

## 3rd Grade Leadership and Government Inquiry

Does it Matter How Leaders Are Chosen?		
<b>Staging the Question: Discuss whether leaders are necessary.</b>		
<b>Social Studies Practices</b>	<span style="color: #4a7ebb;">●</span> <b>Gathering, Using, and Interpreting Evidence</b> <span style="color: #4a7ebb;">●</span> <b>Civic Participation</b> <span style="color: #4a7ebb;">●</span> <b>Comparison and Contextualization</b> <span style="color: #4a7ebb;">●</span> <b>Economics and Economic Systems</b>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who is in charge of the government?	How are leaders of governments chosen?	What can happen when leaders make decisions that people do not like?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create cards for each form of government and sort the cards into categories according to who holds the power.	Complete a chart for three countries, naming the type of government, the head of state (name and title), and how the leader is chosen.	Discuss the advantages and disadvantages of different kinds of government leadership.
<b>Integration of Inquiry Process and Skills</b>		
Supporting Question 1	Supporting Question 2	Supporting Question 3
<b>Connect:</b> States what is known about leaders and makes connections to prior knowledge to discuss whether leaders are necessary.	<b>Connect:</b> Connects ideas to own interests about how leaders of governments are chosen. <b>Graphic Organizer:</b> <a href="#">Connect#2</a>	<b>Connect:</b> States what is known about the advantages and disadvantages of different kinds of government leadership and makes connections to prior knowledge about what can happen when leaders make decisions that people do not like.
<b>Wonder:</b> Asks “I wonder” questions about who is in charge of government. <b>Graphic Organizer:</b> <a href="#">Wonder#3</a>	<b>Wonder:</b> Formulates questions about how leaders of governments are chosen with guidance.	<b>Wonder:</b> Uses prior knowledge and understanding of overall topic to make predictions about what the new information will reveal about what can happen when government leaders make decisions that people do not like.
<b>Investigate:</b> Finds facts and briefly summarizes them to answer questions about who is in charge of government by reading texts about various forms of government. <b>Graphic Organizer:</b> <a href="#">Investigate#7</a>	<b>Investigate:</b> Uses simple notetaking strategies (e.g., graphic organizers) to take notes about how this process differs in countries across the world by reading descriptions of how leaders are chosen in various countries and by examining images of heads of state.	<b>Investigate:</b> Selects and uses multiple appropriate print sources to answer questions about what can happen when government leaders make decisions that people do not like by reading articles about unrest in different countries. <b>C3 Resources</b>
<b>Construct:</b> Creates cards for each form of government and sorts the cards into categories according to who holds the power in that type of government.	<b>Construct:</b> Compares new ideas about the selection of leaders of government with what was known at the beginning of the inquiry. <b>Graphic Organizer:</b> <a href="#">Construct#4</a>	<b>Construct:</b> Draws a conclusion about the advantages and disadvantages of different kinds of government leadership with guidance.
<b>Express:</b>	<b>Express:</b> Completes a chart for three countries, naming the type of government, the head of state (name and title), and how the leader is chosen.	<b>Express:</b> Discusses the advantages and disadvantages of different kinds of government leadership.
<b>Reflect:</b>	<b>Reflect:</b>	<b>Reflect:</b> Identifies own strengths and sets goals for improvement. <b>Graphic Organizer:</b> <a href="#">Reflect#7</a>
<b>Summative Performance Task: Argument:</b> Does it matter how leaders are chosen? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.		