

Summer 6-2017

Communities Change: How Outside Factors Impact Communities [3rd Grade]

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3rd Grade - Science/Social Studies
Communities Change: How Outside Factors Impact Communities

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>TEKS SS 3.1 A - Describe how individuals, events, and ideas have changed communities, past, and present.</p> <p>TEKS SS 3.17E - Interpret: maps showing routes of explorers and location of communities illustrations of inventions of Benjamin Franklin</p> <p>TEKS SS 3.1C - Describe how individuals including Christopher Columbus have contributed to the expansion of existing communities or to the creation of new communities.</p> <p>TEKS SS 3.1B - Identify individuals including Benjamin Franklin who have helped to shape communities.</p> <p>TEKS SS 3.16A - Identify scientists and inventors.</p> <p>TEKS SS 3.2A - Identify the reasons people form communities including a need for security, religious freedom, law, and material well-being.</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>understand their role and influence in a community and that their decisions might have an impact on the whole group.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>1. Individuals explore, and use inquiry, in their everyday lives to seek answers to their questions.</p> <p>2. Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations.</p>	<p>Essential Questions</p> <p>Who explores?</p> <p>Why is exploration important?</p> <p>How does exploration benefit us?</p>
	Acquisition	
	<p>Knowledge <i>Students will know...</i></p> <p>- <u>Inquiry</u> - the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us.</p> <p>- The processes of inquiry may lead to exploration, inventions, and discoveries.</p>	<p>Skills <i>Students will be able to...</i></p> <p>Describe how scientists, explorers and inventors use the process of inquiry to collect, record, analyze, and communicate information.</p> <p>Analyze a community, including its strengths and areas for growth.</p> <p>Explain how people contribute and influence their communities.</p>

	<ul style="list-style-type: none"> - People explore to seek answers to their questions. - In communities, people depend on each other and their environment. - When explorers come into new territories, the communities of the native peoples are affected. - <u>Exploration</u>: the action of traveling in or through an unfamiliar area in order to learn about it.; Those who seek to discover; Those who examine; Those who study 	<p>Explain how inquiry can lead to exploration, inventions and discoveries.</p>
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Stage 2 – Evidence

COD E (M or T)	Evaluative Criteria (for rubric)	
AMT		<p>Performance Task:</p> <p>Imagine that like Christopher Columbus, you have found yourself in a new community. There are already people living here, and you are able to learn a little bit about them.</p> <p>What you know:</p> <ul style="list-style-type: none"> - People are very good at cooperation and working together - Children work at home with their families because there is no school. - There is no electricity. - The people have used the materials around them to help build their shelters. - Water is extremely far away, and people must walk long distances to get it. - Families live together and take care of one another. - When they get water, it still is not always clean or safe to drink. - The members of the community work very hard for their money to help their families survive. - The whole community only has one person to take care of sick people, he is not a doctor.

Now that you have learned a little bit about this community, you will be given a role in the community, and you will have to think about what you can do, using your expertise, to help change the community. Remember that this community has many strengths and things that you can draw upon to help them. You must pick one thing that you believe should be the first change to the community, that you will take to the city council and make an argument for.

- After students have been given their role, they will brainstorm their ideas and decide what the first thing they would do to help out the community would be.
- Possible roles could be...teacher, builder, mayor, artist, scientist, inventor, etc.
- After students have picked one change they would like to make that would impact the community, they will get together with the other people in the class that have the role. They will have the opportunity to share their ideas and have the opportunity to change their idea if they so want.
- Students will then get together in “city council” groups. These groups will be composed of one student of each role. The groups will then share their different ideas to help out the community, and come to an agreement on what they believe the most important idea is. As a city council they will come to agreement on what the first thing they would like to do for this community they have come upon is, and why. Each city council will share their decision with the rest of the class.
- Students will each have a writing piece that they will complete after their city council meeting explaining what their idea was and why.
- Question for students to address in their write up:
 - How would your role and contributions as a _____ impact the community?
 - As a _____ what other community roles would you need to help you?
 - As a _____ what would your suggestion to the city council be? And why?
 - As a _____ what materials would you need to make sure it happened?
 - Explain your thought process and the questions you had to consider as you took on the role as a _____

Other Evidence (e.g., formative)

Pre assessment, Word web, Invention and explanation, KWL chart, Who Am I? Graphic Organizer Handout, Teacher observation of student explanations, Think Pair Share discussion, Brainstorming Page, Brochure, Graphic organizer, Teacher observations during discussions, Write up and teacher observations during conversations

Stage 3 – Learning Plan

**COD
E
(A, M,
T)**

Pre-Assessment

Students will complete a pre-test to see what incoming knowledge they have about communities, inquiry, and exploration.

1. What does it mean to inquire?
2. Draw, label and caption what it means to explore.
3. Describe a community in words or pictures.

A

Learning Activities

Working Definitions Posters - throughout the unit, teacher will be creating a working definition poster for what it means to be an inquirer, and what it means to be an explorer. Starting after students take the pre assessment and continuing through the end of the unit, the teacher will have students help add to the definitions.

Day 1 - Pre Assessment

- Students will complete pre assessment. Let students know that this is not a grade, this is just to see what they already know.
- After the pre assessment we will have a discussion answering the questions. Students will volunteer to share their answers to the questions. After students give their answers, the teacher will briefly give an answer to the questions, letting the students know we will go more in depth as we go on.
- Answers:
 1. the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us.
 2. the action of traveling in or through an unfamiliar area in order to learn about it. Student answers can vary, pictures should show some sort of depiction of exploring, could be anyone doing the exploring. Picture should include labels to identify parts of the picture and a caption at the bottom describing what is happening in the photo.
 3. **Community**: a group of people living in the same place or having a particular characteristic in common. People form communities to establish law and order. People form communities to better their living conditions.

see attached pre assessment

Day 2 - Benjamin Franklin

EQ Focus: Who explores?

Why is exploration important?

How does exploration benefit us?

Key Vocabulary:

- Explain what **Benjamin Franklin** was responsible for, and how his ideas, discoveries, and inventions helped shape communities.
- **Inquiry** - the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us.
- Describe how scientists, explorers and inventors use the process of inquiry to collect, record, analyze, and communicate information.

Materials/Supplies: *Now and Ben* by Gene Barretta

Progress Monitoring (e.g., formative data)

Pre assessment

A	<p>Time Estimate: 30 Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will start by answering the question “what do you know about Benjamin Franklin?” They will tell about what they know about his contributions and inventions. - Read the book <i>Now and Ben</i>. We will stop as we are reading the book to talk about what inquiry he had to do, what led him to inventing what he did, what it took for him to get there, and what impact his inventions had on the community. - As we are reading the book, students will complete the Benjamin Franklin graphic organizer. This graphic organizer is to help students keep track of some of his ideas, discoveries, and inventions. Students should fill in the 4 bubbles as the book is being read with any notable ideas, discoveries, or inventions that they learn about. Teacher will fill out the first bubble with the students to model the thinking that should occur when picking facts. - After reading the book, students will talk about what life would be like without these contributions from Benjamin Franklin. Talk about how Benjamin Franklin demonstrated inquiry when working on his inventions. Talk about the process that Benjamin Franklin had to go through and how he had to take notes, and gather information to help him get his invention to be successful. ***See Attached Word Web*** 	Word web
AM	<p>Day 3 - Inventors EQ Focus: Who explores? Why is exploration important? How does exploration benefit us? Key Vocabulary:</p> <ul style="list-style-type: none"> - Inquiry - the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us. - The processes of inquiry may lead to exploration, inventions, and discoveries. - People explore to seek answers to their questions. - Describe how scientists, explorers and inventors use the process of inquiry to collect, record, analyze, and communicate information. - Individuals explore, and use inquiry, in their everyday lives to seek answers to their questions. - Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations. <p>Materials/Supplies: - baggies for each student with various different array of paper shapes for them to use when creating their invention</p> <ul style="list-style-type: none"> - Paper for shapes to be glued on - Lined paper for students to describe their invention and its use <p>Time Estimate: 30 Procedure/Activity:</p> <ul style="list-style-type: none"> - We will start by talking about inventions and what they are. What is the goal of an invention? The goal of an invention is to solve a problem. Inventors identify a problem, or a goal, and then inquire different ways to solve a problem. It may take several tries to get an invention to work and solve the problem how they want. - Before students are given the bag of shapes, they will be asked to jot down ideas and brainstorm some challenges that people have in their science notebooks. 	Invention and explanation

<p>A</p>	<p>Students will pose the problem and brainstorm some ideas on how they can solve the problem.</p> <ul style="list-style-type: none"> - Students will be given a bag of paper shapes (squares, rectangles, triangles, hexagons, etc) and will be asked to create an invention that would impact other people. They must use just the shapes they have without cutting or changing them. They do not have to use all of the shapes but they should use as many as possible. - After creating their design, students will write down what their invention is, and how it would help people. Students will also explain <p><u>Day 4 - Christopher Columbus</u></p> <p>EQ Focus: Who explores? Why is exploration important? How does exploration benefit us?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Explain how Columbus's expedition led to the establishment of early communities, as well as the establishment of new trade with the Americas. - Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations. <p>Materials/Supplies: https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/ (BrainPOP requires subscription, but this could be replaced with any informational video about Christopher Columbus)</p> <p>Time Estimate: 30</p> <p>Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will be given a KWL chart and the teacher will explain to them that we will be learning a little bit more about Christopher Columbus today. Explain that they have learned about him previously and should have some background knowledge. - Before watching the video, students will fill out the K (know) section of the chart individually. After students have completed the K section, we will have a class brainstorming session about what students would like to learn about Christopher Columbus. As we are generating ideas, both students and teacher will be filling out the W (want to know) section of the chart. - Show students a map of Christopher Columbus' journey and talk about what the map shows. - Students will just watch the BrainPOP once all the way through. This will be an opportunity for them to be exposed to the information and remain engaged before they are asked to take notes. - Students will watch the video a second time all the way through. This time, while they are watching the video, students will be filling out the L (learned) section of their chart. - After watching the video a second time, students will share some of the things they learned and as they share, the teacher will fill out the L section of their chart. - At the end of the lesson, tell the kids that we will be adding Christopher Columbus to our working definitions. Students will decide if they think Christopher 	<p>KWL chart</p>
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Columbus belongs under inquire or under explorer or both. Students will explain their thinking behind where they choose to place his name.

See Attached Christopher Columbus KWL chart

Day 5 - Explorers

EQ Focus: Who explores?

Why is exploration important?

How does exploration benefit us?

Key Vocabulary:

- **Inquiry** - the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us.
- Explain how inquiry can lead to exploration, inventions and discoveries.
- Individuals explore, and use inquiry, in their everyday lives to seek answers to their questions.
- **Exploration**: the action of traveling in or through an unfamiliar area in order to learn about it.
 - Those who seek to discover
 - Those who examine
 - Those who study
- Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations.

Materials/Supplies:

- Technology to access websites
- Worksheets with different individuals and room to explain who they were
- Books about the different individuals
- Websites about the individuals

Time Estimate: 30

Procedure/Activity:

- At the beginning of the lesson, we will look at our working definitions of inquiry and explorers. We will discuss if there is anything they think they would like to add to the definition at this point. If they would like to add to the working definition, it will be added at this time.
- We will then discuss what it looks like to be an inquirer or an explorer. We will discuss what sort of characteristics these people would possess. To our working definitions we will add various character traits as generated by the class. Some possibilities are...
 - wonder about the world, ask questions, investigate, find solutions, analyze, take risk, are self motivated, are avid readers, observer, dedicated, are writers, are readers
- Next, students will be given the task of learning about several different individuals. They will be using what they learn about these different individuals in an activity tomorrow.
- Students will use various books and websites to research 4 different individuals.
- Using the handout, students will complete the missing information about each person.
- At the end of the lesson, we will talk again about what it means to be an inquirer and an explorer. After learning about these new individuals, students will have the

AM

Who Am I?
Graphic
Organizer
Handout

opportunity to add to our working definition again. If necessary, the teacher will add to the definition.

See Attached Who Am I? Graphic Organizer

Day 6 - Explorers Part 2

EQ Focus: Who explores?

Why is exploration important?

How does exploration benefit us?

Key Vocabulary:

- **Inquiry** - the act of asking for information. An official investigation. The careful ongoing questions of our understandings about the world around us.
- Explain how inquiry can lead to exploration, inventions and discoveries.
- Individuals explore, and use inquiry, in their everyday lives to seek answers to their questions.
- **Exploration**: the action of traveling in or through an unfamiliar area in order to learn about it.
 - Those who seek to discover
 - Those who examine
 - Those who study
- Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations.

Materials/Supplies:

- Slips of paper for each pair of students to sort

Time Estimate: 30

Procedure/Activity:

- Students will be given a partner, and they will sit together and make sure that they both have a good understanding of who each of the 4 individuals are from the previous day.
- After making sure that the students have an understanding of the people, they will be given the slips of paper for the sort.
- Students will then be tasked with sorting each of the roles or individuals into groups. Their group options are inquirer, explorer, inquirer and explorer, or neither.
- After groups have sorted all of their individuals, they will share how they sorted with the class. Students will explain their reasoning and how they demonstrate the qualities of an inquirer or an explorer.
- After we have discussed all of the individuals, we will look at our working definitions of inquiry and explorer again and see if there is anything the students would like to add. We will also add the individuals as more examples of each.

Day 7 - Communities

EQ Focus: Who explores?

Why is exploration important?

How does exploration benefit us?

Key Vocabulary:

- Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations.

AM

Teacher observation of student explanations

AM

Think Pair Share discussion

<p>AM</p>	<ul style="list-style-type: none"> - Community: a group of people living in the same place or having a particular characteristic in common - People form communities to establish law and order. - People form communities to better their living conditions. <p>Materials/Supplies:</p> <ul style="list-style-type: none"> - <i>Weslandia</i> by Paul Fleischman <p>Time Estimate: 30</p> <p>Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will think, pair, share about what they know about communities already. - We will read the book <i>Weslandia</i> by Paul Fleischman. While reading the book teacher will stop and ask questions about what he is doing and how he made decisions that impact his community that he is a part of. <p><u>Day 8, 9, and 10- Creating Communities: Weslandia Project</u></p> <p>EQ Focus: Who explores? Why is exploration important? How does exploration benefit us?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations. - Community: a group of people living in the same place or having a particular characteristic in common - People form communities to establish law and order. - People form communities to better their living conditions. <p>Materials/Supplies:</p> <ul style="list-style-type: none"> - <i>Weslandia</i> by Paul Fleischman - Assignment handout - For more specifics visit this blog, there are many examples of different adaptations of this project as well <p>http://jessicaywinston.blogspot.com/2013/11/weslandia-brochure-project.html</p> <p>Time Estimate: 30</p> <p>Procedure/Activity:</p> <ul style="list-style-type: none"> - In Weslandia students learned about Wesley’s new community that he created for himself. Students will now be tasked with creating a community of their own. Communities need many things to be successful and it will be their jobs to come up with some of these things. Students will be creating a brochure that includes 6 different aspects of their community that are unique just to their community. They will get to name this community, and they must include a flag, clothing, shelter, animals, plant life, and sports. - Students will brainstorm their ideas, using Weslandia and his way of creating a new civilization. - Students will then display all of this information in a brochure that they will create. <p>***See Attached Creating Communities: Weslandia Project Handout***</p> <p><u>Day 11 and 12 - Communities Change</u></p> <p>EQ Focus: Who explores? Why is exploration important?</p>	<p>Brainstorming Page</p> <p>Brochure</p>
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<p style="text-align: center;">AM</p>	<p>How does exploration benefit us?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Community: a group of people living in the same place or having a particular characteristic in common - People form communities to establish law and order. - People form communities to better their living conditions. - Different types of exploration, events, and ideas contribute to the development of communities through discoveries, inventions, and investigations. <p>Materials/Supplies:</p> <ul style="list-style-type: none"> - Handouts with note taking graphic organizer - Resources or articles for students to research their topic <p>Time Estimate: 30</p> <p>Procedure/Activity:</p> <ul style="list-style-type: none"> - Students will complete a jigsaw activity that looks at how people, events, and ideas can impact a community. There will be 4 groups, each looking at a different person, idea, or event. - Students will be given time to work with their group, to read information given to them about their specific topic (topic ideas: natural disasters, social justice issues, important people in the community). Students will take notes about the information they learn in a handout given to them. Students will each become experts on their topic, and be able to share what they learned with other students in the class who have no background in the information. - Students will then “jigsaw” out to form new groups. This will leave one expert from each original group in each of the new groups. Students will have time to share what they learned from their first group with their new group. Remaining members in the group will take notes on the new information they are getting on the back of their original handout. <p style="text-align: center;">***See Attached Communities Change Jigsaw Notes***</p>	<p style="text-align: center;">Graphic organizer</p> <p style="text-align: center;">Teacher observations during discussions</p>
<p style="text-align: center;">AMT</p>	<p><u>Day 13, 14 and 15 - Community Improvement Plan</u></p> <p>Assignment:</p> <p>Imagine that like Christopher Columbus, you have found yourself in a new community. There are already people living here, and you are able to learn a little bit about them.</p> <p>What you know:</p> <ul style="list-style-type: none"> - People are very good at cooperation and working together - Children work at home with their families because there is no school. - There is no electricity. - The people have used the materials around them to help build their shelters. - Water is extremely far away, and people must walk long distances to get it. - Families live together and take care of one another. - When they get water, it still is not always clean or safe to drink. - The members of the community work very hard for their money to help their families survive. - The whole community only has one person to take care of sick people, he is not a doctor. 	<p style="text-align: center;">Write up and teacher observations during conversations</p>

Now that you have learned a little bit about this community, you will be given a role in the community, and you will have to think about what you can do, using your expertise, to help change the community. Remember that this community has many strengths and things that you can draw upon to help them. You must pick one thing that you believe should be the first change to the community, that you will take to the city council and make an argument for.

- After students have been given their role, they will brainstorm their ideas and decide what the first thing they would do to help out the community would be.
- After students have picked on change they would like to make that would impact the community, they will get together with the other people in the class that have the role. They will have the opportunity to share their ideas and have the opportunity to change their idea if they so want.
- Students will then get together in “city council” groups. These groups will be composed of one student of each role. The groups will then share their different ideas to help out the community, and come to an agreement on what they believe the most important idea is. As a city council they will come to agreement on what the first thing they would like to do for this community they have come upon is, and why. Each City council will share their decision with the rest of the class.
- Students will each have a writing piece that they will complete after their city council meeting explaining what their idea was and why.
- Question for students to address in their write up:
 - How would your role and contributions as a _____ impact the community?
 - As a _____ what other community roles would you need to help you?
 - As a _____ what would your suggestion to the city council be? And why?
 - As a _____ what materials would you need to make sure it happened?
 - Explain your thought process and the questions you had to consider as you took on the role as a _____

see attached assignment sheet

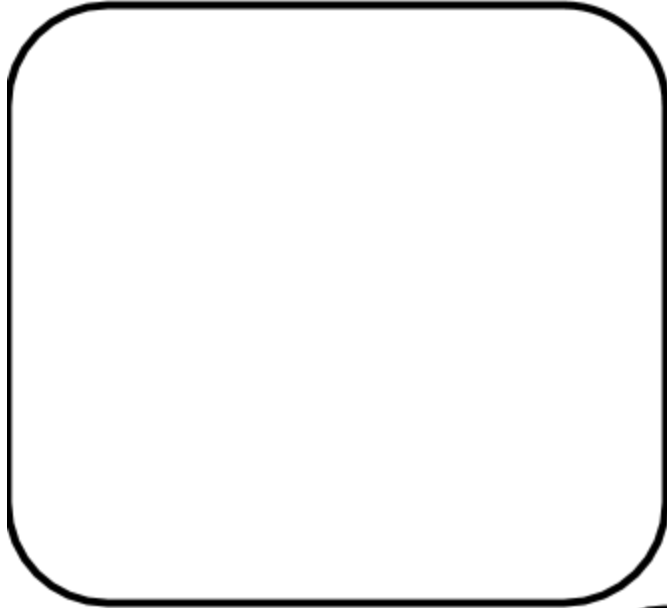
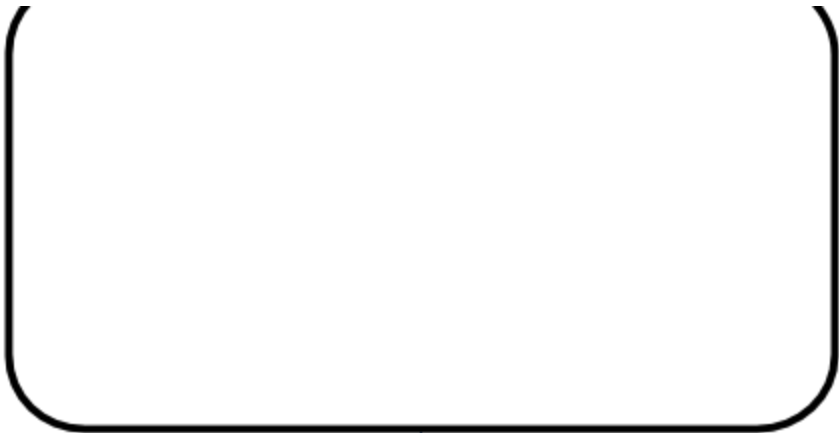
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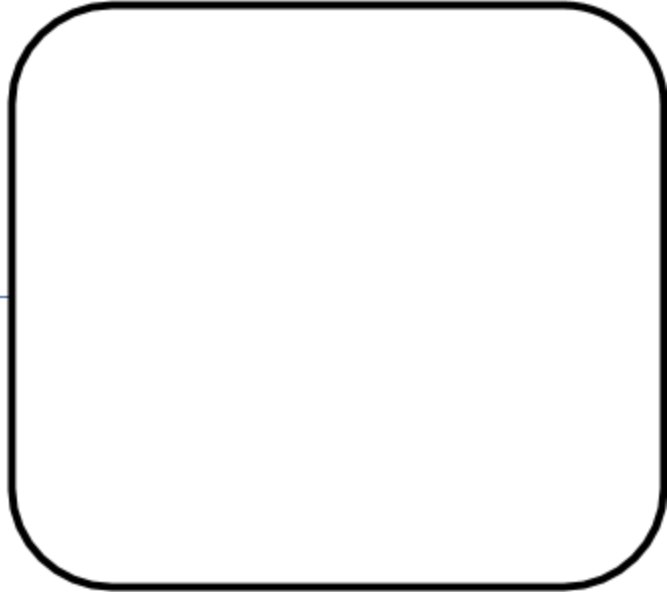
Communities Change
Pre-Assessment

1. What does it mean to inquire?
2. Draw, label, and caption what it means to explore.

3. Describe a community in words or pictures.



Benjamin
Franklin



Name:

Date:

Christopher Columbus

K	W	L

Name:

Date:

WHO AM I?

1. Name: Jonas Salk

What they are known for:

2. Name: President Obama

What they are known for:

3. Name: Christopher Columbus

What they are known for:

4. Name: Benjamin Franklin

What they are known for:

Pieces for Explorers Sort:

Teacher	Scientist	Builder	Artist
Benjamin Franklin	Christopher Columbus	President Obama	Student
Explorer	Inquirer	Explorer and Inquirer	Neither
Jonas Salk	Athlete		

Name:

Date:

Creating Communities: Weslandia Project

In Weslandia we learned about Wesley's new community that he created for himself. You will now be tasked with creating a community of your own.

Communities need many things to be successful and it will be your jobs to come up with some of these things.

Your community must include six different aspects that are unique to your community.

You must include...

- Flag
- Clothing
- Shelter
- Animal
- Plant
- Sport

You will be creating a brochure that advertises your new community, and shows off each of these six different parts of your community.

Creating Communities Brainstorming Page

My Community's Name: _____

Flag:	Clothing:
Shelter:	Animal:
Plant:	Sport:

Name:

Date:

Communities Change Jigsaw Notes

My Group -
Topic:

What Was the Community like Before?:

How Did the Community Change?:

Topic:

How Did the Community Change?

Topic:

How Did the Community Change?:

Topic:

How Did the Community Change?:

Topic:

How Did the Community Change?:

Community Improvement Plan Rubric

	<i>Exceeding</i>	<i>Meeting</i>	<i>Approaching</i>
Analyze a community, including its strengths and areas for growth.	Child is able to explain how their suggestion builds upon a strength of the existing community and how it would improve it.	Child's suggestion reflects an understanding of the community, and what would help improve it.	Child's suggestion lacks an explanation for why, or does not address an area for growth in the existing community.
Explain how people contribute and influence their communities.		Child's explanation reflects the impact their suggestion has on the existing community.	Child's explanation does not describe, either sufficiently or accurately, the impact that their suggestion would have on the existing community.

Name:

Date:

Community Improvement Plan

Imagine that like Christopher Columbus, you have found yourself in a new community. There are already people living here, and you are able to learn a little bit about them.

What you know:

- People are very good at cooperation and working together
- Children work at home with their families because there is no school.
- There is no electricity.
- The people have used the materials around them to help build their shelters.
- Water is extremely far away, and people must walk long distances to get it.
- Families live together and take care of one another.
- When they get water, it still is not always clean or safe to drink.
- The members of the community work very hard for their money to help their families survive.
- The whole community only has one person to take care of sick people, he is not a doctor.

I am a _____

Now that you have learned a little bit about this community, you will be given a role in the community, and you will have to think about what you can do, using your expertise, to help change the community...

Remember that this community has many strengths and things that you can draw upon to help them.

You must pick **one** thing that you believe should be the first change to the community, that you will take to the city council and make an argument for.

You must address these questions in your final write up...

1. How would your role and contributions as a _____ impact the community?
2. As a _____ what other community roles would you need to help you?
3. As a _____ what would your suggestion to the city council be?
And why?
4. As a _____ what materials would you need to make sure it happened?
5. Explain your thought process and the questions you had to consider as you took on the role as a _____.

Due Date: _____