

3rd Grade Children’s Rights Inquiry

Do People Around the World Care About Children’s Rights?

Staging the Question: Brainstorm what it means to have rights and to care about them.

Social Studies Practices

● **Gathering, Using, and Interpreting Evidence**
● **Civic Participation**
● **Economics and Economic Systems**
● **Geographic Reasoning**

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are children’s rights?	Why are children’s rights violated in some places?	How do people work to protect children’s rights?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Define the word “rights,” identify some of the universal rights of children, and state why these rights are important.	Write and support claims about why some children’s rights are violated around the world using evidence from text and statistics.	Write and support claims about the ways people work to protect children’s rights using evidence from sources.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: States what is known about what it means to care for something and makes connections to prior knowledge to discuss what it means to have rights.	Connect: Connects ideas in texts to own interests about what it means to have rights and why children’s rights are violated in some places.	Connect: States what is known about protecting children’s rights and makes connections to prior knowledge about how people work together to protect rights.
Wonder: Asks “I wonder” questions about the rights of children. Graphic Organizer: Wonder#3	Wonder: Formulates questions with guidance about why children’s rights are violated in some places.	Wonder: Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal about how people work together to protect children’s rights.
Investigate: Finds facts and briefly summarizes them to answer questions about the rights of children by reading a picture book and watching a video on children’s rights. Graphic Organizer: Investigate#7	Investigate: Uses simple notetaking strategies (e.g., graphic organizers) to take notes about where and why children’s rights are violated in some places by reading articles about poverty, slavery, and child refugees.	Investigate: Selects and uses multiple appropriate print, nonprint, and electronic sources to answer questions about how people work together to protect children’s rights by studying a multimedia presentation on Kids Helping Kids, reading an article about Let Girls Learn, and examining previously-used articles on poverty, slavery, and child refugees. C3 Resources
Construct: Defines the word “rights” and identifies, illustrates, and describes the importance of some of the internationally accepted rights of children.	Construct: Identifies facts and details that support claims about why some children’s rights are violated in certain places. Graphic Organizer: Construct#11	Construct: Organizes notes and ideas about different approaches people take to protect children’s rights.
Express:	Express: Writes and supports claims about why some children’s rights are violated around the world using evidence from text and statistics.	Express: Writes and supports claims about the ways people work to protect children’s rights using evidence from sources.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#7
Summative Performance Task: Argument: Do people around the world care about children’s rights? Construct an argument, supported by evidence, which addresses this question. Extension: Express students’ arguments through a class discussion using the Take a Stand protocol.		