

What is the story a third grader is able to tell by the end of the year? People adapt and change as they move to new places. People are motivated to move for many reasons. Movement, exploration, and immigration require courage, perseverance, and responsible risk-taking. As people move from place to place, there is cultural exchange. Movement involves a push away from and/or a pull toward a desired way of life.

**CROSS-CUTTING CONCEPT/THEME:
CHANGE: EXPLORATION & MOVEMENT**

Essential Questions for this year:

- Why do people move?
- What challenges do people face when they explore or move to a new place?
- How do people change and/or adapt as a result of movement?
- How do places and/or societies change when new people arrive and settle?
- What are the costs and benefits of movement?
- How does a government respond as people and populations change due to movement?

Purpose and Framework for D39 Social Studies Curriculum

The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. *Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:

Dimension 1. Developing Questions and Planning Investigations -Students develop questions as they investigate societal issues, trends, and events.

Dimension 2. Applying Disciplinary Concepts and Tools - Students analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.

Dimension 3. Gathering, Evaluating, and Using Evidence -Students work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.

Dimension 4. Working Collaboratively & Communicating Conclusions - Students draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.

(Adapted from Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards, Council of Chief State School Officers, 11/12/2012)

The Conceptual Lenses of Social Studies

CIVICS: In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

ECONOMICS: Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

GEOGRAPHY: Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.

HISTORY: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

CULTURAL ANTHROPOLOGY: Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

Unit 1 Exploration Inquiry Questions:

What motivates people to explore new places?

What impact does exploration have on people, places, and societies?

Content Vocabulary: explorer, cartographer, navigation, artifacts, journey, mission, profit, expedition, equipment, circumnavigate, uncharted, Prime meridian, equator, trek, location, trailblazer, territories

Academic Vocabulary: claim, evidence, human curiosity, motivation, risk, humankind, attribute, characteristic, advancement, reward, drive, hardship, treacherous, cost, benefit, impact

Guiding Questions

How can exploration be defined?

What does it take to make an exploration successful?

What motivates humans to explore the unknown?

How do time and place affect the success of an exploration?

How do explorations affect individuals, communities, and cultures?

What impact does technology have on exploration?

Big Ideas & Formative Understandings

EXPLORATIONS EMBODY A SPECIFIC SET OF CRITERIA.

Thinking Historically, Geographically, Civically, Economically, Culturally

- Identify the criteria of an exploration.

Exploration Criteria:

- Location/Time period/
- Purpose/motivation
- Funded/supported
- Risks
- Personal attributes of explorers
- Contribution to the advancement of humankind or impact on society
- Intended and/or unintended consequences of exploration

- Analyze if certain explorer character traits impact the level of success

EXPLORATION HAPPENS FOR DIFFERENT REASONS.

Thinking Geographically, Civically, Economically

- Isolate the goal of exploration. (to advance humankind)
- Identify the types of exploration (land, space, ocean, etc.)
- Determine who supports explorations
- Analyze the factors that make an exploration potentially treacherous

EXPEDITIONS REQUIRE EQUIPMENT AND SKILLS.

Thinking Geographically, Historically

- Explore what equipment is involved in planning for a successful exploration
- Name the ways that explorers document their journey/task
- Identify the location(s) of the exploration
- Identify the advances in technology that allowed for new explorations to occur
- Compare how explorations from the past would be different with today's advancements in technology

EACH NEW EXPLORATION HAS AN IMPACT.

Thinking Geographically, Civically, Economically, Culturally

- Determine the cause and effect of an exploration on society
- Analyze and determine whether a failed exploration can still advance humankind

PEOPLE EXPLORE FROM MANY LOCATIONS.

Thinking Geographically

- Interpret maps for origin and destination
- Track movement of the expedition
- Locate geographic landmarks
- Determine the geographic obstacles
- Track exploration trends over time

Unit 2 Movement Inquiry Questions:

In what ways are migrant's experiences similar and different?

What motivates movement?

What impact does movement have on people, places, and societies?

Content Vocabulary: Immigration, immigrant, immigrate, emigrate, diversity, citizenship, heritage, culture, tenement, refugee, ancestor, ethnicity, stereotype, illegal, discrimination
Academic Vocabulary: claim, evidence, contribution, challenges, adapt, adaptations, cost, benefit, movement, established, settle, impact, respond

Guiding Questions

What motivates humans to move from one location to another?

Have the factors causing the push or pull of movement changed over time or for different groups of people?

How do life and culture change as a result of immigration? How do people adjust to these changes?

How can we track immigration patterns over time?

How do the reactions of an established population to newcomers impact the immigrant experience?

Big Ideas & Formative Understandings

PEOPLE CHOOSE TO MOVE FOR DIFFERENT REASONS.

Thinking Historically, Geographically, Civically, Economically, Culturally

- Identify the reasons that motivate people to move from one country to another country (pushes - economic, historical, political, military, geographical, religious, social/cultural)
- Analyze the factors that pull/draw immigrants to settle in one region over another
- Identify the challenges that people face when they immigrate
- Analyze what traits immigrants will need to face these challenges when they join a new community
- Identify the challenges immigrants face due to the process of immigration
- Analyze the immigrant experience from multiple immigrant viewpoints
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PEOPLE WHO IMMIGRATE CONTRIBUTE TO THE LIFE AND CULTURE OF THE SOCIETY THEY JOIN. **Thinking Culturally**

- Isolate the factors that are involved when immigrants adjust to a new culture (immigrants and established residents) (education, language, work, housing)
- Analyze a community's response to a large influx of immigrants by identifying the ways a community needs to change to support the new immigrants who settle there (education, language, work, housing, goods & services)
- Compare and contrast past and present entry/citizenship processes for immigrants

Thinking Civically & Economically

- Analyze a community's response to a large influx of immigrants by identifying the ways a community needs to change to support the new immigrants who settle there (education, language, work, housing, goods & services)

PEOPLE MIGRATE FROM AND TO MANY LOCATIONS. **Thinking Geographically**

- Locate native countries of 19th century immigrants
- Interpret maps for demographic/immigration data
- Track immigration trends over time
- Locate the origin and destination of an immigrant's journey
- Analyze the factors that pull/draw immigrants to settle in one region over another

STATE AND NATIONAL SOCIAL STUDIES STANDARDS

ILLINOIS LEARNING STANDARDS FOR SOCIAL STUDIES

STATE GOAL 14: Understand political systems, with an emphasis on the United States.
 14.A.2 Explain the importance of fundamental concepts expressed and implied in major documents including the Declaration of Independence, the United States Constitution and the Illinois Constitution.
 14.B.2 Explain what government does at local, state and national levels.
 14.D.2 Explain ways that individuals and groups influence and shape public policy.
 14.F.1 Describe political ideas and traditions important to the development of the United States including democracy, individual rights and the concept of freedom.

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.
 15.A.2b Describe how incomes reflect choices made about education and careers.

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
 16.A.2a Read historical stories and determine events which influenced their writing.
 16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.
 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
 16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).
 16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).
 16.A.1c Describe how people in different times and places viewed the world in different ways.
 16.B.2d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.
 16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.
 16.D.1 (US) Describe key figures and organizations (e.g., fraternal/civic organizations, public service groups, community leaders) in the social history of the local community.
 16.D.1 (W) Identify how customs and traditions from around the world influence the local community.
 16.E.2a (US) Identify environmental factors that drew settlers to the state and region.

STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
 17.A.1b Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.
 17.A.2b Use maps and other geographic representations and instruments to gather information about people, places and environments.
 17.C.1b Identify opportunities and constraints of the physical environment.
 17.D.2b Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources.

STATE GOAL 18: Understand social systems, with an emphasis on the United States.
 18.B.2a Describe interactions of individuals, groups and institutions in situations drawn from the local community (e.g., local response to state and national reforms).
 18.B.2b Describe the ways in which institutions meet the needs of society.

C3 FRAMEWORK (COLLEGE, CAREER & CIVIC LIFE) FOR SOCIAL STUDIES STANDARDS

INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING AND SUPPORTING QUESTIONS, AND
 D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).
 D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
 D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.
 D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.

INDIVIDUALLY AND WITH OTHERS, STUDENTS
 D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. (with guidance)

D2.Civics
 6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.
 8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
 10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
 11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
 14.3-5. Illustrate historical and contemporary means of changing society.

D2.Economics
 1.3-5. Compare the benefits and costs of individual choices.
 2.3-5. Identify positive and negative incentives that influence the decisions people make.
 15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations.

D2.Geography
 1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places.
 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.
 3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.
 6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
 7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
 8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.
 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.

D2.History
 1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
 3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.
 13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
 14.3-5. Explain probable causes and effects of events and developments.
 16.3-5. Use evidence to develop a claim about the past.

D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.
D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant

ISBE Mandates

Irish Famine Study - Sec. 27-20.6 Every public elementary school and high school may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland. This period in world history is known as the "Irish Famine", in which millions of Irish died or emigrated. The study of this material is a reaffirmation of the commitment of free people of all nations to eradicate the causes of famine that exist in the modern world.

information and data.

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.

New Illinois Learning Standards for English Language Arts

READING

CCSS-RI-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.

CCSS-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-RI-3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

CCSS-RI-3.6 Distinguish own point of view from that of the author of a text.

CCSS-RI-3.7 Use information gained from illustrations (e.g., maps, photographs) and the word in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS-RI-3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CCSS-RI-3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing

CCSS-W-3.1a-d Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

CCSS-W-3.3a-d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS-W-3.7 Conduct short research projects that build knowledge about a topic

CCSS-W-3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.