

Unit 1: Global Geography

Grade Level: 3rd Grade

Length of Unit: 3 weeks

Unit Rationale: After having studied American geography in previous grades students will now study the larger globe. This will serve to introduce the fundamental geography and location skills, but also a larger exploration of the culture and global lifestyles.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- *there are seven continents, five oceans and the use of a compass.*
- *maps are projections of geography.*
- *each continent has its own unique culture.*

Essential Questions:

How are maps used to help us understand geography?
How do different cultures reflect the geography of that continent?

Content:

Students will know...

- major cities on continents.
- longitude and latitude lines.
- time zones.
- the five oceans.
- the seven continents.
- maps show geography.
- lifestyle reflects geography.

Skills:

Students will be able to...

- List their current street, town, county, state, country, continent.
- List and identify the seven continents and five oceans on a map
- Identify major cities around the world on maps.
- Use longitude and latitude lines to find places on a map.
- Use these lines to explore the times zones in each continent.
- Make, identify, and/or use a compass.
- Identify geographical features on a map.
- Use different types of maps to identify population, temperature, and typography.
- Mystery Skype with another school from a different region.
- Describe how geography reflects a continent's culture.
- Compare and contrast geography and culture across continents.

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States

and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

CLKS Practices:

1. Use technology to enhance productivity increase collaboration and communicate effectively
2. Work productively in teams while using cultural/global competence

Connected Careers:

Anthropologist, Economist, Educator, Historian, Sociologist, Urban Planner

Explanation of how CLKs connect to the unit:

Students will use technology to collaborate with peers and research countries in the world.

Explanation of how 9.2 standards connect to the unit:

By exploring different geographies and climates, students will learn to appreciate the different skills, likes, and dislikes that are fostered and needed for jobs around the world.

Explanation of how connected careers connect to the unit:

In this unit, students will learn how to explore and discuss the diversity of conditions and experiences of groups around the world (Anthropologist, Educator, Sociologist), appreciate the reasons for these differences (Educator, HIstorian), and understand how it influences the structure of societies (Economist, Urban Planner).

Interdisciplinary Standards

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

[CCSS.ELA-LITERACY.RI.3.10](#)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Explanation of how interdisciplinary standards connect to the unit:

Students will be reading informational texts about geography and will need to understand content specific vocabulary in order to implement learned skills.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Explanation of how 9.4 standards connect to the unit:

Students will collaborate and use critical thinking skills when learning about different countries. Students will use technology to create a final product to showcase their knowledge from the unit.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

A. Capitalize appropriate words in titles.

Explanation of how ELA Companion standards connect to the unit:

In learning to label continents and oceans, students will practice determining when to capitalize words.

Stage 2- Assessment Evidence:

Assessment: The class will discuss the concept of cultural universals, the things that all cultures do, but everyone does differently (holidays, food, games, dancing, etc) and this can be brainstormed in a chart. Students will pick a topic and in groups research a topic from every continent (except Antarctica). After they research students will either draw a world map or have a pre filled one. They must label the continents, oceans, put in a compass, and draw/write in the example of their cultural universal for each continent.

Formative	In-class discussions about global geography regarding how culture changes around the world. Basic introduction to vocabulary about geography and continents.
Summative	Group activity on geography terms learned in the unit.
Alternative	Create a diagram of a map of the world.

Benchmark	Practices using geography terms such as compass, continents and oceans.
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Stage 3 - Learning Plan

Learning Activities:

- Complete the ‘Me on a Map’ activity.
- Learn to list and identify the continents and oceans using maps, songs, and short clips.
- Label oceans and continents on a map.
- Complete continent centers. Have students examine population, number of countries, and size.
- Sort pictures of different cities. What do you notice? How are they similar and different?
- Use and label the compass, powerpoint in resources.
- Introduce the unit using **The Same Moment Around the World** by Clotilde Perrin. Begin to introduce time zone and longitude/latitude lines.
- Use different types of maps: population, topography, and temperature.
- Discuss the equator and prime meridian.
- Identify geological features in powerpoint activity.
- Read **Whoever You Are** by Mem Fox
- Brainstorm and research a topic that all cultures do and have students create a map displaying the topic (food/dance) across the six continents cities.

Differentiation:

ELL:

Make connections to home language. Include labels and simplify instructions.

G&T:

Draw the pictures of the cultural universal and/or write a description. Early finishers may compare and contrast cultural universals.

Special Ed:

Support by giving extra resources and partially completed assignments. Texts at student reading levels.

504:

Provide additional time for assignments as needed

Students at Risk:

Options for how to complete an assignment. Pairs or groups to work in.

‘Me on a Map’-have students use Bedwell as the starting point or they may use their home or vacation home for more of a challenge.

Students may create a compass on their own or may use a worksheet and paste on the cardinal directions.

While researching cultural universals encourage students to select topics on their interest level. For example food is an easier topic to research than dance. Additionally, some cities will lend themselves to more information than others.

For the assessment students of different skill levels can either draw the pictures of the cultural universal and/or write a description. Early finishers may compare and contrast cultural universals.

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Resources found in Google Drive:

<https://drive.google.com/open?id=0BwNhF5guwOelQS1DZ2g2ci1hblU>

Student Materials:

The Same Moment Around the World by Clotilde Perrin

Whoever You Are by Mem Fox (940L)

People by Peter Spier (700L)

Shark Lady by Jess Keating (730L)

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity - Students will listen to the book *Whoever You Are* by Mem Fox which teaches children no matter physical or cultural differences, everyone still feels and loves the same all over the world.

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society - Students explore the economic differences across different countries.

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate - Students will read/listen to the book *Shark Lady* by Jess Keating which depicts of the life of a Japanese-American woman who wants to study sharks, despite people thinking it's not a job for a woman.

Notes:

1st grade working on community and how to identify places on community.

2nd grade focusing on suburban urban rural and finding major areas on map and finding where a product comes from on a map, such as milk from urban areas. Work on comparing different areas in USA for suburban, rural and urban.

4th focuses on New Jersey and the state history, but also look at local history in the town. Counties, regions and resources from different areas

Unit 2: Global Product

Grade Level: 3rd Grade

Length of Unit: 2 weeks

Unit Rationale: In the modern, global society students are often at a loss to explain how the products they use every day get to them. By researching what resources need to come together to create and bring the product to them students will evaluate the systems that exist in the world.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- *products they use in their daily lives come from global places.*
- *before a product is bought it goes through many stages of development.*
- *how the product was used in the past and today.*

Essential Questions:

- How do the things we use every day get to us?
- Is the way the product gets to us fair for everyone involved.

Content:

Students will know...

- trade offs and economic decisions (opportunity cost)
- incentives to produce and buy the product
- how supply and demand influence the price
- production, distribution, and consumption.

Skills:

Students will be able to...

- research a product using the internet and book
- record research with help of guided questions
- evaluate if the product is made equitably
- use research to create a presentation (poster/slideshow)

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods,

and ideas.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.

D2.Eco.5.3-5. Explain the role of money in making exchange easier.

D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.7: Identify factors to consider before starting a business.

CLKS Practices:

1. Utilize critical thinking to make sense of problems and persevere in solving them
2. Use technology to enhance productivity increase collaboration and communicate effectively
3. Work productively in teams while using cultural/global competence

Connected Careers:

Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.

Economist, Historian, Urban Planner

Explanation of how CLKs connect to the unit:

Students will think critically about how goods are made and work together to research and understand the process of a specific good being made.

Explanation of how 9.2 standards connect to the unit:

By exploring how companies fill global needs, students can grow to understand the perks of starting a business that meets a global need, as well as considerations that need to be made before starting such a business.

Explanation of how connected careers connect to the unit:

Students will develop an understanding of how the global economy works (Economist), the reasons why it has developed this way (Historian), and what makes certain areas of the world primed to produce certain goods (Urban Planner).

Interdisciplinary StandardsCCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Explanation of how interdisciplinary standards connect to the unit:

Students will be reading informational texts about consumer products and will need to understand content specific vocabulary in order to understand the process of how that product was made.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Explanation of how 9.4 standards connect to the unit:

Students will collaborate and use critical thinking skills when learning about different products. Students will use technology to create a final product to showcase their knowledge from the unit.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Explanation of how ELA Companion standards connect to the unit:

In this unit, students will be inquiring about the global economy and explaining it to others.

Stage 2- Assessment Evidence:

Assessment: In pairs students will design a poster or Google Slides answering all the guided questions about their product. They will present this poster or Slides to their peers from another class. In addition students will write an essay describing the guided questions to the best of their ability or a letter to a company describing any injustices or good practices they have found with producing the products.

Formative	In-class discussions about geography terms and concepts around the world Basic introduction to vocabulary about production and products.
Summative	Presentation about product research for a global unit.
Alternative	Create brochures explaining the creation of global product.

Benchmark

Questions answered as research is completed on products.

Stage 3 - Learning Plan**Learning Activities:**

- Introduce global product using **The Sweet Story of Hot Chocolate** by Stephen Krensky or **The Popcorn Book** by Tomie de Paloe.
- Use powerpoint of Hot Chocolate to guide instruction.
- Give students a list of topics from shared drive.
- Create partnerships based on students topics of interest. Students will research products on the chromebooks or books from the library.
- Throughout the researching process help and model guided questions including:
 - What is the product, what are the raw resources of the product and where do they come from?
 - What is the process of turning the resources into the final product?
 - Who are the people turning the resources into final products?
 - Is this process fair? (higher order question)
 - How does the product get to stores?
 - How has the product been used in the past and how is it currently being used?
- Introduce poster project and rubric. Allow students to work on poster helping them along the way.
- Have a fair day to share their work with another class.
- Students will write an essay or letter as described in the assessment.

Differentiation:

ELL: Make connections to home language. Include labels and simplify instructions.

G&T: Use drawings to enhance finished work. Provide early finishers more research on topic.

Special Ed: Support by giving extra resources and partially completed assignments. Texts at student reading levels.

504: Provide additional time for assignments as needed

Students at Risk: Options for how to complete an assignment. Pairs or groups to work in.

For the written component students will write as much as their skill levels allows. This could be full paragraphs or a sentence to make their point.

Students have the choice for writing the essay or the letter to a company depending on the different products they selected or skill level.

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials**Teacher Pedagogical Resources:**

https://drive.google.com/drive/folders/0BwNhF5guwOeIYmJfdjIwbkhkN2s?resourcekey=0-129rp_8YK0B_DDWAueYtuw

<http://pbskids.org/rogers/picpic.html>

Scholastic how is it made resources

Student Materials:

The Sweet Story of Hot Chocolate by Stephen Krensky (940L)

The Popcorn Book by Tomie de Paloe. (650L)

Articles found in Drive:

<https://drive.google.com/drive/folders/0B9mYHaq7A1TgeWVRTWpnYldTWkU?resourcekey=0-YUQtexyjlpa4ALg9e5oCcA>

DOE Mandates:

Amistad Commission -

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - Students begin to think about the workers who turn raw materials into goods and if the labor and work practices are fair to those individuals.

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes:

1st grade will do work on how to ask questions on a topic and then how to find resources to answer it.
2nd grade will look into how a product in the school, such as the cheese on a pizza. Students will work

on what are needs and wants, what are rights and how can organizations protect rights specifically from the UDHR. They are going to compare two different children and how their life is lived and will make a plan to help children.

4th grade will focus on government and having a voice in the government. Students will analyze aspects of the Constitution and look at specific aspects, some bills of rights and examination of laws and how laws are enforced. Students in class will debate on a current hot button issue.

Unit 3: Native American History

Grade Level: 3rd Grade

Length of Unit: 3 weeks

Unit Rationale: The history of Native Americans flows throughout American history, especially beyond the colonial period. The historical work of comparing and contrasting the culture and different histories of tribes provides students the skills necessary for examining the tribes.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- *Native American culture existed in America before Europeans arrived.*
- *that Native American culture reflects the geography of their area.*
- *there were many tribes of Native Americans with different cultures.*
- *that in many ways Native American tribes were similar, but also different.*
- *that Native Americans play a role in society today.*

Essential Questions:

- In what ways are Native American cultures similar and different?
- What are some of the fundamental beliefs of different Native American cultures?

Content:

Students will know...

- Native Americans were established in America before Europeans.
- Lenni Lenape were native to the tri-state area.
- Lenni Lenape culture.
- European influence on the Native Americans.
- geography impacts culture.
- a tribe's culture
- Native Americans' role in society.

Skills:

Students will be able to...

- take post-it notes on Lenni Lenape tribe using research questions.
- discuss and share European influence on the Lenni Lenape tribe.
- research a tribe
- present research to classmates.
- Compare and contrast tribes.

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native

American groups.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.

D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.3-5.5 I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.

DI.3-5.7 I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

CLKS Practices:

1. Demonstrate creativity and innovation
2. Utilize critical thinking to make sense of problems and persevere in solving them
3. Work productively in teams while using cultural/global competence

Connected Careers:

Anthropologist, Archivist, Economist, Historian, Sociologist

Explanation of how CLKs connect to the unit:

Students will work together to create final products about a Native American nation they researched. Students will be thinking critically throughout the unit about different aspects of native american lifestyles.

Explanation of how 9.2 standards connect to the unit:

In this unit, students will appreciate how different jobs and skills are needed in different societies.

Explanation of how connected careers connect to the unit:

In this unit, students will explore the cultural norms of a group such as the Lenni Lenape (Anthropologist, Economist, Sociologist), as well as the ways that these norms are preserved (Archivist, Historian).

Interdisciplinary Standards

CCSS.ELA-LITERACY.RI.3.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Explanation of how interdisciplinary standards connect to the unit:

Students must have an understanding of domain specific words in order to comprehend the information they are reading. Students will be presenting their research and projects to the class.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Explanation of how 9.4 standards connect to the unit:

When analyzing aspects of Native American cultures, students will think critically about what they see and read to help understand their lifestyles.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Explanation of how ELA Companion standards connect to the unit:

By exploring native cultures and origin stories, students will gather ideas from a variety of sources and connect them to historical developments.

Stage 2- Assessment Evidence:

Assessment: Students will work in groups to create and present a poster highlighting the people, climate, culture, and history of a tribe. Have students make post-it notes to complement each other's work. In a short written response have students compare similarities and differences among one or more tribes.

Formative

In-class discussions about how Native American cultures are different.
Basic introduction to vocabulary about Native American societies

Summative	Presentation on different Native American tribes.
Alternative	Written response on other groups Native American presentations
Benchmark	Readings and discussions with students about Native American culture today

Stage 3 - Learning Plan

Learning Activities:

- Use map of Native American Tribes and KWL chart to introduce the topic. Address any stereotypes shared along the way.
- Students search for, read, and respond to American Indian origin stories.
- Read a book on a tribe of your interest, (suggestion: Lenni Lenape). Use the chart to model post-it notes on the different topics.
- Students will review and analyze pictures of Native American homes
- Students study maps of culture areas to learn about Indigenous homelands and territory.
- Assign or have students pick a tribe to research. Suggestions: Hopi, Iroquois, Cheyenne, Cherokee, and Sioux. Students should use the sentence starters to guide research and record ideas not facts on post-it notes. Have each tribe post them on a chart (separate chart into the four topics). At the end of each day have students share ideas about the tribe.
- Teaching through artifacts to analyze the culture of a different tribe.
- As the research progresses address students with guiding questions: What is the role of men and women in the tribe? How does the tribe change over time? How does the environment impact each tribe?
- As a group have students create a poster about each topic to share with the class. Reflect on the presentations with complementing post-it notes.
- Complete short response assessment above.
- Read articles about current Native Americans people.

Differentiation:

ELL: Have students turn and talk during read alouds.

G&T: Students can compare similarities and differences across tribes or students can also compare to one tribe.

Special Ed: While researching a tribe supply students with an appropriate leveled text.

504: Give options for how to present research (ei. Sentences vs. paragraphs)

Students at Risk: Work in pairs or groups. Students can create poster or fill in a worksheet with important tribe information

- During re-aloud students may stop and jot or turn and talk.
- While reading some will be talking post-it notes others will be marking important places in the text.
- Students will create posters. Some will be pictures and short descriptions. Encourage those that are able to formulate paragraphs about the tribe of their choice. To take the project a step further students can make a t-chart or venn diagram to compare/contrast tribes.

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Resources used in Google Folder:

<https://drive.google.com/open?id=0BwNhF5guwOelbWZnUXdJMC1zdzQ>

Bedwell Library of books

[Map of Native American Tribes](#)

[Lenni Lenape Tribe site](#)

[Native American States](#)

[Smithsonian](#)

Delaware (Lenape) by Joseph Stanley (1010L)

Nations of the Northeast Coast by Bobbie Kalman (1050L)

Student Materials:

Delaware (Lenape) by Joseph Stanley (1010L)

Nations of the Northeast Coast by Bobbie Kalman (1050L)

Students will also use books from the Bedwell library for research.

DOE Mandates:

Amistad Commission -

Holocaust Mandate - This issue address the NJDoE Holocaust Mandate N.J.S.A. 18A:35-28 to address "issues of bias, prejudice, and bigotry including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade." In this unit the students will examine the large scale prejudice and discrimination against Native American groups from events in colonial America, to potential genocide of the Trail of Tears, all the way through current issues still being faced by the Native American groups.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race - During this unit, we'll read a book/study the life of Martin Luther King Jr. to celebrate him on MLK Jr. day in January.

Ethnicity - Students learning about the Lenni Lenape nation.

Religious Tolerance - Students learn the different beliefs of Native American nations.

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society - Students will learn, past and present, that society viewed Native Americans differently than white or European settlers. Many Native Americans are fighting today for their rights and equality.

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society - Students will discover the differences in materials and possessions that the Native Americans had versus the Europeans who came to settle in America.

LGBTQ and Peoples with Disabilities Mandate -

Asian American & Pacific Islander Mandate -

Notes:

K - Focusing on holidays and traditions and learning different background on the holidays and keeping a timeline.

1 - Life in the past, specific dates will be kept on a timeline to see how an object passes through time.

2 - Settling of America reading Mayflower’s voyage and looking primary source from different sources Native Americans/pilgrims. Students will write their own version of a pilgrim event from different perspectives.

4th grade will research famous New Jersey figures and their impact. American Revolution history unit, looking at Declaration of Independence, look at event like the Boston Tea Party from loyalist and patriot and looking at causes and effects of events. Students will create a character and write diary entries about how they viewed events during the war.

Unit 4: Gender and Famous Women

Grade Level: 3rd Grade

Length of Unit:3 weeks

Unit Rationale: The role of women in American history has changed immensely. Students will learn about major achievements of women in America, but also the role gender has played in creating the world we live in today.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- a person should not be stereotyped based on their gender.
- gender is part of a person’s diversity.
- people should have the same opportunities regardless of gender.
- society has created different aspect of gender roles.

Essential Questions:

How has our society changed to promote acceptance of women?

How have women impacted the world that we live in today?

Content:

Students will know...

- the definition of diversity, gender, and stereotype.

Skills:

Students will be able to...

- write their own definition of diversity.

- stereotypes can be hurtful.
- society has created gender roles.
- everyone should be treated equally regardless of gender.
- famous women who broke gender stereotypes.

- discuss how stereotypes among gender can be hurtful.
- discuss why women weren't doing the same things as men throughout history.
- create a timeline of Women's events throughout history.
- read and take notes on books about a famous women in history who broke gender stereotypes.
- explain how gender stereotypes have changed throughout history.

NJ Student Learning Standards

https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.His.16.3-5. Use evidence to develop a claim about the past.

D2.His.17.3-5. Summarize the central claim in a secondary work of history.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

Learning for Justice - Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.3-5.3 I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

AC.3-5.16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

CLKS Practices:

1. Consider the environmental, social and economic impacts of decisions
2. Work productively in teams while using cultural/global competence

Connected Careers:

Educator, Historian, Human Resources, Judge, Lawyer

Explanation of how CLKs connect to the unit:

Collaboratively, students will understand how gender stereotypes impact society and individuals.

Explanation of how 9.2 standards connect to the unit:

By exploring the trailblazing initiatives taken by women who have fought for equality, students will appreciate the leadership required to embark on a new endeavor.

Explanation of how connected careers connect to the unit:

In this unit, students will focus on what constitutes fair treatment (Educator, Human Resources, Judge, Lawyer), as well as exploring advocacy throughout history that has led to the development of this concept of what is fair (Historian).

Interdisciplinary Standards

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.3.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Explanation of how interdisciplinary standards connect to the unit:

Students will need to read and understand texts as well as discuss ideas and opinions from this unit with peers in order to fully understand the impact gender stereotypes have on society.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Explanation of how 9.4 standards connect to the unit:

Students will be applying critical thinking skills while learning about how culture and society have set and changed gender stereotypes throughout history.

ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

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

Explanation of how ELA Companion standards connect to the unit:

In this unit, students will read a book about gender stereotypes, responding to questions as they read and

participating in collaborative discussions to reflect.

Stage 2- Assessment Evidence:

Assessment: Each week the teacher guides and assesses a book club looking for the evidence of guiding questions. Based on student response teacher can review or introduce a new question to the club.

Formative	In-class discussions about important women from history and their accomplishments. Readings and stories about woman in society.
Summative	Writings from book clubs about woman that the group selected.
Alternative	Design a monument to the person they selected and explain why it represents their accomplishments.
Benchmark	Questions as a check in as students and reading and researching the person they selected.

Stage 3 - Learning Plan

Learning Activities:

- Read **Jacob's New Dress** and discuss/explain gender roles and stereotypes. Address negative stereotypes and how they can be hurtful to others.
- Examine part of a Disney movie (Mulan, Brave, Frozen) where female characters not fit into the typical roles. Discuss why the stereotypes exist, if characters in movie don't reflect those stereotypes.
- *Why are we transitioning to just women?* Have students create a list of famous people in history. Discuss why we list so many men not women. In addition you may have students sort biography cards to see the ratio of male to female. Discuss why women weren't doing the things men were doing at the time. Why didn't women voice their opinions the way men do?
- Create a timeline of 'women's events' throughout history. While students are working in book clubs add their events to the timeline.
- Book Club Guided Questions:
What stereotypes have these women broken?
How were they influenced by those around them?
How did society change because of them?

Differentiation:

ELL: Make connections to home language. Include labels and simplify instructions. Show video clips in home language.

G&T: Provide enriching vocabulary for fast finishers. Allow students to do independent research on a famous woman.

Special Ed: Texts at student reading levels. Turn and talk opportunities with peers.

504: Provide completed or partially completed notes from discussions.

Students at Risk: Work in groups where appropriate and provide additional options for final projects.

- As students are listening to **Jacob's New Dress** students can stop and jot. Others can be listening and discussing with the teacher events in the book.
- During Disney character project students may pick their own character or you can model a character for a small group and help them identify stereotypes.

What opportunities did they help shape for men and women?

- While thinking about women in history. A student may explain in their SS notebook why women weren't doing the same things as men at the time. If students are having trouble allow them to look through biography cards and see the male to female ratio. Have students discuss rather than write why they think women and men were doing different things.
- During book clubs supply students with a text that is on their reading level and interest. Students will keep track of their understanding in their SS notebook based on their reading skills (post-it notes, t-chart).

Strategies and practices for differentiation in social studies can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

Resources in Google Drive:

https://drive.google.com/drive/u/0/folders/0BwNhF5guwOeIMndsLWVhZXJQzA?resourcekey=0-xBquHGoxwDrq-7_84z2mgw

Bedwell Library of books

Student Materials:

Jacob's New Dress by Sarah Hoffman (540L)

Suggestions for book club:

Science: Grace Hopper, Margaret Hamilton, Rachel Carson, Marie Curie, Jane Goodall

Athletes: Players in Pig-Tails, Gertrude Ederle, Wilma Rudolph, Mia Hamm

Politics: Eleanor Roosevelt, Harriet Tubman, Clara Barton, Ruby Bridges

Arts: Laura Ingalls Wilder, Condoleezza Rice, Oprah Winfrey

Explorer: Amelia Earhart, Bessie Coleman, Pocahontas

DOE Mandates:

Amistad Commission - This unit addresses the NJDoE Amistad Commission requirement for "the infusion of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history." Each of the different categories for book clubs will include famous

African-American women such as Grace Hopper, Harriet Tubman, Condoleezza Rice, and Bessie Coleman. Students will be introduced to the struggles and achievements of these major figures.

Holocaust Mandate -

Diversity, Equity, and Inclusion Mandate:

Gender - This unit addresses gender stereotypes, especially in women and how these stereotypes have changed or been broken throughout history.

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals - Students understand the impact of stereotypes and bias on individual women in history.

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

LGBTQ and Peoples with Disabilities Mandate - In this unit, students will explore gender expression, paying special attention to the fact that all people should be accepted regardless of their gender identity.

Asian American & Pacific Islander Mandate -

Notes:

K working on importance of diversity and that differences are important

1 Students will be working on racial diversity and looking at how differences are okay, but how we are all looking at differences.

2 race, looking at different leaders through different cultures interact with each other. Examining books about different racial leaders and how they impacted American culture looking at how they tried to deal with the issue and how they changed it.

4 immigration, comparing immigration to the past to immigration currently. Looking at different images from immigration in the 1900s, then analyze data from different waves of immigration and students create questions, examine life in tenements, then follow the story of three modern immigrants to see why they came. Students will look at their family's immigration story.