**Integrated Reading and Writing and Social Studies Collection for Grade 3**

This Teacher Notes document provides instructional support for implementing Healthy Integration of the *KAS for Social Studies* and the *KAS for Reading and Writing.*

It is important to note that the assignment(s), indicated throughout these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in[Kentucky Revised Statute (KRS) 160.345](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=53054). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt or select specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

# Standards alignment:

[*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)

* RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.
* RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.
* RI.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
* RI.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
* RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

[*Kentucky Academic Standards (KAS) for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies.pdf)

* 3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.
* 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
* 3.E.ST.1 Describe examples of economic interdependence.
* 3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
* 3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.
* 3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.

**Overview:**

After reading a literary text, *How to Make an Apple Pie and See the World* by Marjorie Priceman, to introduce economic interdependence, students will research world regions to see how physical and cultural characteristics impact the goods a region can produce. Students demonstrate their knowledge of economic interdependence by constructing an argument to answer the compelling question: “How does where we live affect how we live?”

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| **Setting the Stage: Compelling Question** |

| **3.I.Q.1** Ask compelling questions about the interactions of diverse groups of people. **Compelling Question:** “How does where we live affect how we live?” |
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Compelling questions are open-ended, enduring and center on significant unresolved issues. This assignment provides a compelling question to demonstrate alignment because Grade 3 students are not required to ask compelling questions without teacher support. It is not the expectation of the standard that students develop compelling questions on their own. For more information on compelling questions, visit Section B: “What are Compelling Questions and how do students ask them?” from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

Introduce the compelling question, “How does where we live affect how we live?” to students by discussing the characteristics and unique qualities of where we live. First, have students do the following:

| [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner to answer the following question:What are the characteristics of where we live in Kentucky? |
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If needed, prompt them to think about the climate, landforms, natural resources, animals, etc. Once they have had time to share ideas, create a list on the board or chart paper and record students’ ideas. Some responses may include, but are not limited to, the following:

* mild climate/all four seasons
* rainfall throughout the year
* grassy
* many hills
* some mountains
* rivers
* lakes
* forests/many trees
* many animals (they may list common ones like squirrels, deer, etc.)
* coal
* farming

Once the class has developed a list, ask students to do the following:

| [Turn and Talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to a partner again, this time responding to the following question: How do these characteristics of Kentucky affecthow we live? |
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If needed, prompt students to think about how the climate impacts what we wear and things we do, how the geography of Kentucky (or our community) impacts the type of food we can grow, etc. After their peer discussion, ask students to share their ideas. Some responses may include:

* We must prepare for all types of weather in Kentucky and may wear anything from shorts and sandals to thick winter coats and boots, depending on the season and weather.
* Many different types of crops, such as soybeans, hay, corn and wheat, are grown here and can be sold or consumed.
* Many people hunt and eat the animals that are available, such as deer, turkey, squirrel and rabbit.
* Our community gets its drinking water from a variety of sources, such as the Kentucky River.
* Forests provide wood/lumber that can be used for building things that can be used and sold.
* Resources like coal can be mined and used for energy.
* People can swim in the summer and go sledding in the winter.

Once students have demonstrated that they understand how the environment where they live impacts their lifestyles, pose the question, “How might we live differently if we lived in a hot, dry climate?” Then ask, “What about a cold, wet climate?” Ask students to give examples of how their lives might differ from ours based on the characteristics of where they live. Explain to students that you will be thinking about how where you live affects how you live as you explore a variety of supporting questions that will help answer this compelling question.

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| **Supporting Question** |

| **3.I.Q.2** Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.**Supporting Question:** “Why do countries depend on each other to produce products?” |
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Supporting questions are aligned to the compelling question and can be answered through using the concepts and practices of each social studies discipline. In grade 3, students are expected to develop supporting questions. Strategies such as [Think, Puzzle, Explore, may be used to support students in this work.](https://pz.harvard.edu/sites/default/files/Think%20Puzzle%20Explore_1.pdf) For more information on developing supporting questions, visit “Section C: What are Supporting Questions, and how do students ask them?”

from the [Inquiry Practices of the *KAS for Social Studies*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Inquiry_Practices_of_KAS_for_Social_Studies.pptx)module.

**Anchor Text:** Priceman, M. (1994). *How to Make an Apple Pie and See the World.* New York, NY: Dragonfly Books.

After learning the market is closed, the narrator takes readers on an adventure around the world to gather ingredients for making an apple pie, stopping in Italy, France, Sri Lanka, England, and Jamaica. Once all of the ingredients are gathered, the narrator explains the steps for putting the ingredients together and suggests “[w]hile the pie is cooling, invite some friends over to share it with you.” The author’s use of a circular story structure\* is revealed at the end when the narrator reminds the reader “that apple pie is delicious topped with vanilla ice cream, which you can get at the market. But if the market happens to be closed…YOU CAN EAT IT PLAIN!”

One of the first steps in determining standards alignment is identifying whether the selected text is literary or informational. Texts that tell a story or entertain are literary and texts that inform or explain are informational. Understanding the difference helps determine whether alignment will be to the reading literary standards or reading informational text standards. There are times, however, as in the case of *How to Make an Apple Pie and See the World*, when the text may include elements of both literature and informational texts. So, which strand should the task most closely align, literature or informational? To answer this question ask, “What is the author’s purpose?”

In *How to Make an Apple Pie and See the World* the text is fiction, but the author utilizes the informative “how to” writing form to teach readers that regions of the world specialize in the production of goods. Because the author’s primary purpose is to inform readers, standards alignment will be to the informational text standards when using the text to understand the concept of economic interdependence (RI 3.1, RI 3.3). However, as already acknowledged, the text connects to the literature standards, too, as the text does entertain readers with a playful tone and the use of rich, descriptive language as the narrator takes readers on an imaginary journey around the world to collect baking ingredients and then bake an apple pie. Alignment to the literature standards is appropriate, too, especially when reading to understand the overall meaning of the text (RL 3.1, RL 3.5).

700L-800L/3rd-4th grade range

**Investigation One**

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| **RL 3.1** Ask and answer questions, and make and support logical inferences to construct meaning from the text. |

*How to Make an Apple Pie and See the World* by Marjorie Priceman can be used as a read aloud prior to using it as an entry point to understand the concept of economic interdependence. As a first read, the overall goal is enjoyment and the development of a basic understanding of the events that happen in the book. As the book is read aloud, the teacher can select pausing points to question students and prompt them to make inferences to aid in understanding.

To make meaning from this text, readers will need to understand that the narrator isn’t actually suggesting the reader travel to Europe to harvest simolina wheat or to Sri Lanka where cinnamon is made from the bark of the native kurundu tree just to make an apple pie, and the narrator isn’t really going those places either. Asking and answering questions will help students make this overall inference as well as make meaning from other explicit and implicit details/information in the text.

These questions may be used in one sitting or spread out as needed; however, the sequence is intended to be maintained. Below are the questions to pose to students with teacher guidance included:

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| 1. **The narrator says making an apple pie is really very easy unless the market is closed. What must a market be?**

The term ‘market’ may be unfamiliar to some students if they are not used to hearing a grocery store called a market. If this is true for your students, be sure to ask this question and guide students to infer the market is a grocery store. See the guiding questions below that can be used to teach using clues from the text combined with prior knowledge to make an inference.* Say: According to the text, the ‘market’ is a place to buy ingredients for baking an apple pie. We know the ingredients are the items, or things, you need to make something. Ask: Where does your family go to buy ingredients for making a pie? (grocery/store)
* Building on the answer to the previous question and using another clue from the text, say: According to the text, the ‘market’ is a place that closes. I know this because the text says the market was closed when she went there to buy the ingredients . Do grocery stores close? (yes/sometimes)
* Another clue in the text is the illustration of the market. Remember, text is anything that communicates a message. In the picture you can see bread and fresh produce in the market window, which helps readers know what can be bought at the market.

So using clues from the text - 1) a market is a place where you can buy baking ingredients (and bread and produce) and 2) it isn’t always open - combined with what you know about these clues, you can infer the market is a grocery.1. **What does the narrator say to do since the market is closed?** (“...go home and pack a suitcase. Take your shopping list and some walking shoes. Then catch a steam ship bound for Europe. Use the six days on board to brush up on your Italian.”)
* Why does the narrator want you to pack a suitcase and get on a ship with your shopping list and walking shoes? (to go get the ingredients to make an apple pie if the market is closed) How do you know? (refer to details on subsequent pages- harvesting wheat, collecting eggs/chicken, etc.)
* Is that something you or your family has ever done when the market, or grocery, was closed? (no - students may talk about going to another store to get what they needed or asking a neighbor or relative for the ingredients)
* Do you think the author actually wants readers to do what the narrator is suggesting - travel all around the world to collect ingredients to make an apple pie, just because the market is closed? How do you know?
	+ Why do you infer the narrator tells readers to do this if she doesn’t really mean it? (To teach us where the ingredients come from; to make baking an apple pie more fun; to make the story better)
	+ Are there any other clues to help us infer why the author has the narrator “take us” all over the world to get ingredients? (Direct students to the title: *How to Make an Apple Pie and See the World*. Explain that the author uses the title as a clue to understanding the purpose of the book and what you’ll find inside of it. So, the author wants us to “see” different places around the world and is able to do this by “taking us” to places where the ingredients for making apple pie come from.
1. **What are some of the places around the world that we get to “see” in this story?** Why does the author take us to that particular country?
2. **What details does the author include to make the story funny and entertaining?** (Coax the chicken to give you an egg/bring the chicken with you to lessen your chances of breaking the egg/quiet if leopard is napping/make the acquaintance of cow/know she’s an English cow from her good manners and charming accent/ask cow to borrow a cup or two of milk (or bring whole cow with you for the freshest results)/pick apples and feed one to the chicken and one to the cow/teases at the end that apple pie is delicious topped with vanilla ice cream you can get at the market, but if the market is closed…

**What does the author want readers to think at the end when the narrator says you can get vanilla ice cream at the market, but if the market is closed…?** (That the narrator will take readers on another adventure around the world to collect ingredients to make vanilla ice cream) How do you know this is what the author wants you to infer? |

**Investigation Two**

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| **RL.3.5** Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. |

**How do parts of the text contribute to the overall structure of the story?**

The circular story structure is evident by the reference to the possibility that the market may be closed. Circular structure begins in one place and ends in the same place it began, so the beginning and ending mirror each other, and the entire plot/narrative forms a circle. In this case, students should infer that if the market is closed the same sort of travel may be necessary to get ice cream, but in this case, the narrator suggests the pie simply be eaten plain versus going on a second adventure to procure the ingredients for ice cream. The reference to the market being closed and the suggestion of a need for a second adventure around the world completes the circular structure. Note: Circular structure is most typically a structure associated with narrative (think *If You Give a Mouse a Cookie*) rather than expository (informational) content as in this situation.

Lead students in an explanation of circular story structure. If students have little or no experience with text/story structure, begin at Step 1 and continue through Step 2 and/or Step 3 to build a foundational understanding of structure in general. If students are familiar with story structure already, begin at step 1, 2 or 3 depending on the level of support needed in order to successfully enter the experience. Tell students that today they will explore structures and how stories are written in particular structures, but first they will learn what a structure is.

**Step 1:** Say that a structure is something of many parts that has to be put together. Show pictures of or bring in examples of structures students may have had experiences putting together at home (a book shelf, a lego set, Magna-tiles, K’nex, etc.). Ask students to share structures they have experience building or have watched someone else build or one they would like to build if given the chance. Reiterate that each of the examples has many parts that have to be put together to form the overall structure.

**Step 2:** Now, tell students you’re going to think more about structure by looking at some other structures - ones that are much bigger than the ones just looked at. Give some clues to build interest. (These structures have many parts that have to be put together by workers. The parts are often bought at a store like Lowe’s or Home Depot. It takes lots of different workers with different expertise to put these structures together. Some tools they use to build these structures are nails, wood, metal and hammers.) If students do not recognize the structures on their own, guide them to realize the structures are homes. Make the connection to story structure by telling students that just like homes have to be built so do stories. Construction workers build homes and writers build stories.

**Step 3**: Show students a variety of different homes people live in. Name each home structure as you show the picture. Pictures may include structures such as an apartment building, mobile home, two-story brick house, one level siding house, log cabin, A-frame, etc. These homes are structures because they have many parts that have to be put together. Discuss the parts (shingles, wood, siding, glass, doors, walls, etc.) used to build the different homes (structures) and how some of these home structures use similar parts and turn out to look like similar structures and others use different parts and turn out to look like quite different structures. We refer to different home structures by different names based on the parts that go into making the overall structure. Refer back to the pictures of the different home structures and name the structures again while providing a brief explanation for what contributes to the overall structure (its particular name). For example, the A-frame structure has the appearance of an A, thus it’s structure is called an A-frame structure; a 2 story brick house is made out of brick and has 2 levels, thus it’s structure name reflects those parts; when several smaller homes are built into one larger building the structure is called an apartment building. They are all homes but their parts are different and/or their parts are put together differently so they have different structures. The same is true for stories.

**Step 4:** Stories have parts that when put together build a particular story structure. The structure of *How to Make an Apple Pie and See the World* is called a **circular structure**. Draw a circle and label a point on the circle as the starting AND ending point. Explain that circular story structure begins and ends at the same place just as when you draw a circle - it begins and ends in the same place. See model below.

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| Image indicated that the story begins and ends in the same place.  |

Review the parts of the story aloud, writing the parts in short form around the circle as you say each part aloud. See model below.

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| Circular story structure of a children's book..  |

Provide groups of students with [story structure cards](https://docs.google.com/document/d/1GtCyYMWglVDvRQ6ZuUn2Icv5MMGmkYMsAVfg5V2C_J4/edit?usp=sharing) to match the model above. Allow time for group members to work together to use the parts of the story to build and explain the overall circular story structure. The story cards should be placed in a circular shape with the beginning and ending parts beginning and ending in the same place. Arrows should be placed between the parts to show how the parts of the story contribute to the overall structure. The other parts of the story contribute to the overall structure by moving the story from the beginning part (starting point) back to the same place at the end to create the overall structure. Model language and listen for students to use similar language to reflect their understanding of how the parts of the story contribute to the overall structure. Sample language is below.

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| * The story begins and ends in the same place, so the story has a circular structure.
* When the beginning part circles back around to the ending of the story, the structure is circular.
* Because the story begins with going to the market and ends with going to the market, the structure is circular. It begins and ends in the same place.
* At the end, the narrator suggests getting ice cream at the market unless it happens to be closed. This part is evidence of circular structure because the ending happens at the same place the story began - going to the market for goods.
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For an in-depth study of text structure and sample lesson plans to support teaching text structures see Module 3 of [Implementing the Kentucky Academic Standards for Reading and Writing: Standards 2 and 5](https://kystandards.org/standards-resources/rw-resources/rw-pl-modules/implementing-the-kentucky-academic-standards-for-reading-and-writing-reading-standards-2-and-5/).

**Investigation Three**

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| **RL.3.5** Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. |

Once students have had time to adequately explore and build an understanding of circular text structure, use a written response to assess their knowledge of how the parts of a text contribute to the overall structure:

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| After reading *How to Make an Apple Pie and See the World*, describe how the beginning and ending of the text contribute to the overall structure of the story. Support your answer with evidence from the text. |

Circular Structure and Economic Interdependence: In addition to how the beginning and ending parts of *How to Make an Apple Pie and See the World* contribute to an overall circular structure, once students understand economic interdependence, guide them to reread the text through the lens of an economist. Guide them to notice how the concept of economic interdependence at the beginning and ending of the text contribute to the circular structure. Discuss with students how the beginning of the text represents how we depend on someone/something to give us what we need, but don’t have. Without the ingredients to make apple pie, there would be no apple pie. If the market is closed or does not have the item we need, we have to figure out another way to get it - such as traveling to a place where the item is available. This process of depending on others for what we need is continuous, or cyclical, in nature. The circular story structure represents the process well because in each part of the story the narrator retrieves an item that is not obtainable from the market from a place it is available. This continues as the story progresses to the end when the narrator suggests eating the apple pie with vanilla ice cream, which you can get at the market unless it’s closed...While, at this point, the reader assumes the cycle will repeat and the narrator will head out on another journey to retrieve the unavailable item from a location where it is available, the story actually ends with the characters eating the pie plain. Students can discuss this (fairly insignificant - low risk) example of what can happen when a product is not available (have to do without - eat it plain) and use it as a springboard for discussing other examples of economic interdependence and the effects of having or not having what is needed.

Note: This extension uses social studies content knowledge to think about the text structure and how the parts of the text related to economic interdependence contribute to the overall circular structure. The instructional process utilized is an example of how to design integrated instruction while maintaining disciplinary integrity. Students engage in a close reading of the text for the purpose of reading like an economist. Rather than completing a close reading with a purpose only grounded in English Language Arts, this read requires knowledge of circular structure (from the reading and writing discipline) AND knowledge of economic interdependence (from the social studies discipline of economics). Having an understanding of each discipline separately and then being given the chance to bring the knowledge of both together in a meaningful way is healthy integration at its best. In this case, it is more meaningful to recognize how an author uses story structure to help explain a concept than it is to only recognize the story begins and ends in the same place. Ultimately, when this type of meaning making happens, students develop into deeper, more sophisticated readers and economists.

**Investigation Four**

| **3.E.ST.1 Describe examples of economic interdependence.** |
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In order to investigate economic interdependence, the following resources may be utilized:

* United States Department of Agriculture. (2019). *Canada remains the top destination for U.S. exports in 2018* [chart]*.* <https://www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=58374>.
* Martin, Will. (2017, December 23). *This amazing visualisation shows how the world's ships move goods around the globe*. <https://www.businessinsider.com/map-of-global-shipping-interactive-2017-12>.

Explain to students that they are going to continue learning about economic interdependence by examining two sources to investigate why countries depend on each other to produce products. The first source is a [chart showing the top U.S. agricultural exports](https://www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=58374). Present the chart to the class and ensure that students understand that “agricultural” refers to farming, and that exports are goods that are sold from the U.S. to other countries. Identify the top countries the U.S. exports agricultural goods to and identify the location of these countries on a world map or globe for students. Ask students to review the chart and do the following:

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| Work with a partner to conduct a [See, Think, Wonder](https://pz.harvard.edu/resources/see-think-wonder). Discuss the following questions:* What do you see?
* What do you think about that?
* What does it make you wonder?
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After students have had time to discuss with their partner, discuss as a whole group, allowing partners to share. Then, pose the following questions to students:

| * Why might we trade so much with Canada and Mexico? *Students may respond that since they are our closest neighbors, it would be easier and cheaper to transport goods to and from these countries.*
* Why might we trade with faraway places such as China, Japan, and Europe? *Students may respond that although they are further away and it is probably expensive to transport goods that far, these countries may have very different resources available due to their different climate, landforms, etc. Additionally, these countries may want things that the U.S. specializes in that are not available to them.*
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Students can then examine the [interactive map](https://www.businessinsider.com/map-of-global-shipping-interactive-2017-12) (at the bottom of the article) that shows the flow of goods as freighter ships travel across the globe. Ask students to explore the map to see the flow of goods in and out of regions throughout the world. Some discussion questions as students explore this source may include, but are not limited to, the following:

| * What regions in the world are trading goods with the United States? *Students may respond that the map shows goods coming in and out of the United States and traveling in all directions toward other regions across the globe.*
* Why do all these regions trade with each other instead of just using what they have in their own regions? *Students may respond that different regions may have different goods and products to offer, so trading can help everyone get what they want or need.*
* Using this map, make an inference: Why do certain places specialize in different types of products for trade? *Students may respond that different regions across the globe have different climate, resources, culture, etc. that influence the goods they produce, and that the surplus of these items can be traded with other regions for other goods they desire that may not be available in their own region.*
* Consider the book and two sources we have explored so far. What did you learn about world trade from the book and sources you have explored so far? *Students may respond that each source shows that different regions across the globe depend on each other. In the book, different countries specialize in producing the goods that together make up a product (apple pie). The chart shows us that the United States trades many agricultural products with countries both near and far, and the map shows us that regions across the world are trading goods with one another.*
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Next, discuss the meaning of “economic interdependence” as a class and develop a definition. Then, have students work in small groups to reexamine and consider the book and the two sources they have examined to complete the following graphic organizer:

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| Book/Source | What does this book/source tell us about economic interdependence? |
| [*How to Make an Apple Pie and See the World*](https://www.youtube.com/watch?v=NYJdQcQ1NWs)  |  |
| [Chart showing the top U.S. agricultural exports](https://www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=58374) |  |
| [Interactive map](https://www.businessinsider.com/map-of-global-shipping-interactive-2017-12) |  |

Check students’ graphic organizers as they work to ensure that they are developing an understanding of economic interdependence. Students’ organizers should include that the economy is global, and trade happens throughout the world so different places can obtain a variety of goods that may not be available to them otherwise.

**Investigation Five**

| **3.G.GR.1** Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations. |
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To have students further investigate the economic interdependence that takes place in order to produce a product, the following is a task that students can complete in small groups:

| Identify a product and research THREE ingredients/components needed to produce the product. Once the ingredients/components are identified, research the country of origin of each ingredient/component. Discuss what factors of production allow that country to specialize in the production of that ingredient/component. Be sure to cite the website where you found this information.  Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Ingredient/Component   | Country of Origin | Why does the country of origin specialize in this product?  |
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Students can choose a product with which they are familiar, or products may be pre-selected for students based on their needs. Also, a goal or limit may be set for the number of components of the product for students to research, as some products may contain a large quantity of parts. In the examples provided, students select three components or ingredients of the product to research.

Explain to students that they are going to research the parts that make up the product and identify the country from which this product came. If students chose a food product like the apple pie, they may research which countries specialize in each ingredient, or which countries the U.S. imports these goods from in order to select a country of origin.

They will then look at a climate or physical map or research the physical characteristics of the country of origin to determine why they believe this country specializes in this product. It may be helpful to work through an example as a class, modeling how to complete the chart. This could be accomplished by using the apple pie with examples from the book, or by choosing a different product to explore as a class prior to students researching their own products.

Here is an example of how students may complete the chart based on a product that has parts from various countries. Note that students should cite the sources used. In these examples, the sources are cited below the chart. While we have sources cited in APA format, it is appropriate for Grade 3 students to cite their sources in a more simplified way at your discretion, such as listing the title of the website with the link.

| Product: *iPhone*

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| Ingredient/Component   | Country of Origin | Why does the country of origin specialize in this product?  |
| *speaker* | *Mongolia* | *The speakers require four rare earth materials. 90% of the world’s rare earth materials are found in this region.* |
| *battery* | *Korea/Taiwan* | *This area has the top 2 chipmaker companies: Samsung and Sk Hynix.*  |
|  *assembly* | *China* | *China has Foxconn, which is the world’s largest electronics manufacturer.*  |

*Source used:*Tweney, Dylan. (2013). *Your iPhone: Made in China, Korea, Texas, Kentucky, and...Inner Mongolia?.* <https://venturebeat.com/2013/07/31/iphone-manufacturing-graphic/>. |

Additionally, here is an example of how a student might complete a chart based on a food product that is created with different ingredients that may be imported from different countries:

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| Product: *banana pudding*

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| Ingredient/Component   | Country of Origin | Why does the country of origin specialize in this product?  |
| *banana* | *Ecuador* | *Ecuador is the biggest exporter of bananas in the world. Bananas need a warmer climate to grow, and Ecuador is near the equator.* |
| *cinnamon* | *Indonesia* | *Most of the world’s cinnamon comes from trees in the jungles of Indonesia.* |
| *flour* | *United States* | *Flour is made from wheat, which is grown throughout the United States. Kentucky ranks 14th in the country for wheat production. Wheat is grown best in cooler climates, so it is grown here during the fall, winter and spring.* |

*Sources Used:*Andreas. (2022, March 16). *Top 10 Largest Banana Producing Countries.* Mappr. <https://www.mappr.co/largest-banana-producing-countries/>.Fessenden, Maris. (2015, April 22). *Here’s How Cinnamon is Harvested in Indonesia.* Smithsonian Magazine. <https://www.smithsonianmag.com/smart-news/heres-how-cinnamon-harvested-valley-indonesia-180955063/#:~:text=Most%20of%20so%2Dcalled%20%22true,the%20Food%20and%20Agriculture%20Organization>.KY Foods and Farm. (n.d.). *Kentucky’s Wheat Industry.* <https://www.kyfoodandfarm.info/wheat>. |

Here is an example from a Kentucky classroom:

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| This student completed the table based on the product "chocolate".  First ingredient: cocoa beans. Country of origin: Ivory Coast Why does the country of origin specialize in this product? The Ivory Coast has a tropical climate, which is good for the beans.  Second ingredient: Cocoa butter. Country of origin: Ivory Coast Why does the country of origin specialize in the product? The Ivory Coast has a tropical climate, which is good for the beans that grow the butter.  Third ingredient: Sugar. Country of origin: Brazil  |

As students work, provide support when needed. As groups are concluding their work, come back together for a whole group discussion. Visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions) for guidance on whole group discussions. Some questions to pose may include:

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| * How does the climate impact the production of the ingredients/components of the product?
* How might the available resources impact the production of the ingredients/components of the product?
* How might the physical features of the country impact the production of the ingredients/components of the product?
* Why is one country unable to produce all the resources needed to produce the product?
 |

Once students have had time to research their product and complete their chart, ask them to do the following:

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| Do a [Quick Write](https://ablconnect.harvard.edu/quick-write) to answer the following question:**“Why do countries specialize in certain products?”**Include at least two examples to support your explanation and cite information from sources. |

Check their responses to ensure that they understand that their environment influences what they can produce effectively, so they often choose to specialize in products from the resources that are available and may be unique to their area so they can trade with other countries who are not able to produce this product effectively.

**Task Aligned to the Supporting Question:**

| ***KAS for Social Studies* alignment:** * 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
* 3.E.ST.1 Describe examples of economic interdependence.
* 3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
* 3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.
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In this task, students are required to synthesize information learned through engaging with the disciplinary strand standards to answer the supporting question. To prepare students for this task, allow students to use information from previous investigations that can help them answer the supporting question, including the book and two sources, their graphic organizers and Quick Write.

Assign students to small groups and provide them with chart paper. Use the [Claim, Support, Question](http://www.pz.harvard.edu/sites/default/files/Claim%20Support%20Question_1.pdf) strategy to have students do the following:

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| With your small group, consider the supporting question: “Why do countries depend on each other to produce products?” Then, discuss and record your answers to the following on your chart paper.**“Why do countries depend on each other to produce products?**

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| Make a **claim**:Countries depend on each other to produce products because… | Identify **support** for your claim by quoting information from two of the sources you investigated.  |
| Ask a **question** related to your claim. What isn’t explained? |

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As groups work, provide support as needed. Encourage students to utilize and cite evidence from the sources as they identify support for their claim. Once students finish, hang the chart papers and allow groups to travel to each one and read their classmates’ responses. Then, facilitate a whole class discussion about the supporting question, “Why do countries depend on each other to produce products?” Visit [Leading Discussions](https://bokcenter.harvard.edu/leading-discussions) for guidance on whole group discussions. Some questions to guide this discussion may include:

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| * Claims:
	+ What trends do you notice about the claims written in response to this question?
	+ How were the claims similar and how were they different?
	+ Which claim from other groups do you think is the strongest and why?
* Evidence:
	+ Identify two sources that support your understanding of why countries depend on each other to produce products. What did you learn about each country from each source?
	+ What trends do you see in the evidence that was used to support these claims?
	+ What is some of the strongest support you noticed from other groups, and why?
	+ How does this evidence support the claim?
	+ Was information from the sources cited in the evidence provided?
* Question:
	+ What trends do you observe in the questions being asked?
	+ Are there any questions we can answer together now using what we have learned so far?
	+ Are there any questions we can research to find answers to?
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Explain to students that they are now going to independently complete the Task Aligned to the Supporting Question, which is below. Read the task together as a class, clarifying any challenging vocabulary and allowing students the opportunity to ask questions. Review the standards that are being assessed with students, so they are aware that you are looking for evidence of their mastery of the two disciplinary standards and the inquiry standards of questioning and using evidence. Emphasize with students the importance of explaining the relationship of two or more sources in their response as they provide the evidence for their claim. Additionally, you may consider providing scaffolds to help them plan their responses, such as graphic organizers or sentence stems, depending on the needs of your students.

| **Task Aligned to the Supporting Question:** Using your knowledge of economic interdependence and how physical and cultural characteristics of world regions affect people, answer the supporting question.Supporting question: **Why do countries depend on each other to produce products?**Be sure to explain the relationship between two or more sources in your response. |
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**Task Aligned to the Compelling Question:**

| **3.I.Q.1** Ask compelling questions about the interactions of diverse groups of people. **3.I.CC.1** Construct an explanation, using relevant information, to address a local, regional or global problem. |
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| **C.3.2** Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. **C.3.6** Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories. |

Tasks aligned to the compelling question are designed to provide guidance on how to have students synthesize the knowledge learned from engaging with the supporting question(s) to investigate enduring and significant unresolved issues addressed by the compelling question. In this example, one supporting question is provided that is aligned to a compelling question. However, students may need to engage with more than one supporting question in order to fully engage with a compelling question. This assignment culminates with students using their historical thinking skills to address how a specific problem can manifest itself at local, regional and global levels over time.

| **Task Aligned to the Compelling Question:** Part One: Construct an explanation to answer the following question: How does where we live affect how we live? Part Two: Using your knowledge of how where we live affects how we live, construct an explanation, using relevant information from the sources, to address a local, regional or global problem. |
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The focus of Grade 3 is the extension of students’ understanding of the concept of community to include global communities. Students explore interactions between groups of people in Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). The culminating assignment is students’ synthesis, or integration of knowledge and ideas, of the *KAS for Social Studies* after students have investigated a series of supporting questions that equip students to complete the assignment aligned to the compelling question. Students could present their explanations in a variety of ways, including an essay, PowerPoint presentation, poster, video or other multimedia format. They can present these products, bringing awareness to the problems they researched and introducing possible ways to confront or solve the problems. This will extend students’ learning by exposing them to the many ways where we live affects how we live.