

# Columbus School for Girls

## Lower School Social Studies Units of Study

2019-2020

	<b>Form I School and Family</b>	<b>Form II Community Near and Far</b>	<b>Form III Interconnections</b>	<b>Form IV State and Local Perspectives</b>	<b>Form V Freedom</b>
<b>Fall</b>	<b>Families Near and Far</b> <i>How can we bring families together to form a stronger community?</i>	<b>Meeting Needs</b> <i>How can we meet our community's wants and needs?</i>	<b>Global Geography &amp; Trade</b> <i>How can we trace our connections to people and places around the world?</i>	<b>Human Environment Interaction</b> <i>How should we use natural resources across the United States?</i>	<b>Native American Cultures</b> <i>How should history be remembered?</i>
<b>Winter</b>	<b>The Geography of Our Community</b> <i>How can we help visitors appreciate our special location?</i>	<b>Our Changing Landscape</b> <i>How should we respond to our changing landscape?</i>	<b>Migration and Movement</b> <i>How do we celebrate our community roots?</i>	<b>Local History</b> <i>How should we honor or preserve our state and local history?</i>	<b>13 Colonies</b> <i>How does a community fail, survive, or thrive?</i>
<b>Spring</b>	<b>School Citizenship</b> <i>How can we make a difference in school?</i>	<b>Preserving the Past</b> <i>How can we honor the stories of our community?</i>	<b>Fairness and Justice</b> <i>How can we promote fairness and justice?</i>	<b>Economic Entrepreneurship</b> <i>How can we as entrepreneurs meet a need in our community?</i>	<b>Rights and Responsibilities</b> <i>Do rules give us freedom?</i>

## Form I: Community

The Community Arc inspires students to discover the challenges, strengths, and unique characteristics of their communities.

	<b>Unit Title and Overarching Inquiry Question</b>	<b>Unit Description</b>	<b>Essential/Supporting Questions</b>
<b>Fall</b>	<p><b>Families Near and Far</b> How can we bring families together to form a stronger community?</p>	<p>Families take many forms; there's no single definition. Students work to build an understanding of family that is inclusive, exploring what makes their family unique and the similarities and differences among the families in the class. Ultimately, the class works to strengthen their community through the creation of a product that honors different families.</p>	<ol style="list-style-type: none"> <li>1. What is a family?</li> <li>2. Why are family traditions important?</li> <li>3. How can family members take care of one another?</li> <li>4. Can differences between families be as valuable as similarities?</li> </ol>
<b>Winter</b>	<p><b>The Geography of Our Community</b> How can we help visitors appreciate our special location?</p>	<p>Our communities are shaped by their locations. In this Unit, students explore the geographic factors that affect a community, investigating how landforms, bodies of water, climate, and natural resources impact residents. In addition, students learn about urban, rural, and suburban communities, what makes communities different, and what communities have in common.</p>	<ol style="list-style-type: none"> <li>1. What are the geographic features of our community?</li> <li>2. How does the environment affect communities?</li> <li>3. What is life like in rural, urban, and suburban communities?</li> <li>4. What is unique about our environment?</li> </ol>
<b>Spring</b>	<p><b>School Citizenship</b> How can we make a difference in school?</p>	<p>The purpose and function of school have evolved over time and differ for people around the world. Students investigate the history of their own school and explore issues related to equity of and access to education. They learn how different schools accommodate all learners, determine what schools and learners need to succeed, and examine their own roles as school citizens.</p>	<ol style="list-style-type: none"> <li>1. Why do we go to school?</li> <li>2. How has school changed over time?</li> <li>3. How can we be good school citizens?</li> <li>4. How do communities improve schools?</li> </ol>

## Form II: Community Near and Far

Students take an in-depth look at how their local natural environment shapes the organization and activities of their community.

	<b>Unit Title and Overarching Inquiry Question</b>	<b>Unit Description</b>	<b>Essential/Supporting Questions</b>
<b>Fall</b>	<b>Meeting Needs</b> How can we meet our community's wants and needs?	Communities are created out of our need to be together, but also out of our need to share responsibilities. We are able to meet our needs and our wants better when we work together. During this Unit, students work together to design their own town, taking into consideration how community members will meet needs and wants. Students learn how the economy works, exploring goods and services and producers and consumers, and consider factors behind saving, spending, and giving.	<ol style="list-style-type: none"> <li>1. Why can't we have everything we want?</li> <li>2. How do businesses meet needs and wants?</li> <li>3. How do we make choices when spending money?</li> <li>4. How does a community meet our collective needs?</li> </ol>
<b>Winter</b>	<b>Our Changing Landscape</b> How should we respond to our changing landscape?	Students begin by exploring how they are a part of a community within the context of natural and human-created landscapes. Students look at the ways physical landscapes have changed over time and think about how they can preserve, improve, or protect them. They take an in-depth look at their local natural environment and seek out an opportunity to preserve something special, whether it be a local stream or historic courthouse.	<ol style="list-style-type: none"> <li>1. Does geography matter?</li> <li>2. How do we rely on and adapt to our environment?</li> <li>3. How have humans changed the landscape?</li> <li>4. How can communities address challenges?</li> </ol>
<b>Spring</b>	<b>Preserving the Past</b> How can we honor important stories of our community?	Students learn about what life was like in the past by examining objects and artifacts, reading picture books, watching video clips, and hearing the personal stories and memories of elders from their community. Students also have the opportunity to share their own stories and memories, learning that these are historical sources, too. Over the course of the Unit, they explore how they honor the important stories of their community and how they can continue to cherish them.	<ol style="list-style-type: none"> <li>1. What was life like for generations before ours?</li> <li>2. How is history revealed through different sources?</li> <li>3. How is history revealed through my memories?</li> <li>4. What are the stories of our community?</li> </ol>

## Form III Interconnections

The Interconnections Arc launches students on an investigation of the connections they share with their family members, with communities across the globe, and with leaders that have created positive change in the world.

	<b>Unit Title and Overarching Inquiry Question</b>	<b>Unit Description</b>	<b>Essential/Supporting Questions</b>
<b>Fall</b>	<p style="text-align: center;"><b>Global Geography and Trade</b></p> <p style="text-align: center;">How can we trace our connections to people and places around the world?</p>	Is it possible to touch a country and its people without ever setting foot there? From the label in your T-shirt to the sticker on your banana, we come into contact with items that have been harvested, manufactured, or produced by people around the world. During this Unit, students consider the reach of their economic fingerprint and the way they are connected to people and places around the world through trade.	<ol style="list-style-type: none"> <li>1. What makes the regions of the world unique?</li> <li>2. How can I plan a visit to a distant country?</li> <li>3. How does trade connect the people of the world?</li> <li>4. How can we trace the journey of everyday things?</li> </ol>
<b>Winter</b>	<p style="text-align: center;"><b>Migration and Movement</b></p> <p style="text-align: center;">How do we celebrate our community roots?</p>	Discovering who we are begins with understanding where we came from: our family stories, geographic origins, and migration patterns. This Unit explores the ways in which those stories can help students connect with and understand others. As students investigate the role that migration played in shaping the United States, they learn how the US is a land of immigrants and consider the challenges immigrants have faced.	<ol style="list-style-type: none"> <li>1. Why do people leave their homeland?</li> <li>2. How do people adapt to life in a new place?</li> <li>3. How has immigration shaped our nation?</li> <li>4. What are migration stories of our community?</li> </ol>
<b>Spring</b>	<p style="text-align: center;"><b>Fairness and Justice</b></p> <p style="text-align: center;">How can we promote fairness and justice?</p>	Students explore fairness and justice through the lens of the Civil Rights Movement, investigating the importance of equality under the law and in practice within our society. They move through an exploration of the responses to injustice, focusing on the actions of Martin Luther King Jr., Ruby Bridges, and Rosa Parks. Finally, students examine contemporary examples of young people working for justice.	<ol style="list-style-type: none"> <li>1. What is fairness?</li> <li>2. Do rules make things fair?</li> <li>3. How can people work against injustice?</li> <li>4. How can ordinary people do extraordinary things?</li> </ol>

## Form IV State and Local Perspectives

Students examine the history, present challenges, and new opportunities of their state and local areas.

	<b>Unit Title and Overarching Inquiry Question</b>	<b>Unit Description</b>	<b>Essential/Supporting Questions</b>
<b>Fall</b>	<b>Human Environment Interaction</b> How should we use natural resources across the United States?	The natural resources that we rely on to survive and thrive come from our local, state, national, and global environments. Their use helps to feed us, shelter us, and power our lives. In this Unit, students examine the resources and interdependence of regions of the United States. They also explore how their local and state communities fit into the national economic picture, not only examining the use of resources, but also present and future challenges and opportunities.	How is each region important to the nation? How do our natural resources help to feed us? How can we choose the best natural resources to use? How can we respond to scarcity of resources?
<b>Winter</b>	<b>Local History</b> How should we honor or preserve our state and local history?	The historical roots of state and local history are not buried, but alive in the artifacts, monuments, and buildings around us, as well as the stories that we tell. In this Unit, students learn about the first people to live in their state and population surges, and consider how new arrivals impacted earlier populations. Students investigate how state and local history is remembered and memorialized, and the effects of choosing what history is memorialized and what stories are told.	Who were the first people in Ohio? How did important events shape our Ohio? How can I uncover the history of Ohio? How do monuments represent our history?
<b>Spring</b>	<b>Economic Entrepreneurship</b> How can we as entrepreneurs meet a need in our community?	Innovators and entrepreneurs play an important role in solving problems and meeting needs. In this Unit, students take the journey from ideating goods and services to bringing their businesses to life. As they collaborate with classmates, they analyze data to determine the need for their business in the community, build a positive team culture, and develop a business plan that accounts for advertising, production, pricing, and funding for the business.	What need might we meet? How can we build strong business teams? How can our business be profitable? How do I make wise money choices?

## Form V Freedom

The Freedom Arc challenges students to examine the history and origins of the United States and its peoples.

<b>Form V Freedom</b>	<b>Unit Title and Overarching Inquiry Question</b>	<b>Unit Description</b>	<b>Essential/Supporting Questions</b>
<b>Fall</b>	<b>Native American Cultures</b> How should history be remembered?	Ever since the encounter between Native Americans and Europeans, the indigenous people of this land have been portrayed in a variety of ways, from the “savage” to the “stoic hero,” with perceptions of their varied history often boiled down to stereotypes and assumptions. This Unit challenges students to uncover a more complete representation of Native American cultures during the historic period, and consider why a more accurate story of the past is important today.	What was life like for early Native American people? How does culture reflect the landscape? How do people’s belongings tell their stories? What’s the whole story of the “first” Thanksgiving?
<b>Winter</b>	<b>13 Colonies</b> Why does a community fail, survive, or thrive?	In the early 1600s, populations collided in North America. Europeans chose to leave their homes for a chance at a better life. Africans were forced to make journeys of terror and bondage. Native Americans were made to absorb the impact of these influxes. In time, the European migrants would establish 13 colonies. In this Unit, students use the 13 colonies to investigate the motivations and risks of migration, and the factors that affect the success of a community, past or present.	Why leave your homeland for the unknown? How should we establish our colony? Why do people in a community need each other? Can we thrive on our own?
<b>Spring</b>	<b>Rights and Responsibilities</b> Do rules give us freedom?	The concept of freedom is complex – it can be applied to so many different relationships: the relationship between individuals, between individuals and their government, or between the government and religious groups, tribes, businesses, or other organizations of people. This Unit explores the concept of freedom with a focus on understanding rights and responsibilities in parallel with a study of the US Constitution, Bill of Rights, and branches of government.	Can fairness be achieved in our classroom? Do checks and balances work? Does the Constitution give me rights? What rules matter most?