Interdisciplinary Unit
Third Grade Unit 3

Concept: Cause/Effect

Essential Question:
How do patterns of cause and effect show themselves?

Deepening Questions:
How do citizens cause change in their communities?
How do governments effect on the community they serve?
How and why do objects move?
What forces do simple machines have on other objects?
How and why do good readers identify cause/effect relationships?
How do authors use cause/effect to help readers understand information?
How do readers identify cause/effect relationships in a text and use them to connect ideas?

Section 1: Citizens and their Government
Deepening Question:
How do citizens cause change in their communities?
How do governments effect on the community they serve?

- Becoming a citizen
- Rights and Responsibilities
  - Bill of Rights
    - Basic Freedoms
    - Norman Rockwell’s Four Freedoms
  - Citizens making choices
    - Election process
      - Mock classroom election: http://teach123school.blogspot.com/2012/10/election.html
    - Majority and minority rule
  - Duties of citizens
    - Obeying laws
      - Rules and consequences
    - Paying taxes
      - Activities about community and taxes:
      - Brainstorm a list of things local taxes pay for in the community
      - Investigating private vs. public goods and services:
    - Serving your community
      - HMH Journeys Unit 1, Week 3: Destiny’s Gift by Natasha Anastasia Tarpley and Kids Making a Difference
      - MMH Treasures Unit 4, Week 1: Seven Spools of Thread
      - Volunteering
        - Brainstorm a list of ways to volunteer around the school or local neighborhood. Work in partners and complete something from
your list. (see example list here: http://www.education.com/reference/article/Ref_100_Ways_Make/)

- Common good
- Traits of a good citizen
  - 5 themes of citizenship activities (attachment)
  - Heroic citizens
    - Walk Tall Close Reader (attachment)

- Government structure
  - American government TPT ($8)
  - Community and government activities:
    http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S05_BA_L03_I02_01.pdf
  - Purpose of the government
    - Setting and enforcing laws
      - Create classroom “laws” as a governing body
  - Levels of government (local, county, state, federal)
  - Three branches of government
    - Judicial System
      - HMH Journeys Unit 2, Lesson 2: The Trial of Cardigan Jones by Tim Egan and You Be the Jury by Ruth Masters
  - Local government
    - Ohio:
      http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CSS_LP_S05_BA_L03_I02_01.pdf
      - Mayor, city council, alderman
      - Responsibility
      - Community services
  - County Government
    - Leaders
    - Responsibility
  - State government
    - Governor, state capital, supreme court
    - Responsibilities
  - National/Federal government
    - American government close reading passage (attachment)
    - President, Congress, representative, senator
    - Supreme Court:
      - Meet the judge closer reader (attachment)
    - Responsibilities
      - U.S. branches of government sort (attachment)
      - Us government sorting cards (attachment)

- Patriotism
  - State and federal symbols/monuments
  - Important American things
    - Pledge of Allegiance, etc.
Section 2: Forces and Motion
Deepening Questions:
How and why do objects move?
What forces do simple machines have on other objects?

- Review- Government scoot game (attachment)

- Position and Motion
  - Motion and Speed
    - Primary jars experiment (attachment)

- Forces
  - Forces and Motion packet (attachment)
  - Magnetism
    - Repel vs. attract
    - HMH Journeys Unit 6, Lesson 27: The Power of Magnets by Barbara A. Donovan and Electromagnets and You by Emma Rose
  - Gravity
    - What is Gravity? Close reader (attachment)
  - Friction
    - Friction experiment (attachment)
    - Create a mouse trap (attachment)

- Work and Energy
  - Work
  - Potential and kinetic energy

- Using Simple Machines
  - General pictures to show simple machines
  - Break students into groups. Each group creates a simple machine and then explains their process and findings. (Expository writing connection)
  - Lever
    - Create a lever experiment (attachment)
  - Pulley
    - Create a pulley
  - Wheel and axle
  - Inclined plane
    - Slide as a simple machine experiment (attachment)
  - Screw
  - Wedge

- Identifying Simple Machines
  - Finding simple machines around school (attachment)

- Compound Machine
  - Examples of compound machines (two or more simple machines working together)
    - Interactive video on simple/compound machines: http://www.edheads.org/activities/odd_machine/frame_loader.htm
    - Invent your own compound machine

Section 3: Cause and Effect in Stories

Deepening Questions:
How and why do good readers identify cause/effect relationships?
How do authors use cause/effect to help readers understand information?
How do readers identify cause/effect relationships in a text and use them to connect ideas?

- General Cause and Effect
  - Create an anchor chart (http://schooledinlove.wordpress.com/2012/09/08/cause-effect-anchor-chart/)
  - I have, who has? Cause and effect game (attachment)
- Cause and Effect Signal Words
  - Cause and Effect Angry Birds
  - Cause and Effect Scoot game (attachment)
- Cause and Effect (fiction)
  - Cause and Effect Angry bird anchor chart
    (http://sandbergsmyartyarties.blogspot.com/2013/01/cause-and-effect.html)
  - Implicit cause and effect: finding cause and effect in stories (not in same sentence or on same page, may not use signal words)
  - Read Alexander and the Horrible, Terrible No Good Day by Judith Viorst. Complete activities (attachment)
- Cause and Effect (nonfiction)
    - Identify cause/effect text structure and complete graphic organizer (attachment)
    - Using a non-fiction text (2nd and 3rd grade non-fiction texts: attachment)
    - Scientific text
    - Historical text

- Chain of Events
  - Read Click Clack Moo by Doreen Cronin. Do reader’s theater (attachment)
    Complete sorting and identifying cause and affect activity (attachment.)
- Referencing the Text