

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Third Grade Social Studies.

UNIT 4 – “Life, Liberty, and the Pursuit of Happiness”

Elaborated Unit Focus

In this unit, students will continue their study of the foundation of the United States. Students will examine the *beliefs and ideals* of certain historical figures in order to explain why they made the choices they did. Students will understand that *individuals, groups, and institutions* have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by Frederick Douglass, Susan B. Anthony, and Mary McLeod Bethune. Finally, students will learn about *location* and its relationship to *production, distribution, and consumption* and how it affects people in a given area.

Standards/Elements

SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers’ rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G1 The student will locate major topographical features.

- a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

- a. Identify on a political map specific locations significant to the life and times of these historic figures.
- b. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures.
- c. Describe how each of these historic figures adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- e. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

SS3CG2 The student will discuss the character of different historical figures in SS3H2a.

- a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.
- b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.
- c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.

SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of consumers and producers of goods and services.
- b. Describe how goods and services are allocated by price in the marketplace.
- d. Explain that most countries create their own currency for use as money.

SS3E4 The student will describe the costs and benefits of personal spending and saving choices.

Enduring Understandings/Essential Questions

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

K-5 EU: The student will understand that people's ideas and feelings influence their decisions.

- How does what you believe affect the choices you make?
- Why did Mary McLeod Bethune believe education was important?
- How did Frederick Douglass' beliefs affect his fight for justice?
- Why did Susan B. Anthony believe it was important for everyone in the United States to have equal rights?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

- How does a person's words and actions affect others?
- In what ways did Frederick Douglass work to improve civil rights?
- How did Susan B. Anthony's desire to vote change life for women?
- Why was it important to Mary McLeod Bethune that all children get a good education?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- How do the major rivers influence the way people live ?
- Why is the use of political maps important?
- How did growing up in the south affect Frederick Douglass' feelings about how different groups of people were treated?
- What role did Mary McLeod Bethune's location play in her work to improve education?
- What affect did location and culture have on Susan B. Anthony's beliefs in women's right?

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

- How do buyers and sellers help each other?
- How do buyers and sellers decide how much goods and services are worth?
- How do buyers and sellers exchange goods and services with each other?
- How does saving money benefit you?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students will learn about many important historical figures and the positive character traits that helped them accomplish many things that changed our country. At the beginning of this unit, create a large chart with the character traits listed in SS3CG2. Guide students in a discussion about what these character traits look like and write student answers on the character trait chart. After completing the chart, view the United Streaming Video clip: How Leaders and Events Shape Communities; specifically watch these segments: <i>A Special Book on Leadership, Activists, Ordinary People, and Every Day Leaders</i>. The video will discuss many historical figures in addition to the ones listed in the Third Grade GPS, so focus your discussion on what qualities these people all have in common. Once finished viewing these clips, ask students to think of anything else that can be added to the character trait chart. Finish this activity by explaining to students that they will use this chart the entire school year. Each time they learn about a new historical figure, they should make a connection between the historical figures actions and the positive character traits that helped them carry out their actions.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide students with a list of discussion topics prior to viewing • View the video as a whole class and conduct guided viewing discussions on the given topics 	SS3H2 a,b; SS3G2 a,b,c;	Observation, Dialogue and Discussion
<p>After reading a biography of Susan B. Anthony, have students take a virtual field trip to Susan B. Anthony's House: http://www.susanbanthonyhouse.org/biography.shtml</p>	SS3H2 a,b; SS3G2 a,b,c; ELA3R3 a,i	Observation, Constructed Response,

<p>Then have students write five facts they find about Susan B. Anthony on their trip. Students can share one fact aloud with the class.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Assign peer partners • Allow students to dictate their fact choices 	<p>ELA3W1 b,j</p>	<p>Dialogue and Discussion</p>
<p>To activate prior knowledge, list on the chart paper the rights that you have at school (get an education, eat lunch, have recess, etc). Discuss how students would feel if those rights were taken away. Next, read a trade book about Susan B. Anthony and then discuss how she helped to improve the lives of women in the 1800's. As a follow-up activity, pretend you are a person living in the late 1800's. Write a speech to inform the American citizens about your views on women's voting rights and what can be done to make things better.</p> <p><u>Suggested ideas to include:</u></p> <ul style="list-style-type: none"> • Your opinion about the right for women to vote • Tell why it is unfair for women to not be able to vote even though they can earn a living • Ideas of how you would help make things better for women living in this time <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide an organizer for students to use to plan their ideas for their speeches (see link) http://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf • Provide a speech writing template. (see speech template attachment) 	<p>SS3H2 a,b; SS3G2 a,b,c; ELA3R3 a,i ELA3W1 b,j</p>	<p>Constructed response</p>
<p>Discuss what it means to persuade someone to do something you want them to do and describe examples of how you and the students do this in your own lives. Use this as a spring board to discuss how Frederick Douglass and others tried to persuade or convince people that slavery was wrong. Next, read aloud from the writings of Frederick Douglass and other abolitionists and discuss their beliefs against slavery. Explain to students that Frederick Douglass wrote persuasive books and articles against slavery. Students will write a persuasive newspaper article to convince other readers that we must have justice for all citizens to have a better country.</p> <p><u>Suggested ideas to include:</u></p> <ul style="list-style-type: none"> • What injustice (wrong circumstance) is happening • Why that circumstance is unfair for any citizen • Give suggestions (opinions) about how things should change 	<p>SS3H2 a,b; SS3G2 a,b,c; ELA3R3 a,i ELA3W1 b,j</p>	<p>Constructed response</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide an organizer for students to plan their persuasive articles (see link) http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf • Read aloud from the writings of Frederick Douglass and other abolitionists and discuss their persuasive points • Write a model letter together with the class prior to letting them generate their own ideas for writing • Work with a small group of struggling writers to work on a letter together 		
<p>Multiple choice test addressing important facts about historic figures and information from this unit.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Present test items orally • Limit answer choices to a. and b. • Provide a study guide and time for students to study in small groups 	<p>SS3H2 a,b; SS3G1 a; SSG2 a,b,c,d,e; SS3CG2; SS3E3 a,b,d</p>	<p>Selected response</p>
<p>Students will work in pairs to research the work of Mary McLeod Bethune. When the research has been completed the student pairs will write interview questions that a reporter might have asked Mary McLeod Bethune. Questions should ask about her beliefs on education, reasons for her work, and how she hopes things will change. Students will then act out the interview in small groups to share the information they have learned. After listening to the different interviews, students will discuss as a class the importance of Mary McLeod Bethune's work and organize the information on a class t-chart. One side of the chart will be labeled "Things Mary McLeod Bethune Did" and the other side will be labeled "Importance of Her Actions"</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Develop a bank of interview questions as a whole group • Allow time for students to practice their interviews before the role plays are presented • Allow students to use index cards as cue cards during their interview sessions. • Read aloud from writings about Mary McLeod Bethune and provide information sources on a variety of reading levels 	<p>SS3G2 a,b,c,d,e; ELA3W1 b,j</p>	<p>Dialogue and discussion; observation</p>
<p>View United Streaming Video clip: Economics Consuming: The Productions, Distribution, and Consumption of Goods and Services: Consuming. Before viewing video clip, preview the vocabulary (<i>interdependence, voluntary exchange</i>) and the sample questions that the students will be answering once the video clip is</p>	<p>SS3E3; SS3E4; ELA3W1 b,j</p>	<p>Observation, Constructed Response, Dialogue and Discussion</p>

<p>finished. This will set a purpose for viewing and observing key concepts throughout the film. Before completing the assignment, the teacher and class will create a graphic organizer labeled with the key ideas <i>production</i>, <i>consumption</i>, and <i>distribution</i> and refer to examples from the video. Students will then use the organizer to help them answer the questions and reinforce the skill of locating details. After group discussion students will complete blackline masters from the video.</p> <p><i>Suggested Ideas for discussion:</i></p> <ul style="list-style-type: none"> • Who are consumers? producers? • Why do we need producers? • How do consumers and producers help each other? • What were some examples of interdependence/voluntary exchange between consumers and producers in this video? <p><i>See Teacher's Guide and Blackline Masters links in United Streaming for detailed lesson plan and discussion questions.</i></p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Conduct small group sessions assisting students with activity sheets • Assign peer partners 		
---	--	--

Sample Performance Task

Enduring Understanding:

- The student will understand that what people think and feel is important to their lives influences their decisions.
- The student will understand that where people live matters.

Standards: SS3H2a, b; SS3G2 a, b, c, d, e

You are applying for a position at the Museum of American History as the Assistant Director of New Exhibits. The museum director has asked you to prepare a presentation displaying your knowledge of important people in American history. You will need to create a display of one of the historic figures the museum is planning to add to their exhibit. Choose from Frederick Douglass, Susan B. Anthony, or Mary McLeod Bethune. Your display will need to be realistic and true to the time period of the historical figure you choose.

Next, you will add a character sketch section to your display with five important details that gives the director an idea of your knowledge of the following:

- Ways this historical figure improved life for other people in areas of education, civil rights, or independence
- How beliefs and ideals of the historic figure affected the way this person worked for change
- How location influenced their decisions to make changes for those around them
- How cultural and geographical systems motivated the decisions of these historical figures

- Sequence of the most important events that had an impact on the lives of people of that time period

You will be given two minutes to present your information. Your presentation should be accurate, informative, neat, and capture the director's attention. Be sure that your project is neat, colorful and follows the directions set forth by your future boss.

Modifications:

- Allow students to substitute a plane figure cut out of the character with an illustration
- Provide a timeline organizer (see link)
<http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>
- Assign peer partners
- Work directly with a small group of students to complete a project on one of two character choices

Map and Globe Skills:6,7,8

Information Processing Skills:2,5,7,8,11,13

Content Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Standard	Exceeds Standard
The student explains ways historical figure improved life for others.	Student incorrectly explains ways the historical figure improved life for others with incorrect information.	Student incorrectly explains ways historical figure improved life for others with facts that are inaccurate or confusing. Attempted, but with some errors.	Student correctly explains ways historical figure improved life for others.	In addition to meets, student analyzes how historic figure improved life for others by giving examples of their actions still seen today.
The student describes how the beliefs and ideals of the historical figure affected change.	Student incorrectly describes how beliefs and ideals affected change.	Student inaccurately describes how beliefs and ideals affected change by mixing correct and incorrect facts.	Student accurately describes how beliefs and ideals affected change	In addition to meets, student explains why the changes were important or necessary.
The student explains the significance/ importance of decisions made by the historical figure.	Student incorrectly explains the decisions made by the historical figure.	Student does not accurately explain the decisions made by the historical figure because some incorrect facts are included.	Student accurately explains the decisions made by the historic figure	In addition to meets, student analyzes the significance/ importance of the decision by describing what life would be like if those decisions had not been made.
The student describes the how location influenced the life of the historical figure.	Student incorrectly describes how location influenced the life if the historical figure.	Student does not accurately describe how location influenced the life if the historical figure because some incorrect facts are included.	The student accurately describes how location influenced the life if the historical figure	In addition to meets, the student explains why location had such an impact on the life of the historical figure.
The student identifies important events on timeline that reflect how the historical figure helped to expand the rights and freedoms of people in a democracy.	Student incorrectly identifies important events in the life of the historical figure.	The student identifies events on the timeline that do not reflect the important work of the historical figure (i.e. marriage, birth of siblings or children, etc)	The student correctly identifies important events on timeline that reflect how the historical figure helped to expand the rights and freedoms of people in a democracy.	In addition to meets, the student describes the event on the timeline.

Product Rubric for Performance Task

Criteria	Does Not Meet	Needs Improvement	Meets Expectation	Exceeds Expectation
The student included appropriately dressed figure (<i>plain figure modification</i>)	Student did not include figure	Figure is include, but clothing did not reflect correct time period	Figure is included; dress appropriately with a dog tag	Figure included is appropriately dressed and all directions were followed to complete dog tag
The student will use conventions (spelling or grammar) and mechanics.	There are 5 or more errors in conventions or mechanics.	There are 3-4 errors in conventions or mechanics.	There are 1-2 errors in conventions or mechanics.	Student work meets all criteria and the author's ideas are easily understood with no grammatical errors present.
The student will produce a product that is accurately organized.	There was no clear or logical sense or organization, just a collection of facts.	Content is loosely organized.	Content is logically organized and the author's ideas can be understood.	Content is well organized with topic sentences and supporting details. The writing piece flows easily and exhibits creativity.
The student will produce a timeline with 5 important dates and details	Student did produce a timeline	Timeline is include with few dates and/ or details	Student include at least 5 dates with correlating details	Student included more than 5 dates and details with correlating details
The product is neat, informative, and colorful	Student did not produce neat, informative, and colorful work	Student used less than 3 colors; work was not neat and/ or informative	Student used three colors, work was somewhat neat and informative	Student used four colors or more; with neat and informative work

Susan B. Anthony Speech Template

Hello, my fellow Americans. My name is Susan B. Anthony, and I am here today to talk to you about voting rights for women. There are three reasons why women should be able to vote. First of all,

Second,

Finally,

Please encourage your representatives in the United States Congress to support women's voting right.

Thank you for your time.

Student Name

Biography Museum

Name _____

Date: _____

It's time to be creative and characterize a historic figure that we have studied in Unit 4. The biographies are about to come to life! Create a museum of the times and life of your biographical character.

1. Create the person that you have selected as a model. The model should not be taller than 1 foot, or less than 8" inches in height. Try to dress the character up to resemble the life and times in which they lived. The model should have a name tag, label, or dog tag that shows the character's name, date of birth, and time of death.

2. Use 4" x 6" index cards to create a "character sketch" that tells about your person. **Write your report in black ink only!** The first index card should look like the one below. Each separate index card should have at least 2 to three sentences that tells about the historic figure you chose. Each card should address the following questions:
 - In what ways has this historical figure improved life for other people in areas of education, civil rights, or independence?
 - How beliefs and ideals of the historic figure affected the way this person worked for change?
 - How location motivated their fight for change?
 - How cultural and geographical systems influenced the decisions of these historical figures?

Please note each answer with a new index card.

Title: Jackie Robinson
Presentation: Jane Doe
Jackie Robinson was born June 9, 1924. He was born in Georgia and raised in California. His childhood was similar to any typical boy. Jackie, at the age of 12, decided that he wanted to do something different when he grew up. Jackie eventually turned to baseball and found that he loved the sport.

Resources for Unit

The links provided are filled with helpful background information as well as activities that can be incorporated into the activities from the Balanced Assessment.

- Paul Revere House: <http://www.paulreverehouse.org/>
- Paul Revere, Messenger Revolution Video clip: Watch a movie of **Paul Revere's** famous Midnight Ride. Free to view online-
http://www.earlyamerica.com/paul_revere.htm
- Frederick Douglass: <http://www.pbs.org/wgbh/aia/part4/4p1539.html>
- Library of Congress on Frederick Douglass:
<http://memory.loc.gov/ammem/doughtml/>
- Susan B. Anthony house site:
<http://www.susanbanthonyhouse.org/biography.shtml>
- Susan B. Anthony Day lesson plan:
<http://teacherlink.ed.usu.edu/TLresources/units/Byrnes-celebrations/SUSANB.HTML>
- Susan B. Anthony PBS Video Clip:
<http://www.pbs.org/stantonanthony/movement/index.html>
- Mary McLeod Bethune House: <http://www.nps.gov/nr/travel/wash/dc62.htm>
- Mary McLeod Bethune Lesson Plan:
<http://teacherlink.ed.usu.edu/TLRESOURCES/units/Byrnes-famous/mbethune.html>

This unit was created by Angienik Allen, Christy Brown, Kathy Mansfield, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 10/7/09.