**4th Grade** [**Government and Citizens Inquiry**](http://www.c3teachers.org/inquiries/government-and-citizens/)

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| 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect10) |
| Wonder: Asks questions to clarify topics or details about where our government gets its power. Graphic Organizer: [Wonder#6](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder6) | **Wonder:**  **Predicts answers to inquiry question** about why we need government based on background knowledge and beginning observation.  **Graphic Organizer**: [Wonder#7](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder7) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder7) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/wonder/#wonder7) |
| **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**](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate37) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate36)  [**C3 Resources**](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_4_Government_and_Citizens.pdf) |
| **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](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct11) | 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](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct12) |
| **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](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect11) |
| 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. | | | |