

### 3rd Grade Social Studies

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|---|----------------------------|
| <b>CURRICULUM/CONTENT AREA</b>  | <b>COURSE LENGTH</b>       |
| <i>Social Studies</i>   | <i>Full School Year</i>    |
| <b>GRADE LEVEL</b>  | <b>DATE LAST REVIEWED</b>  |
| <i>3rd Grade</i>  | <i>2016</i>                |
| <b>PREREQUISITE(s) if applicable</b>  | <b>BOARD APPROVAL DATE</b> |
| <i>NA</i>   | <i>December 14, 2021</i>   |
| <b>PRIMARY RESOURCE if applicable</b>   |                            |
| <i>To be Determined</i>   |                            |
| <i>The use of primary and secondary sources are built in each unit to support the inquiry standards</i> |                            |

### DESIRED RESULTS

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| <b>COURSE DESCRIPTION AND PURPOSE</b>  |
| <i>3rd Grade Social Studies</i><br><i>Global Connections, Migration and Movement, Equality and Justice</i> |

| ENDURING UNDERSTANDINGS  | ESSENTIAL QUESTIONS  |
|--|--|
| <b>CULTURE:</b><br>Human beings create, learn, share, and adapt to culture.<br>Cultures are dynamic and change over time.  | What is culture? What roles does culture play in human and societal development?   |
| <b>TIME, CONTINUITY, AND CHANGE:</b><br>Studying the past makes it possible for us to understand the human story across time.<br>Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.   | Why is the past important to us today?<br><br>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?  |
| <b>PEOPLE, PLACES, AND ENVIRONMENTS:</b><br>The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.  | How do geography, climate, and resources affect the way people live and work?  |
| <b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b><br>Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.  | How do individuals develop over time?<br>How do external factors influence our identity and behavior?  |
| <b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b><br>Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.  | How am I influenced by institutions? How do institutions change? What is my role in institutional change?  |
| <b>POWER, AUTHORITY, AND GOVERNANCE:</b><br>The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.<br>Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. | How do different political and economic systems affect civic life?   |
| <b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b><br>People have wants that often exceed the limited resources available to them.  | What impacts a person's way of life or standard of living?<br>How do scarcity and competition influence decision-making at the personal, business, and government levels?<br>What is the relationship between decision-making and economic outcomes? |
| <b>SCIENCE, TECHNOLOGY, AND SOCIETY:</b><br>Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.  | How do technology influence social and cultural change in a global society?  |
| <b>GLOBAL CONNECTIONS:</b><br>Global connections have intensified and accelerated the changes faced at the local, national, and international levels.  | How does diversity impact society?   |
| <b>CIVIC IDEALS AND PRACTICE:</b><br>Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.  | What knowledge and skills are needed to participate effectively in our political system?<br>What is the role of the citizen in the community and the nation, and as a member of the world community?   |

| PRIORITY CONTENT STANDARDS   | PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS   |
|--|---|
| Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)                    | Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry |
| Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology). | Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources                             |
| Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.  | Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.     |
| Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)                          | Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.                   |
| Standard SS.Hist1: Wisconsin students will <i>use</i> historical evidence for <i>determining cause and effect</i> .  | Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .   |
| Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)                        |   |
| Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.  |   |

**Unit 1: Global Connections**

**ESSENTIAL QUESTIONS**

How do geography, climate, and resources affect the way people live and work?  
 What impacts a person's way of life or standard of living?  
 How do scarcity and competition influence decision-making at the personal, business, and government levels?

**PRIORITY CONTENT STANDARDS AND LEARNING TARGETS**

|  |   |
|--|---|
| <b>Standard SS.BH3</b><br>Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | <b>BH3.a: Social Interactions</b><br>I investigate similarities and differences between and among cultures.   |
| <b>Standard SS.Econ1</b><br>Wisconsin students use economic reasoning to understand issues.  | <b>SS.Econ1.a.Choices and Decision Making</b><br>I can explain how choices have costs and benefits. Costs can come from different resources (e.g., money, materials, time...) |
| <b>Standard SS.Geog1</b><br>Wisconsin students will use geographic tools and ways of thinking to analyze the world..   | <b>SS.Geog1.a.Tools of geography</b><br>I can summarize how location (absolute and relative) affects people, places, and environment.   |
|  | <b>SS.Geog1.b.Spatial thinking (map interpretation)</b><br>I can create and label a map of the local community including physical and human characteristics.                  |

**PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)**

|   |  |
|---|--|
| <b>Standard SS.Inq1</b><br>Wisconsin students will construct meaningful questions that initiate an inquiry. | <b>SS.Inq1.a Develop questions based on a topic</b><br>I develop list of open- and closed-ended questions on a topic or issue.   |
|   | <b>SS.Inq1.b. Plan an Inquiry</b><br>I develop list of questions that support the research through discussion and investigation to guide inquiry.  |
| <b>Standard SS.Inq4</b><br>Wisconsin students will communicate and critique conclusions                     | <b>SSInq4.a Communicate conclusions</b><br>I communicate conclusions from a variety of teacher-provided presentation options.  |
|   | <b>SSInq4.a Critique conclusions</b><br>I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.                            |
| <b>Standard SS.Inq5</b><br>Wisconsin students will be civically engaged.                                    | <b>SSInq5.a. Civic engagement</b><br>I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |

**DISCIPLINARY CONCEPT**

**KEY UNIT CONTENT**

|                  |   |
|------------------|---|
| Global Geography | Continents, heispheres, maps<br>Regions of the world, Geographic features<br>Effects of geography on culture, goods, and services<br>Mapping Skills<br>Domestic and global trade<br>Natural resources and raw materials<br>Human goods<br>Production of goods |
|------------------|---|

**SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS**

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|--|--|
| <b>Standard SS.BH2</b><br>Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). | <b>BH2. a: Relationship of people and groups</b><br>I compare who people from different cultures solve common problems, such as distribution of food, shelter, and social interactions   |
| <b>Standard SS.Geog2</b><br>Wisconsin students will analyze human movement and population patterns.                                  | <b>SS.Geog2.a. Population and place</b><br>I compare and contrast types of communities (ie. rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state/region, country/nation).<br><b>SS.Geog2.d. Urbanization</b><br>I identify the location and patterns of cities within our state and country. |
| <b>Standard SS.Geog3</b><br>Wisconsin students will examine the impacts of global interconnections and relationships.                | <b>SS.Geog3.b. Networks</b><br>I classify various ways that people and countries depend on one another.  |

**COMPELLING UNIT QUESTION**

How can we act as global citizens?

**SUPPORT QUESTION 1**

What stories do maps tell?

**FORMATIVE ASSESSMENT TASK**

- 1) Implement informal pre-assessment to gauge prior knowledge and skills with **map features** and level of awareness of **connections to distant people and places**
- 2) Assess **application of geographic information** to inform **deductive reasoning**; look for:  
 -Demonstrates understanding of cardinal directions  
 -Describes relative locations using hemispheres, continents, countries, and oceans  
 -Makes sound deductions based on geographical clues
- 3) Assess **communication skills** and **content understanding**; look for:  
 -Refers to map features to interpret maps  
 -Uses cardinal directions to describe the relative location of places  
 -Identifies the continents, oceans, hemispheres, equator, and prime meridian

**FEATURED SOURCE(s) may include**

- ["Global Citizen" video from Global Citizen](#)
- How to Read a Map* book by Lisa M. Bolt Simons
- ["Where on the Planet Are We?" video from Human Relations Media](#)
- ["Google Earth" website](#)
- ["The Geography Song for Kids" video](#)
- ["Coordinates" website](#)

**SUPPORT QUESTION 2**

How is culture shaped by geography?

**FORMATIVE ASSESSMENT TASK**

- 1) Assess understanding of **how geography shapes culture**; look for:  
 -Represents assigned country's location as well as its physical and human characteristics with accuracy  
 -Cites relevant evidence from images and texts to support Travel Claims and travel planning  
 -Draws logical conclusions about how geography shapes culture
- 2) Assess developing **understanding of concepts** that repeat throughout these lessons; look for:  
 -Describes physical and human characteristics of places  
 -Draws conclusions about how geography shapes culture

**FEATURED SOURCE(s) may include**

- [Country Research Materials Guide](#)

| <a href="#">"Map Skills: Geography, Latitude and Longitude" video from Pursuit of History</a>  |  |
|--|--|
| <b>SUPPORT QUESTION 3</b>  | <b>SUPPORT QUESTION 4</b>  |
| How are we connected to people and places through what we produce and consume?   | How am I a part of a global community?   |
| <b>FORMATIVE ASSESSMENT TASK</b>   | <b>FORMATIVE ASSESSMENT TASK</b>   |
| <p>1) Assess identification of <b>economic concepts</b> within a case study; look for:</p> <ul style="list-style-type: none"> <li>-Cites accurate evidence from video to identify economic concepts and vocabulary terms</li> <li>-Gives examples of how they are connected to other places through what their state produces and the things they consume</li> <li>-Provides logical interpretations to the stories behind the products</li> </ul> <p>2) Assess <b>communication skills</b> and <b>content understanding</b>; look for:</p> <ul style="list-style-type: none"> <li>-Makes logical inferences about connections between what is produced and geography</li> <li>-Uses vocabulary terms correctly</li> </ul> | <p>1) Assess understanding of <b>the many ways we are all connected</b> and how those <b>ideas relate to global citizenship</b>; look for:</p> <ul style="list-style-type: none"> <li>-Gives 3 examples of how they are connected to others through people, goods, ideas, and culture</li> <li>-Gives 2 examples of how they are connected to places through what they consume</li> <li>-Describes 1 way their understanding of global citizenship has changed</li> </ul> <p>2) Assess <b>communication skills</b> and <b>content understanding</b>; look for:</p> <ul style="list-style-type: none"> <li>-Gives examples of how globalization and cultural diffusion impact the world</li> <li>-Defines what it means to be a citizen of a global community</li> <li>-Identifies evidence of factors that contribute to cultural diffusion</li> </ul> |
| <b>FEATURED SOURCE(s) <i>may include</i></b>   | <b>2</b>   |
| <a href="#">"Economic Interdependence Intro" video</a> from Studies Weekly   | <a href="#">"The Historical Diffusion of Soccer" website</a>   |
| <i>Wisconsin: The Badger State</i> by Amy Rechner  | <a href="#">"The Global Network" article from National Geographic</a>  |
| <a href="#">"My Fairtrade Adventure" video</a> from Fairtrade Schools  | <a href="#">"The Beautiful Game: Soccer Around the World" website</a>  |
| <i>How to Make a Cherry Pie and See the USA</i> by Marjorie Priceman   | <a href="#">"Global Citizenship Is..." video</a> from UNESCO   |
| <b>SUMMATIVE ASSESSMENT TASK(s)</b>  |  |
| <p>Students will reflect on their understanding of global citizenship to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a <a href="#">menu of active inquiry products</a>: written, presentation, 2D or 3D product in response to their inquiry challenge statement.</p> <p><a href="#">Inquiry Product Rubric Guide</a></p>   |  |
| <b>CIVIC ENGAGEMENT</b>  |  |
| <p>Students will reflect on their understanding of global citizenship to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a <a href="#">menu of active inquiry products</a>: written, presentation, 2D or 3D product in response to their inquiry challenge statement.</p> <p><a href="#">Inquiry Product Rubric Guide</a></p>   |  |

## Unit 2: Migration and Movement

### ESSENTIAL QUESTIONS

What is culture? What roles does culture play in human and societal development?  
 How do individuals develop over time?  
 How do external factors influence our identity and behavior?  
 How does diversity impact society?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

|  |   |
|--|---|
| <b>Standard SS.BH3</b><br>Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology). | <b>BH3.a: Social Interactions</b><br>I investigate similarities and differences between and among cultures..  |
| <b>Standard SS.PS2</b><br>Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.                                   | <b>SS.PS2.b. Fundamentals of citizenship</b><br>I compare and contrast being a citizen of a country to the principles of good citizenship.<br><br>I describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). |

### PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

|  |   |
|--|---|
| <b>Standard SS.Inq.1</b><br>Wisconsin students will construct meaningful questions that initiate an inquiry. | <b>SS.Inq1.a Develop questions based on a topic</b><br>I develop list of open- and closed-ended questions on a topic or issue.  |
|  | <b>SS.Inq1.b. Plan an inquiry</b><br>I develop list of questions that support the research through discussion and investigation to guide inquiry.   |
| <b>Standard SS.Inq3</b><br>Wisconsin students will develop claims using evidence to support reasoning.       | <b>SS.Inq3.a Develop claims to answer an inquiry question.</b><br>I create a thesis statement based on evidence found in sources to make a claim  |
|  | <b>SS.Inq3.b Cite evidence from multiple sources to support a claim.</b><br>I select appropriate evidence from sources to support a claim.  |
|  | <b>SS.Inq3.c Elaborate how evidence supports a claim</b><br>I assess how evidence supports a claim.   |
| <b>Standard SS.Inq4</b><br>Wisconsin students will communicate and critique conclusions                      | <b>SS.Inq4.a Communicate conclusions</b><br>I communicate conclusions from a variety of teacher-provided presentation options.  |
|  | <b>SS.Inq4.b Critique conclusions</b><br>I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.                            |
| <b>Standard SS.Inq5</b><br>Wisconsin students will be civically engaged.                                     | <b>SS.Inq5.a. Civic engagement</b><br>I explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. |

#### DISCIPLINARY CONCEPT

Migration, Culture, Politics, and Economy

#### KEY UNIT CONTENT

Push and Pull Factors  
 Waves of Immigration to US  
 Cultural Identity, Multiculturalism

### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

|  |   |
|--|---|
| <b>Standard SS.BH2</b><br>Wisconsin students will <i>investigate</i> and <i>interpret</i> interactions between individuals and groups (Sociology).   | <b>BH2. a: Relationship of people and groups</b><br>I compare who people from different cultures solve common problems, such as distribution of food, shelter, and social interactions                                  |
|  | <b>BH2. b: Cultural Patterns</b><br>I give examples of how peoples from different cultures develop different values and ways of interpreting experiences.   |
| <b>Standard SS.Geog2</b><br>Wisconsin students will <i>analyze</i> human movement and population patterns.   | <b>SS.Geog2.a. Population and place</b><br>I compare and contrast types of communities (ie. rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state/region, country/nation). |
|  | <b>SS.Geog2.b. Reasons people move</b><br>I investigate push and pull factors of movement in their community, state, country, and world.  |
|  | <b>SS.Geog2.c. Impact of movement</b><br>I describe population changes in their state, and country over time.   |
|  | <b>SS.Geog2.d. Urbanization</b><br>I summarize positive and negative factors of cities.   |
| <b>Standard SS.Hist2</b><br>Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.                 | <b>SS.Hist2.a.Patterns stay the same over a period of time</b><br>I describe patterns of continuity over time in the community, state, and the United States.   |
|  | <b>SS.Hist2.b.Patterns change over a period of time</b><br>I describe patterns of change over time in the community, state, and the United States.  |
| <b>Standard SS.Hist3</b><br>Wisconsin students will connect past events, people, and ideas to the present: use different perspectives to draw conclusions: and suggest current implications. | <b>SS.Hist3.c.Current implications</b><br>I explain how historical events have possible implications on the present.  |

### COMPELLING UNIT QUESTION

How can we honor and respect our many cultures?

#### SUPPORT QUESTION 1

What happens when you leave your home for a new place?

FORMATIVE ASSESSMENT TASK

#### SUPPORT QUESTION 2

What timeless themes exist across stories of immigration?

FORMATIVE ASSESSMENT TASK

|   |   |
|---|---|
| <p>1) Implement informal pre-assessment to gauge prior knowledge and general entry point to key concepts and skills; look for:</p> <ul style="list-style-type: none"> <li>-Identifies evidence that demonstrates multiculturalism in the US</li> <li>-Explains connections between the concepts of culture and community</li> </ul> <p>2) Assess understanding of concepts; look for:</p> <ul style="list-style-type: none"> <li>-Provides definition and an example of a push factor and a pull factor</li> <li>-Includes an example of a challenge and success that they saw across many stories</li> </ul> <p>3) Assess developing understanding of concepts; look for:</p> <ul style="list-style-type: none"> <li>-Identifies push and pull factors that affect people's decisions to move to a new place</li> <li>-Gives examples of challenges or successes of moving to a new place</li> <li>-Identifies similarities and differences between immigration stories</li> </ul> | <p>1) Assess the following:</p> <ul style="list-style-type: none"> <li>-Claim: identifies timeless theme</li> <li>-Evidence: supports claim by identifying evidence of the timeless theme in two or more immigration stories (contemporary and historical)</li> <li>-Drawing: provides a visual representation of the timeless theme</li> <li>-Makes changes based on feedback to improve the work</li> </ul> <p>2) Assess developing understanding of concepts; look for:</p> <ul style="list-style-type: none"> <li>-Identifies push and pull factors that have contributed to waves of immigration</li> <li>-Gives examples of outcomes of waves of immigration to the US</li> </ul> |
| <p style="text-align: center;"><b>FEATURED SOURCE(s) <i>may include</i></b></p>   | <p style="text-align: center;"><b>FEATURED SOURCE(s) <i>may include</i></b></p>   |
| <p><i>We Came to America</i> book by Faith Ringgold</p> <p><a href="#">"Upstate, Downstate: Immigration" video from PBS</a></p> <p><a href="https://maps.google.com">Google Maps: maps.google.com</a></p> <p><a href="https://google.com/earth">Google Earth: google.com/earth</a></p> <p><i>The Journey</i> book by Francesca Sanna</p> <p><a href="#">"Francesca Sanna Talks About The Journey" video from CILIP CKG Children's Book Awards (to 3:54)</a></p> <p><a href="#">"Vietnamese Orlando with Ricky Ly: Stephanie Murphy" video from Sunshine Spotlight</a></p>   |   |
| <p style="text-align: center;"><b>SUPPORT QUESTION 3 (if applicable)</b></p>  | <p style="text-align: center;"><b>SUPPORT QUESTION 4 (if applicable)</b></p>  |
| <p style="text-align: center;">How do we stay true to who we are when things around us change?</p>  | <p style="text-align: center;">How does multiculturalism enrich our communities?</p>  |
| <p style="text-align: center;"><b>FORMATIVE ASSESSMENT TASK</b></p>   | <p style="text-align: center;"><b>FORMATIVE ASSESSMENT TASK</b></p>   |
| <p>1) Assess understanding of content; look for:</p> <ul style="list-style-type: none"> <li>-Includes 2 examples of how cultural identity evolves</li> <li>-Includes 2 examples of how to stay true to oneself when things around you change</li> <li>-Identifies aspects of cultural identity in their own web</li> </ul> <p>2) Assess developing understanding of concepts; look for:</p> <ul style="list-style-type: none"> <li>-Identifies characteristics of cultural identity</li> <li>-Gives examples of why it's important to understand cultural identity</li> <li>-Gives an example to describe how one can belong to multiple identity groups</li> </ul>   | <p>1) Assess understanding of content; look for:</p> <ul style="list-style-type: none"> <li>-Includes 2 examples of how communities are enriched when embracing all cultures</li> <li>-Includes 2 examples of why it's important to explore and understand our differences</li> </ul> <p>2) Assess developing understanding of concepts; look for:</p> <ul style="list-style-type: none"> <li>-Identifies examples of multiculturalism</li> <li>-Describes the impact of multiculturalism on a community using evidence from the source</li> </ul>  |
| <p style="text-align: center;"><b>FEATURED SOURCE(s) <i>may include</i></b></p>   | <p style="text-align: center;"><b>FEATURED SOURCE(s) <i>may include</i></b></p>   |
| <p><i>My Name Is Jorge: On Both Sides of the River</i> book by Jane Medina</p> <p><i>Yes! We Are Latinos: Poems and Prose About the Latino Experience</i> book by Alma Flor Ada and F. Isabel Campoy</p> <p><a href="#">"Meet Young Immigrants" website from Scholastic</a></p> <p><a href="#">"A Musician of Many Cultures" essay by Yo-Yo Ma from "This I Believe" website</a></p>  | <p><i>Sharing Our Global Community</i> book by Steffi Cavell-Clarke</p> <p><i>I'm New Here</i> book by Anne Sibley O'Brien</p> <p><a href="#">"New Orleans Multicultural Festivals" website</a></p> <p><a href="#">"A Look at Jackson Heights, Queens" video from The New York Times</a></p>  |
| <b>SUMMATIVE ASSESSMENT TASK(s)</b>   |   |
| <p>Students will reflect on their understanding of culture to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a <a href="#">menu of active inquiry products</a>: written, presentation, 2D or 3D product in response to their inquiry challenge statement.</p> <p><a href="#">Inquiry Product Rubric Guide</a></p>   |   |
| <b>CIVIC ENGAGEMENT</b>   |   |
| <p>Students will reflect on their understanding of culture to identify challenges and opportunities in the world around them, construct an inquiry challenge statement and select from a <a href="#">menu of active inquiry products</a>: written, presentation, 2D or 3D product in response to their inquiry challenge statement.</p> <p><a href="#">Inquiry Product Rubric Guide</a></p>   |   |

## Unit 3: Equality and Justice

### ESSENTIAL QUESTIONS

What is culture? What roles does culture play in human and societal development?  
 Why is the past important to us today?  
 How do external factors influence our identity and behavior?  
 How do different political and economic systems affect civic life?  
 What impacts a person's way of life or standard of living?  
 How does diversity impact society?  
 What is the role of the citizen in the community and the nation, and as a member of the world community?

### PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

|  |   |
|--|---|
| <b>Standard SS.PS2</b><br>Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. | <b>SS.PS2.a.Civil rights and civil liberties</b><br>I investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.<br><br>I summarize the actions of people and groups that have advanced civil rights for individuals.<br><br>I identify and describe basic human liberties.<br><br><b>SS.PS2.c.Asserting and reaffirming of human rights</b><br>I critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.<br><br>I summarize how people organize to gain a greater voice to impact and change their communities. |
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### PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

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|--|--|
| <b>Standard SS.Inq.1</b><br>Wisconsin students will construct meaningful questions that initiate an inquiry. | <b>SS.Inq.1.a Develop questions based on a topic</b><br>I develop list of open- and closed-ended questions on a topic or issue.<br><br><b>SS.Inq.1.b. Plan an inquiry</b><br>I develop list of questions that support the research through discussion and investigation to guide inquiry.            |
| <b>Standard SS.Inq3</b><br>Wisconsin students will develop claims using evidence to support reasoning.       | <b>SS.Inq3.c Elaborate how evidence supports a claim</b><br>I assess how evidence supports a claim.  |
| <b>Standard SS.Inq4</b><br>Wisconsin students will communicate and critique conclusions                      | <b>SS.Inq4.a Communicate conclusions</b><br>I communicate conclusions from a variety of teacher-provided presentation options.<br><br><b>SS.Inq4.a Critique conclusions</b><br>I evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student. |

#### DISCIPLINARY CONCEPT

#### KEY UNIT CONTENT

|                                     |   |
|-------------------------------------|---|
| Citizen Rights and Responsibilities | Rules, Laws, the Role of Government<br>Segregation<br>Civil Rights Movement<br>Sit-Ins<br>The March on Washington |
|-------------------------------------|---|

### SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

|  |   |
|--|---|
| <b>Standard SS.Hist2</b><br>Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.                 | <b>SS.Hist2.c.Contextualization</b><br>I analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.    |
| <b>Standard SSHist.3</b><br>Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. | <b>SS.Hist3.a.Current Implications</b><br>I explain how historical events have possible implications on the present.  |
| <b>Standard SS.PS1</b><br>Wisconsin Students will identify and analyze democratic principles and ideals.   | <b>SS.PS1.b.Origins and foundation of the government of the United States</b><br>I differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. |

### COMPELLING UNIT QUESTION

How can we take steps toward equality and justice?

#### SUPPORT QUESTION 1

#### SUPPORT QUESTION 2

|  |   |
|--|---|
| Who or what protects equality?   | How have people in the past taken steps toward equality and justice?  |
| <b>FORMATIVE ASSESSMENT TASK</b>   | <b>FORMATIVE ASSESSMENT TASK</b>  |
| Review student understanding of: Gives examples to describe connections between key concepts (citizenship, equality, inequality, laws, responsibility, rights, discrimination, segregation, government)<br>Assess understanding of concepts that repeat. Look for: Draws connections between rights and responsibilities of citizens<br>Cites evidence to draw conclusions about root causes and impacts of inequality<br>Cites evidence to draw conclusions about markers of (in)equality<br>Gives examples to describe unequal treatment by people and under the law | Review student understanding of: Accurately identifies the step (civic action) taken, and cites evidence to show how this step inspired or led to others<br>Teacher observation notes: Gives examples of strategies that citizens use to work for change, uses evidence to support inferences and conclusions about the goal or impact of protest, identifies connections between people, events, and actions involved in the civil rights movement |
| <b>FEATURED SOURCE(s) may include</b>  | <b>FEATURED SOURCE(s) may include</b>   |
| Preamble to the Declaration of Independence<br><br><a href="#">"What was it like growing up in Alabama under Jim Crow?" video from CHOICES (0-1:46)</a><br><a href="#">"Talking Gets Us There" video from PBS Kids (0-1:30)</a>  | <a href="#">Key Events (5 Civil Rights Movement Events) Encyclopedia Britannica</a><br><a href="#">Someday Is Now: Clara Luper and the 1958 Oklahoma City Sit-ins</a> book by Olugbemisola Rhuday-Perkovich<br><br><a href="#">"How Kids Changed the World" video from Scholastic (to 8:22)</a>   |
| <b>SUPPORT QUESTION 3</b>  | <b>SUPPORT QUESTION 4</b>   |
| Who plays a role in bringing about change?   | How are young people today taking steps toward equality and justice?  |
| <b>FORMATIVE ASSESSMENT TASK</b>   | <b>FORMATIVE ASSESSMENT TASK</b>  |
| Students provide written evidence to support the claim that The March on Washington could not have happened without the contributions of many citizens.  | Students write about a community challenge or opportunity related to equality and justice and describe a proposed action and its potential impact.  |
| <b>FEATURED SOURCE(s) may include</b>  | <b>FEATURED SOURCE(s) may include</b>   |

*March on Washington* book by Robin Johnson

["The March, 1963" video from US National Archives \(2:08-6:48\)](#)

["The March on Washington: The Spirit of the Day" video from TIME](#)

["Kid of the Year 2020 Honorees" article from TIME for Kids](#)

["Leaving a Positive Footprint" video from Facing History and Ourselves \(to 2:30\)](#)

#### SUMMATIVE ASSESSMENT TASK(s)

Students will use their conclusions and key findings from their investigation to impact the world beyond their classroom.

[Written Product](#)

#### CIVIC ENGAGEMENT

Students will use their conclusions and key findings from their investigation to impact the world beyond their classroom.

[Written Product](#)