# 4th Grade Government and Citizens Inquiry

## Why Does New York Have a State Snack?

**Staging the Question:** Brainstorm reasons why New York would have an official state snack.

| Social Studies Practices | ✔ Gathering, Using, and Interpreting Evidence ✔ Comparison and Contextualization ✔ Civic Participation |
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| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
|---|---|---|---|
| Where does our government get its power? | Why do we need government? | How is our government organized? | How can citizens influence government? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Write a paragraph that addresses the supporting question. | Discuss the supporting question with a partner. | Complete a graphic organizer comparing the organization of the federal and New York State governments. | Write an editorial for your school's newspaper making an argument for or against the following idea: Citizens can and should influence government. |

## Integration of Inquiry Process and Skills

| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 | Supporting Question 4 |
|---|---|---|---|
| **Connect: States what is known** about the importance of symbols and makes connections to prior knowledge to brainstorm why New York has an official state snack. | **Connect: States what is known** about the value of government and makes connections to prior knowledge to understand why students should become involved. | **Connect: States what is known** about the organization of government and makes connections to prior knowledge. | **Connect:** Generates a list of key words with guidance to research how citizens can influence government. **Graphic Organizer: Connect#10** |
| **Wonder: Asks questions to clarify topics or details** about where our government gets its power. **Graphic Organizer: Wonder#6** | **Wonder: Predicts answers to inquiry question** about why we need government based on background knowledge and beginning observation. **Graphic Organizer:** Wonder#7 | **Wonder: Predicts answers to inquiry question** about how our government is organized based on background knowledge and beginning observation or experience. **Graphic Organizer:** Wonder#7 | **Wonder: Predicts answers to inquiry question** about how citizens can influence government based on background knowledge and beginning observation or experience. **Graphic Organizer:** Wonder#7 |
| **Investigate: Finds facts and briefly summarizes them** to answer questions about where the government gets its power by reading the Preamble to the Constitution and a description of the difference between monarchy and democracy. **Graphic Organizer: Investigate#7** | **Investigate: Uses simple notetaking strategies (e.g., graphic organizers)** to take notes about why we need government while reading charts describing the function of the government and examining a New York City law**.** | **Investigate: Paraphrases and summarizes information** that answers the question of how our government is organized by examining a chart showing the structure of the US government and reading a description of the structure of government in New York State. **Graphic Organizer:** Investigate#37 | **Investigate: Uses selected search engines to find appropriate information** about citizens influencing government and about how yogurt became New York's state snack. **Graphic Organizer:** Investigate#36 **C3 Resources** |
| **Construct:** Write a paragraph that addresses the question, "Where does our government get its power?" | **Construct: Identifies facts and details that support** why government is necessary. **Graphic Organizer:** Construct#11 | **Construct: Uses a variety of strategies to determine important ideas** about the organization of the federal and New York state governments. | **Construct: Uses common organizational patterns** (main idea with supporting details) to organize information. **Graphic Organizer:** Construct#12 |
| **Express:** | **Express:** Discusses why we need government with a partner. | **Express:** Completes a Venn diagram comparing the organization of the federal and New York State governments. | **Express:** Writes an editorial for school's newspaper making an argument for or against the following idea: Citizens can and should influence government. |
| **Reflect:** | **Reflect:** | **Reflect:** | **Reflect: Assesses and revises own work with guidance.** **Graphic Organizer:** Reflect#11 |

**Summative Performance Task:** *Argument:* **Why does New York have a state snack? Construct an argument that addresses the compelling question using specific claims and evidence.** *Extension:* **Debate the value of having a symbol or logo that represents the local community.**