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| **3rd Grade**  **Canada Unit**  **By: Samantha Berna, Madison Dodd, Duncan Fraser, Kaitlin Lacasse, Christina Lindo, Kelly McKay, and Emily Wolcott**  This third grade Inquiry Design Model (IDM) curriculum allows students to explore the meaning of happiness and its relation to a person’s location in the world. Students will undertake the compelling question, “Does where you live in the Western Hemisphere determine your happiness?” |

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| **Compelling Question:**  Does where you live in the Western Hemisphere determine your happiness?  **Standards and Practices:**  **3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.**  3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.  **3.5 Communities share cultural similarities and differences across the world.**  3.5a The structure and activities of families and schools share similarities and differences across world communities.  **Staging the Question:**  “The Wise Woman and Her Secret” by Eve Merriam |

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| **1. Supporting Question:**    What determines happiness? | **Formative Task:**  The teacher will frame the question: *Does the community you live in determine your happiness?* In order to do this, the students and teacher will participate in a discussion about happiness after reading the book “The Wise Woman and Her Secret.” The teacher will discuss how there are many kinds happiness that people can experience. After our discussion, students will write down three things that make them happy, attaining a score of a two out of three. | **Sources:**  Source A: “The Wise Woman and Her Secret” by Eve Merriam  Source B: Happiness Presentation  Source C: Worksheets (Happiness Instructions, Homework Instructions) |

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| **2. Supporting Question:**    How does the geography of life in Canada affect life there? | **Formative Task:**  Students will be taken on a bus tour of Montreal, Canada. During the tour students will be asked to follow along on a worksheet to take notes of each place they visit and indicate with a sticker how each place made them feel. After the tour, students will be placed in groups of five and each student will be given one theme of geography to explain to their group with an example from their hometown. Students will then be asked to reflect on the similarities and differences between Montreal and their hometown and complete a Venn diagram. To achieve mastery, students will respond to the question: What do these landmarks say about the culture of Montreal? And will then explain where they would be happier citing evidence to support their choice. | **Sources:**    Source A: Google Slides tour presentation  Source B: Tour worksheet to take notes  Source C: Venn diagram |

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| **3. Supporting Question:**    How did Canada come to be Canada? What historical events have shaped the country? | **Formative Task:**    While taking a trip back in time, students will follow along in their “Time Travel Journal” where they will report what they see, what they think and what they wonder about the historical events. Students will then answer what historical events shaped Canada today by partaking in an “Act It Out” skit where students will *write narratives of a historical event by using dialogue, action and characters* containing three relevant facts from the pictures and time machine PowerPoint, students will be graded based upon a teacher created rubric. | **Sources:**    Source A: Time Machine Powerpoint Presentation  Source B: Think, feel, wonder |

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| **4. Supporting Question:**    How do we know what we have learned about Canada is true? | **Formative Task:**    After students are presented with the question, “Are people happier in Rockville Centre or Montreal?,” students will engage effectively in a range of collaborative discussions with partners building on others’ ideas and expressing their own clearly to analyze documents with historical thinking strategy WHAM. Students will be able to fill out three of the four questions on the WHAM chart. | **Sources:**    Source A:  PowerPoint Presentation  Source B:  Four Primary Source Documents to complete WHAM  Source C:  WHAM homework worksheet |

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| **5. Supporting Question:**    Are Canadians happier than Americans? Evaluate the credibility of the sources | **Formative Task:**    After completing a history mystery, students will create a claim on where they think is happier, Montreal or RVC. Students will evaluate the credibility of the sources provided. | **Sources:**  Source A:History Mystery packets with included articles  Source B:Powerpoint Presentation  Source C:Supporting Claim Handout |

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| **6. Supporting Question:**    What can we do to connect with Canada to improve our understanding? | **Formative Task:**  After watching a short video on Nunavik, students will *engage effectively in a range of collaborative discussions with diverse partners on building on others’ ideas and expressing their own clearly* andcreating a plan for taking informed action to help the students in Nunavik. Student’s efforts will be evaluated by an exit ticket, successfully answering at least 2 questions correctly. | **Sources:**  Source A:Informed Action Powerpoint  Source B: Skype with students in Nunavik Canada  Source C:The Global Goals model |

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| **7. Supporting Question:**  Can we express what we have learned in writing? | **Formative Task:**  After engaging in a practice Google Slides pre-writing exercise on the Yankees using TDFC, students will *provide logically ordered reasons that are supported by facts and details from various sources* by completing a TDFC on their required DBQ on communities and happiness. | **Sources:**    Source A: Powerpoint Presentation  Source B: Reading material on weather in Montreal and on women’s soccer in RVC.  Source C: TDFC planning sheet |

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| **Summative Performance Task**    **Argument:**Students will write a DBQ essay answering the question: Are people happier living in communities in Rockville Centre or Montreal?  **Extension:** Students will create an iMovie video expressing how where you live can determine a person’s happiness.  **Taking Informed Action:** What can we do to connect with Canada to improve our understanding?   * Students will skype with a third grade class from Canada, discussing and sharing how their lives are similar and different. * Students will create signs with informative information on Nunavik regarding a supply drive, to help students in Nunavik. * Students will organize a supply/book drive to gather resources to send to help the school life in Nunavik. * Students will create and informative posters and speeches to educate the rest of the school on life in Nunavik Canada. . |