

# Grade 3 Unit 3: Civics, Government, and Human Rights (Black History/Women's History Months)

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 3**  
Time Period: **MP3**  
Length: **45 days**  
Status: **Published**

## NJSLS - Social Studies

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SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.

## Rationale & Transfer Goals

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Students are learning what it entails to be a productive citizen, even as a kid, and how to participate to make the community and world a better place. They will also learn what a democracy is and how as they age, they can become an integral part of how government functions. It is also important that they learn that every human is entitled to human rights and for years many groups of people were not given basic human rights. By better understanding the past, it will help create a more just society for the future. This unit also creates awareness of how various groups of people have differing perspectives on events in the past and the struggles they had to overcome.

## Enduring Understandings

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- In a representative democracy, individuals play a role in how the government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.

- Levels of government (i.e., local, state, and federal) have different powers and responsibilities.
- Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).
- Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered
- A major role of citizens in a representative democracy is to make responsible decisions about who should govern.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- There are different processes for establishing rules and laws.
- Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.

## **Essential Questions**

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- What are the rights and responsibilities of U.S. citizens?
- How do the levels and branches of government make democracy work in the United States?
- What are the rights of citizens?

## **Important Vocabulary**

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### **Role of Citizens**

citizen: member of a community, such as a country, state, school, or classroom

rights: freedom protected by the law

trial: a process in which a court decides whether someone is guilty

courage: bravery

justice: fairness

responsibility: something someone is supposed to do

elect: choose by voting

jury: group of people who decide the outcome of a trial

consequence: a result

participate: to take part in

volunteer: someone who chooses to do work without getting paid

## **How America Works**

democracy: a form of government in which citizens vote to make decisions

federal: National, relating to the central government

constitution: a written set of laws that describe how a government will work

checks and balances: a system in which each branch of government can limit the power of the other two branches

bill: a plan for a new law

veto: to stop something or say no to it

cabinet: the group of the president's most important advisors

budget: a plan for spending and saving money

tax: money that citizens pay to the government for goods and services

justices: judges who decide what laws mean and how they should be followed

county: the largest division of government in most states

council: a group of people chosen to make laws

municipal: having to do with a city or town

county seat: the city or town in which the main government offices of the county are located

## **Content - What students will know**

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- Rights involve the freedom all citizens enjoy and are protected by law
- What a good citizen does
- There are three branches of government
- How checks and balances work and the separation of power

- There are different levels of government
- Not all governments in the world operate like America's does
- African Americans were denied their civil rights and had to fight to have their rights protected by law
- Women were not always able to participate in society as their male counterparts were

### **Skills - What students will be able to do**

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- Discuss what it means to be a good citizen and find real world examples
- Identify and describe some rights of citizens
- Describe what each branch of government does
- Analyze a primary source (such as Bill of Rights or Constitution)
- Discuss how black Americans were marginalized in America and the strides that were made for equal rights
- Discuss how women contributed to society and the rights they earned
- Identify civil rights leaders who fought for rights for themselves and others

### **Instructional Activities - How we teach content and skills**

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The following S.S. magazines will be used as a guide to teaching these standards:

- Role of Citizens
- How America Works

Teachers will also teach about black history and women's history using the overarching idea given for that year.

This [document](#) has a list of suggested resources and activities for each magazine.

### **Evidence/Assessment - How we know students have learned**

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- Teacher observation of oral discussions
- Successful completion of performance tasks
- Magazine assessments
- Use of vocabulary learned throughout the unit
- Completion of exit tickets and classwork assignments
- [Assessments](#)

### **Spiraling for Mastery**

<b>Content or Skill for this Unit</b>	<b>Spiral Focus from Previous Unit</b>	<b>Instructional Activity</b>
<ol style="list-style-type: none"> <li>1. Being a good citizen involves responsibilities to yourself and your community</li> <li>2. Citizens can take part in the government by voting and making their voice heard</li> </ol>	<ol style="list-style-type: none"> <li>1. Students previously learned that we are all a part of multiple communities and that we have a responsibility to those communities. These ideas will be built upon as students learn what specific roles they can take part in their community and government.</li> <li>2. This idea will continue to build on the idea of being a good citizen from prior units.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will learn about the various levels of governments and how our vote can influence these decisions which in turn influence our communities</li> <li>2. Students will practice voting and know why it is important to vote to allow our voice to be heard in a democracy.</li> </ol>

### **Key Resources**

The following S.S. magazines will be used as a guide to teaching these standards:

- Role of Citizens
- How America Works

Each magazine has online resources that can be printed from the digital teacher’s manual. The resources are located and directly linked on the table of contents page for each magazine. These resources include an anticipatory set to test student’s prior knowledge on the topic, a reading skills sheet to foster interdisciplinary connections, various social studies skills pages (ex. maps and globes), vocabulary activities, magazine

assessments, and performance tasks that correlate with skills developed in the unit.

## 21st Century Life & Careers

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WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
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## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## Interdisciplinary Connections

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LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
MA.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.

## Intersections of History

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**Black:** This unit highlights the unfair treatment of black Americans and the many civil rights leaders that worked to change the treatment they endured. The perspectives of this group is shown throughout the unit and displays how history has shaped the present day challenges and systematic racism that still occurs in America. The understanding of how America works and how we, as citizens, can take part in our democracy and assist with change that can positively affect the black community. Also Black History month will highlight various

struggles and achievements that Black Americans endured with a pinpointed focus given by administration.

**Hispanic:** The perspective of minorities shown through various examples in history shows parallelism to some of the challenges Hispanics are facing today. Also by understanding the rights and roles of citizens and our democracy is integral as much of our population are first generation Americans.

**Women:** Women's History month will be covered by this unit with a focus given by administration. Students will learn about various achievements and struggles of women in America.

**LGBTQ:** By learning about other groups challenges and achievements, it can be transferred to various struggles and achievements of the LGBTQ movement