on Westward Expansion:

[http://docsteach.org/activities/search?mode=browse&menu=open&era\[\]=the-development-of-the-industrial-united-states](http://docsteach.org/activities/search?mode=browse&menu=open&era[]=the-development-of-the-industrial-united-states)

Guide to discovering primary source documents

[http://www.pequotmuseum.org/uploadedFiles/Content/Research\\_Center/Library\\_and\\_Archives/Research\\_Guides/DiscoveringOnlineHistoricDocuments2008.pdf](http://www.pequotmuseum.org/uploadedFiles/Content/Research_Center/Library_and_Archives/Research_Guides/DiscoveringOnlineHistoricDocuments2008.pdf)

Video: Trail of Tears--granddaughter retelling her grandmother's account

<http://video.pbs.org/video/2365206423/>

Trail of Tears retelling

<http://www.angelfire.com/ny4/HOMEPAGE/writings/tearsmemory.html>

**Student Supports and Extensions** (Additional Supports for students performing above or below grade level):

- ❖ Cross-Curricular Literacy Unit: Westward Expansion (Nonfiction Reading)
- ❖ Wax Museum

### Unit 3

<b>Name of the unit:</b> Human-Environment Interaction in the U.S.	<b>Length of the unit:</b> Trimester 3
<b>Purpose of the unit:</b> Students will understand how Americans use and allocate the resources in their regions and how regions are interdependent to each other. Students will analyze the relationship between how Americans change, adapt and are impacted by the environments in which they live. Students will investigate an area of environmental concern and determine steps to help solve an environmental issue that affects the way people live in the U.S.	

#### Content and Literacy Standards Addressed in this Unit:

<b>Content Standards:</b> <i>Sample: HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.</i>	<b>Literacy Standards</b> <i>CCSS code and description</i>
<b>History</b> <b>HIST 4.2 Explain probable causes and effects of events and developments.</b>	<b>Reading:</b>
<b>Geography</b> <b>GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.</b>  <b>GEO 4.4 Explain how the cultural and environmental characteristic of places change over time.</b>  <b>GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</b>	<b>Writing:</b> <b>Argument writing</b>
<b>Civics</b> <b>CIV 4.1 Illustrate historical and contemporary means of changing society.</b>	<b>Listening &amp; Speaking:</b>
<b>Economics</b> <b>ECO 4.3 Identify examples of the variety of resources that are used to produce goods</b>	<b>Language:</b>

<p>and services.</p> <p><b>ECO 4.4 Explain the relationship between the investment in human capital, productivity, and future incomes.</b></p>	
<p><b>Inquiry Standards:</b></p> <p><b>INQ 3-5.1 Explain why compelling questions are important to others.</b></p> <p><b>INQ 5.5 Determine the kinds of sources that would be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.</b></p> <p><b>INQ 3-5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.</b></p> <p><b>INQ 3-5.9 Use evidence to develop claims in response to compelling questions.</b></p> <p><b>INQ 3-5.10 Construct arguments using claims and evidence from multiple sources.</b></p> <p><b>INQ 3-5.12 Present a summary ...explanation to others</b></p> <p><b>INQ 3-5.15</b></p> <p><b>INQ 3-5.16</b></p> <p><b>INQ 3-5.17</b></p>	

<p><b>Big Ideas/Enduring Understandings:</b> <i>Big ideas to explore, discuss, and analyze.</i></p>	<p><b>Compelling Questions:</b> <i>Guiding questions that support student inquiry into toward key understandings and concepts.</i></p>
<p>The relationship between humans and their environments is interrelated.</p> <p>Where we live affects how we live.</p>	<p>(H) How have people responded to past environmental events which affect where and how they live?</p> <p>(G) How does where we live affect how we live?</p> <p>(C) How have people responded to environmental barriers or issues?</p> <p>(E) How are these regions interdependent?</p>

<p><b>Dimension 2: Disciplinary Concepts</b> <i>Students will know or understand...</i></p>	<p><b>Dimension 1 &amp; 3: Inquiry, Use of Evidence &amp; Literacy Skills:</b> <i>Students will be able to ...</i></p>
---	--

<p><b>History:</b></p> <ul style="list-style-type: none"> <li>- How people responded to a past environmental issue or event.</li> <li>- Exxon Valdez</li> <li>- Alaska and Gold Rush</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- Natural disasters and human adaptation</li> </ul> <p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>- how government responds to environmental issues (laws, emergency response)</li> <li>- FEMA</li> <li>- Audubon Society</li> </ul> <p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>- Use and allocation of available resources unique to each region</li> </ul>	<ul style="list-style-type: none"> <li>- determine sources to use when researching questions</li> <li>- evaluate a source for fact and opinion while considering the point of view and credibility of the source (bias)</li> <li>- explain challenges people face when addressing environmental problems</li> <li>- explain and determine strategies to solve environmental issues</li> <li>- write an argument in response to a compelling question</li> <li>- use evidence from multiple sources to develop claim</li> </ul>
--	--

<b>Academic Vocabulary:</b>	Natural disaster, catastrophe, interdependence
-----------------------------	--

**Suggested Key Learning Activities** (i.e. mini-lessons, QFT/Inquiry Activities, Technology Integration)

Lessons on the interdependence and relationship between the different regions of the US (jobs, economy, resources). Read texts to develop understanding and identify how the regions support each other.
Teachers will introduce and model historical environmental issues and the human-environmental relationship (identify issue, how people responded, how people were affected, how the environment was changed). Topics to share include Alaska and the Gold Rush, Alaska's Natural Resource - Oil, Exxon Valdez Oil Spill.
Introduce vocabulary through sorting and categorizing words into natural disaster and environmental catastrophe
Lessons on evaluating sources, bias, point of view, fact and opinion
Student read and research a past environmental event and how people were affected and responded to the event (i.e. natural disaster, environmental catastrophe, such as Katrina,

Blizzard of '78, San Francisco earthquake, Chicago Fire, Circus Fire, Hartford Civic Center Roof Collapse, Dust Bowl, Love Canal Toxic Waste)

Teacher shares current (or hypothetical) issue or event with the students, students discuss and research issue, and determine strategies and steps in which students can take to help the issue.

Students write an argument to address a compelling question related to human-environmental issues studied in this unit.

**Dimension 4: Communicating Conclusions and Taking Informed Actions:**

*(Include description, prompt & standards; task and rubric included in appendix.)*

Presentation: Research, present and explain one past environmental event.

Argumentative Essay: Write an argument in response to a compelling question related to an environmental issue.

Take Action: Students (as a class) will investigate an area of environmental concern and determine steps to help solve an environmental issue that affects the way people live in the U.S.

**Resources (Texts & Media):**

List of natural disasters in the USA

[https://en.wikipedia.org/wiki/List\\_of\\_natural\\_disasters\\_in\\_the\\_United\\_States](https://en.wikipedia.org/wiki/List_of_natural_disasters_in_the_United_States)

Worst natural disasters in each state

<http://www.msn.com/en-us/weather/topstories/worst-natural-disasters-in-each-state/ss-AA9xKCy#image=15>

Landscape of natural disasters (interactive map)

[http://usatoday30.usatoday.com/life/graphics/natural\\_disasters/flash.htm](http://usatoday30.usatoday.com/life/graphics/natural_disasters/flash.htm)

Exxon Valdez Oil Spill resources for teachers and students

<http://www.evostc.state.ak.us/static/PDFs/EVOS%20Resources%20for%20Teachers%20Students%203%2016%2009pp.pdf>

Exxon Valdez Oil Spill website

<http://response.restoration.noaa.gov/oil-and-chemical-spills/significant-incidents/exxon-valdez-oil-spill>

Primary source document about Exxon Valdez Oil Spill (includes transcripts of phone/radio conversations):

[http://www.arlis.org/docs/vol2/a/EVOS\\_FAQs.pdf](http://www.arlis.org/docs/vol2/a/EVOS_FAQs.pdf)

Primary source: Hurricane Katrina News Cast

<http://abcnews.go.com/Archives/video/august-30-2005-hurricane-katrina-9127719>

Primary Source: Alaska Purchase check and receipt

<http://www.archives.gov/education/lessons/alaska/cancelled-check.html>

:

Primary Source documents, photos, etc. for United States history by era:

<http://www.archives.gov/education/lessons/>

Primary Source documents and activities for United States history by era:

<http://docsteach.org/>