**3rd Grade** [**Global Geography Inquiry**](http://www.c3teachers.org/inquiries/geography/)

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| 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**  |

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| **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 and supports a claim about how the choices and actions of people influence our planet. |
|  *Integration of Inquiry Process and Skills* |
| 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect6) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder3) | 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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7) | **Investigate: Uses simple notetaking strategies** (e.g., graphic organizers) to take notes about where people on earth are locatedby 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](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_3_Geography.pdf)  |
| **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](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct4) | 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 infuence 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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect7) |
| **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).** |