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| **Unit Information** | | | |
| **Unit Theme: Unit 6**  **Freedom** |  | **Grade**  **Level:** | **3** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **6 weeks unit** | | |
| **Developers:** | **K. Hopkins, M. DeRocher, M. King, R. Reid, S. Levisy, P. Harris** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **How do characters demonstrate freedom through relationship with events in their lives and history?** | | | | | | |
| **Essential Questions** | | | | | | |
| What does freedom mean? Why do we have symbols that represent freedom? What does it mean to grant freedom?  What do rules and laws have to do with freedom? Why is freedom of expression important?  What is the best way to keep your freedom? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RI 3.9 RI 3.3**  **3H.2** | | | | RL 3.1 RI 3.5 SL 3.1 W3.3a | | |
| **Possible Minilessons Statements** | | | | | | |
| *I know how to compare and contrast on the same topic.*  *I can identify character traits.*  *I know what sequencing means and can demonstrate the structure of sequencing.*  *I can read a timeline.*  *I can be an effective member of a group.* | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **I can compare and contrast on the same topic. I can compare and contrast my life with someone else’s life.**  **I can understand cause and effect relationships.**  **I can take information from history and put it on a timeline.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **-WebQuest on Immigration (**[**www.zunal.com/webquest.php?w=80153**](http://www.zunal.com/webquest.php?w=80153)**)**  **-Timeline of events in history OR from a character’s life (Rubric attached)**  **-Symbols of Freedom foldable (can be used with jigsaw groups): flags, documents, seals, etc. Students read grade-appropriate articles on each symbol and report back to their group as an expert.**  **-Interactive compare/contrast charts: ongoing throughout the unit around the room as stories accumulate and theme progresses**  **-Writing prompt about students’ experiences with symbols of freedom followed by class presentation and discussion (use the Common Core writing rubrics)** | | | | | | |
| **Essential Vocabulary** | | | | | | |
|  |  | | Freedom liberty expression aqueduct culture foreign native citizen immigrant symbol | | |  |
| **Resources** | | | | | | |
| **Reading Street curriculum, Unit 6**  **Harcourt Social Studies, 3rd Grade, Unit 1**  **WebQuest on Immigration (**[**www.zunal.com/webquest.php?w=80153**](http://www.zunal.com/webquest.php?w=80153)**)**  **Computers/computer lab**  **Online/books resources for common symbols of freedom** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
| **Unit tests**  **Weekly tests** | | **Quick writes (compare/contrast)**  **Student interviews and discussions**  **Group updates**  **WebQuest presentations** | | | **Unit Test**  **Timeline with rubric**  **Writing Prompt with rubric** | |