

Englewood Public School District
Social Studies
Grade 3
Fourth Marking Period

Unit 4 - The Salad Bowl

Overview: Students in the third grade social studies program engage in a study of American History, geography, culture, and government. In the process, students continue the journey of learning the social studies theme of American Culture and how our cultural differences enrich our communities and make them diverse.

Time Frame: 30-40 Days

Enduring Understandings:

- *People of similar and different cultural groups often live together in world communities.*
- *American communities have social, political, economic, and cultural similarities and differences.*
- *All people in American communities need to learn and they learn in different ways.*

Essential Questions:

How do diverse groups of people work together to form an American community?

Why do people leave one place for another?

How do various groups of people celebrate and transmit their values and beliefs?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4. D.1 Determine the impact of European colonization on Native American populations, including the	Topics	As an Introduction to Unit 4, students will watch a brief video (Arrival at Ellis Island). (CRP11)	Video: http://www.history.com/topics/ellis-island/videos/arrival-at-ellis-island	Benchmark Assessment:
	Objectives	Students will work in collaborative groups to read excerpts and conduct research from the	Literature: <i>Arriving at Ellis Island</i> , Dale Anderson. <i>Ellis Island: New Hope in A</i>	<ul style="list-style-type: none"> • Exact Path Formative Assessments: <ul style="list-style-type: none"> • Locate student's countries of origins using a map/globe. • Oral presentation portion of "Family Heritage Project".

**Lenni Lenape
of New Jersey.**

**6.1.4.D.2
Summarize
reasons why
various groups,
voluntarily and
involuntarily,
immigrated to
New Jersey and
America, and
describe the
challenges they
encountered.**

**6.1.4. D.3
Evaluate the
impact of
voluntary and
involuntary
immigration on
America's
growth as a
nation,
historically and
today.**^[SEP]

**6.1.4.D.9
Explain the
impact of
trans-Atlantic
slavery on New
Jersey, the
nation, and**

Students will apply the following skills and strategies:

Acquire and apply vocabulary associated with migration/assimilation.

Discuss the reasons why various groups, voluntarily and involuntarily, immigrated to America and New Jersey and describe the problems they encountered.

Explain that Americans have come from different parts of the world and have a common American heritage, in addition to the heritage of the countries of origin.

Describe situations in which people from diverse backgrounds work together to solve common problems.

Explain that the world is

following books: *Arriving at Ellis island, Ellis Island: New Hope in A New Land, Immigrant Kids, We Came through Ellis island: The Immigrant Adventures of Emma Markowitz, When Jessie Came Across The Sea, Grand Central Terminal: Gateway to New York City. (RF.3.4, CRP 7)*

Students will conduct research online or in the library and write a brief report about their heritage and culture as part of their "Family Heritage Project" (CRP11, W.3.3, CRP 7)

Interview a family member who immigrated to this country as part of the "Family Heritage Project" and a presentation to the class. (9.2.4.A.4, CRP4, RL.3.1)

Students will take a field trip to Ellis Island and conduct research using first hand accounts and

New Land, Jay William Jacobs
Immigrant Kids, Russell Freedman

We Came Through Ellis Island: The Immigrant Adventures of Emma Markowitz, Gare Thompson

When Jessie Came Across the Sea, May Hest

Grand Central Terminal: Gateway to New York City, Ed Stanley

My State Complete Thematic Units Grades 3-6, Evan-Moor Educational Publishers

U.S. Fact & Fun Grades 1-6, Evan- Moor Educational Publishers

Web-based Resource:

www.worldatlas.com

American Folklore:

<http://americanfolklore.net/folklore/united-states-folklore/new-jersey-folklore/>

- Instructors will confer with students to investigate their knowledge (anecdotal records & observation).
- Students will be evaluated on teacher created tests/quizzes.
- Students' progress will be ascertained via oral and written class work.
- Students will receive a grade for participation in classroom discussions and activities.
- Students understanding of concepts and application of content will be partially evaluated via cooperative learning activities.

Summative Assessments:

Performance based evaluation using rubrics

<http://rubistar.4teachers.org/index.php>

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

individuals.

6.1.4.D.12
Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working

divided into many nations consisting of territory and people, with their own government, languages, customs, and laws.

Explain why it is important to understand diverse peoples, ideas, and cultures.

Examine common and diverse traits of other cultures and compare to their own culture.

Define stereotyping and discuss how it impacts self-image and interpersonal relationships.

photographs, as part of the research students will take pictures, write facts, and compile a visual display of the immigrant experience of Ellis Island, the visual display will be posted on a classroom bulletin board. **(9.1.4.A.5, CRP11, 8.1.5.A.1)**

Students will listen to two Native American Folktales: “Rainbow Crow” and “Spirit Lodge” (American Folklore.net), following each read-aloud, students will discuss the meaning or moral of each tale. **(SL.3.6)**

Students will work in pairs or triads to conduct research including locating maps showing the Native American tribes including the Lenni Lenape which lived in the area that is now New Jersey and explore both the history of the tribe and their way of life prior to colonization. **(RI.3.1, CRP7)**

Lenni Lenape Websites:

<http://www.lenapelifeways.org/lenape1.htm>

http://www.bigorin.org/lenape_kids.htm

<http://www.native-languages.org/jersey.htm>

Additional Resources:

Primary documents – Immigration:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration>

Ellis Island Simulation:

<http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

Graphic Organizers:

<https://www.nationalgeographic.org/topics/graphic-organizer/>

Teaching Tolerance:

<https://www.tolerance.org/lesson/my-family-journey>

Alternate assessments:

<http://www.schrockguide.net/assessment-and-rubrics.html>

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Summative Assessments:

Performance based evaluation using rubrics

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Scavenger Hunt: Create questions based on a topic or a chapter.

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collaboratively to address the challenges that are inherent in living in an interconnected world.)

As students conduct research, they will complete a graphic organizer (Pages 9-10 *My State Complete Thematic Units Grades 3-6*). **(CRP7, 8.1.5.A.3)**

After conducting research and gathering facts, students will participate in a whole class discussion answering the questions on page 8 “The First Inhabitants” (*My State Complete Thematic Units Grades 3-6*). **(CRP7, SL.3.6)**

Students will work collaboratively to create an Indian Village Diorama (p. 11 *My State Complete Thematic Units Grades 3-6*). **(8.2.2.C.1, CRP6)**

Students will identify people involved with the establishment of the United States.

Amistad:

Students will be able to understand and discuss why slavery existed in early America and its impact on the events of the time.

Lesson:

Following a teacher read-aloud of Colonial Slavery in America (www.ducksters.com), students will have a whole class discussion about why slavery existed in early America. (CRP4)

Slavery in America websites:

http://www.ducksters.com/history/colonial_america/slavery.php

Additional Resources:

<http://sites.bergen.org/ourstory/Resources/>

[slave&war/Slavery_NJ.htm](http://sites.bergen.org/ourstory/Resources/slave&war/Slavery_NJ.htm)

<http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/content/4536/7581>

NJ Amistad Commission,
Establishment of a New Nation & Independence to Republic - Notable People:

<http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/navigations/3514>

NJ Amistad Commission Tools for Social Studies:

Venn diagrams, Timelines, Newspaper Formats, T-Charts, Flow Charts, Story Maps, Homework and Project Helpers and Family Trees, charts and

Formative Assessment:

Teacher will facilitate a whole group discussion based on the reading; why slavery existed in early America and its impact on the events of the time.

	<p>graphs to aid students in analyzing and organizing information to suit any type of lesson or activity.</p> <p>http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/navigations/3533</p>			
	<p>Holocaust:</p> <p>Students will be able to: Identify cultural contributions of people of different backgrounds.</p> <p>Demonstrate recognition of those contributions people in society give to one another.</p>	<p>Lesson:</p> <p>After the completion of the Family Heritage Projects, studies on Native Americans, and Slavery pose the open-ended question below:</p> <p>Do you think the cultural contributions of people of different backgrounds lead to a better society?</p>	<p>Resources:</p> <p>Primary documents – Immigration:</p> <p>http://www.loc.gov/teachers/classroommaterials/</p> <p>NJ Commission on Holocaust Education:</p> <p>https://www.state.nj.us/education/holocaust/resources/museum_visitation.html</p>	<p>Formative Assessment:</p> <p>Open Ended Question Response, and the ability to support their response with factual evidence based on their learning.</p>
<p>Key Vocabulary</p> <p>Pilgrims, Religion, Freedom, Independence, Revolution, Mayflower Compact, Thanksgiving, Declaration of Independence, Bill of Rights</p>				
<p>Accommodations and Modifications:</p> <p><i>Students with special needs:</i> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to</p>				

support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aids ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Students can provide oral responses instead of written ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA) ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, 	<ul style="list-style-type: none"> ● Lower level text can be provided ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students’ interests, 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Problem-based learning ● Student Driven Instruction ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum ● for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum

	graphs, charts, data tables, multimedia, modeling).	social/family background and knowledge of their community. <ul style="list-style-type: none"> ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
Career Ready Practices: CRP4: Communicate clearly and effectively and with reason. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP11: Use technology to enhance productivity.			
Interdisciplinary Connections: ELA-NJSLS/ELA: Grade 3 Standards: RL.3.1: Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF.3.4: Read with sufficient accuracy and fluency to support comprehension. SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.			
Integration of 21st Century Standards NJSLS 9: 9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.			
Integration of Technology Standards 8.1.5.A: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue.			

