

3rd Grade Global Geography Inquiry

Where Are We?			
Staging the Question: Explore time-lapse videos and images taken from the International Space Station to launch the inquiry.			
Social Studies Practices	 ● Gathering, Using, and Interpreting Evidence ● Civic Participation ● Geographic Reasoning 		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Where are we, as a class community, located?	Where are we, as people on Earth, located?	Why are we where we are?	Where are the “human footprints” on Earth?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Describe the location of the school using geographic tools and vocabulary.	Complete a two-column chart that describes the location of the world’s people in terms of population density.	Assemble an I Notice/I Think chart drawing conclusions about geographic factors that encourage or deter human settlement.	Create a concept web that makes a claim about how the choices and actions of people influence our planet.
<i>Integration of Inquiry Process and Skills</i>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Recognizes that questions can be answered by finding information about where they are through the viewing of time-lapse videos from the International Space Station (ISS). Graphic Organizer: Connect#6	Connect: Connects ideas about the time-lapse videos from the ISS and where people on earth are located to own interests. Graphic Organizer: Connect#2	Connect: States what is known about why we are where we are and makes connections to prior knowledge about.	Connect: States what is known about “human footprints” and makes connections to prior knowledge.
Wonder: Asks “I wonder” questions about where the class is located by looking at Google Maps. Graphic Organizer: Wonder#3	Wonder: Formulates questions about where people on Earth are located with guidance.	Wonder: Uses prior knowledge and understanding of overall topic to make predictions about what new information will reveal about why we are where we are.	Wonder: Uses prior knowledge and understanding of overall topic to make predictions about where the “human footprints” on Earth might be and how they might affect our planet.
Investigate: Finds facts and briefly summarizes them to answer questions about where the class is located by looking at Google Maps. Graphic Organizer: Investigate#7	Investigate: Uses simple notetaking strategies (e.g., graphic organizers) to take notes about where people on earth are located by looking at maps of global population density and lights on Earth’s surface.	Investigate: Selects and uses multiple appropriate print sources to answer questions about why we are where we are by looking at climate and elevation zone maps as well as a population density map.	Investigate: Selects and uses multiple appropriate nonprint and electronic sources to answer questions about where “human footprints” are and what their influence on Earth is by watching a video about problems with disposable diapers and visiting an interactive website describing the consumption of goods. C3 Resources
Construct: Describes the location of the school using geographic tools and vocabulary.	Construct Compares new ideas with what was known about where people are located on Earth at the beginning of the inquiry. Graphic Organizer: Construct#4	Construct: Draws a conclusion about geographic factors that encourage or deter human settlement with guidance.	Construct: Draws a conclusion about where “human footprints” on Earth are and how they influence our planet with guidance.
Express:	Express: Completes a two-column chart that describes the location of the world’s people in terms of population density.	Express: Assemble an I Notice/I Think chart drawing conclusions about geographic factors that encourage or deter human settlement	Express: Creates a concept web that makes and supports a claim about how the choices and actions of people influence our planet.
Reflect:	Reflect:		Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#7
Summative Performance Task: Argument: Where are we? Construct an argument supported with evidence that addresses the compelling question from the concrete (our class) to abstract (human impact on the environment).			