

*INQUIRING MINDS  
WANT TO KNOW:  
INQUIRIES TO  
SUPPORT  
DISCIPLINARY  
LITERACY*

[WWW.C3TEACHERS.ORG/INQUIRIES](http://WWW.C3TEACHERS.ORG/INQUIRIES)

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# WORLD MAP



# Why inquire like a social scientist?

*“Disciplinary literacy is based on the premise that students can develop deep conceptual knowledge in a discipline only by using the habits of reading, writing, talking, and thinking which that discipline values and uses.”*  
 (McConachie, et. Al, 2006)

## Elementary Inquiries

[www.C3teachers.org/inquiries](http://www.C3teachers.org/inquiries)

Civil Ideals	Economic Choices	Civic Ideals & Practices	Children’s Rights	C3 Inquiries were created in the State of New York, and feature New York social studies topics. Don’t fret. We have a wealth of inquiries called OUTs on <a href="http://www.projecttahoe.org">www.projecttahoe.org</a>	Globalization & Bananas	Agriculture & Complex Societies
Holidays	Family	Community History	Cultural Diversity		Declaration of Independence	Black Death
Identity	Family Stories	Economic Inter-Dependence	Geography		New France	China & Rome
Maps & Globes	Global Citizen	Geography & Environment	Global Trade		Slavery	Islamic Spain
Needs & Wants	Maps & Geography	Symbols	Globalization		See more resources on <a href="http://projecttahoe.org">projecttahoe.org</a>	Olympics
Rules	The President	Urban, Suburban, & Rural	Leadership & Government			Religious Freedom

*What is included in each inquiry?*

### *Guidance Questions*

- Compelling question(s)
  - 3+ supporting questions
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### *Disciplinary Sources*

- Readings
- Maps, charts, graphs, etc.
- Pictures, visuals

### *Assessments*

- Formative checks
- Performance tasks
- Taking action

# What is included in each inquiry?

Why Do Countries Need Each Other?	
New York State Social Studies Framework Key Idea & Practices	<p><b>3.10:</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p> <p>Gathering, Using, and Interpreting Evidence    Comparison and Contextualization</p> <p>Civic Participation    Economics and Economic Systems</p>
Staging the Question	Watch an interactive video and discuss the construct of what it means to trade.

Supporting Question 1
Understand
What do countries export?
Formative Performance Task
Choose three products and list the countries that produce and export them.
Featured Sources
<p><b>Source A:</b> Image bank: Highest valued export by country</p> <p><b>Source B:</b> Image bank: World political maps</p>

Supporting Question 2
Understand
Why do countries import goods?
Formative Performance Task
List three reasons why countries import goods.
Featured Sources
<p><b>Source A:</b> "On Valentine's Day, Many of the Flowers Come from Colombia"</p> <p><b>Source B:</b> "It's a Hard Fight to End Child Labor Abuse on West Africa's Cocoa Farms"</p>

Supporting Question 3
Assess
What factors influence trade?
Formative Performance Task
Make a claim supported with evidence about a factor that has influenced trade in the 21st century.
Featured Sources
<p><b>Source A:</b> "Most People in India Drink Tea, but Locally Grown Coffee Is Catching On"</p> <p><b>Source B:</b> "Who Will Sell the Most Avocados? Colombia Hopes It Will"</p>

Summative Performance Task	<b>ARGUMENT</b> Why do countries need each other? Construct an argument supported with evidence that addresses the question of how world communities trade with one another in order to meet their needs and wants.
Taking Informed Action	<b>ACT</b> Select one or more of the goods mentioned in the featured sources as items that the US imports from other countries and invite local restaurant and/or grocery store managers to class to talk about how and why they are involved in that form of trade.

# *What these inquiries are not...*

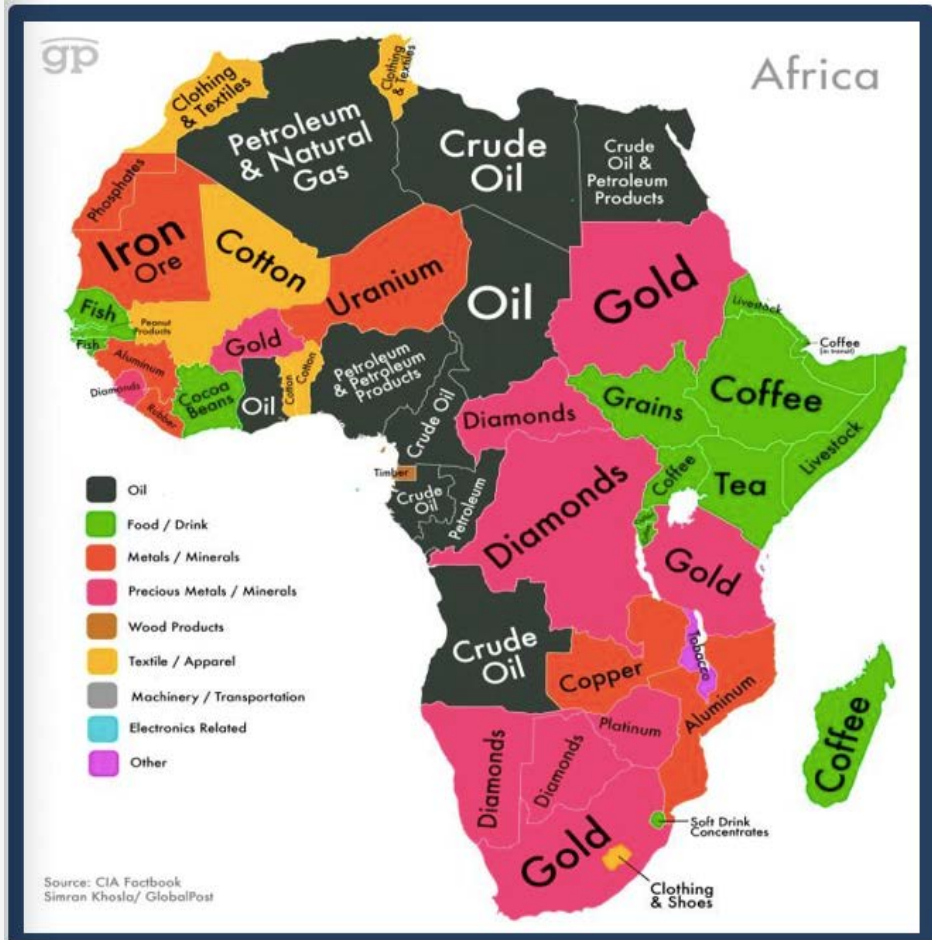


- **Not over-prescriptive**
  - Provides all the resources and the overarching questions but not all of the questions and activities necessary to lead students through each document.
  - Relies on the teacher to make important pedagogical decisions based both on text and on students.
- **Not a full unit of study**
  - Think of this as either an extended lesson or as the bedrock for a longer unit.

# Why do countries need each other?

## 3<sup>rd</sup> Grade

This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex. In examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?”



# *Discuss with a partner:*

What does this video show?

What is trade?

What are goods?

Why is it important to trade?

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# *Vocabulary activity: root word “port”*

**Port**

**Export**

**Import**

**Importation**

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An **important** and widely used Latin root word is **port**, which means ‘carry.’ Humans ‘carry’ things from one place to another all the time. **Portly** humans, for instance, ‘carry’ a lot of body weight. When one nation **imports** goods from another nation, it ‘carries’ them into its own territory. On the other hand, to **export** goods is to ‘carry’ them out of one country to sell to another. Most of these goods are **portable**, or easily ‘carried’ from one country to the next. Human beings can also be **deported** from their own countries, being ‘carried’ from one nation to another, usually for legal proceedings. When something is **important**, you want to ‘carry’ it towards yourself to tend to it. **Reporters**, or news people who ‘carry’ back information to the public at large, often focusing on **important** concerns. In fact, **reporters** talk about **sports** a great deal, or those forms of entertainment that ‘carry’ you away from everyday activities. **Transportation**, or the act of ‘carrying’ people across from one place to another, forms the basis of much of everyday life.



Compare the maps side by side.

- What do we learn from sourcing the documents?
- What important information do we learn from the notes?
- How are the map keys similar? Different?
- What can we NOT tell from reading these maps?

With a partner, choose one of the maps and determine what text dependent question you would ask students about this map?



*Newsela staff, adapted  
from the Miami Herald,  
“On Valentine’s Day,  
Many of the Flowers  
Come from Colombia,”  
February 12, 2015*

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1. Read the article.
2. With a small group find as much evidence as possible to answer the following questions:
  - Why do Americans buy flowers from Columbia?
  - How many years did it take for people in the United States to think it was a good idea to sell Columbian flowers?
3. Write a two sentence summary of this article that includes the words: trade, goods, and import or export.

# *Numbered Heads Read Three Articles*



- Read your assigned article annotating for the following:
  - What facts/ideas in the article would your students most enjoy or be surprised by?
  - + positive consequences associated with global trade
  - - negative consequences of global trade
- Share out your insights with a group of three (jigsaw quick share).

*How might you be able to use these inquiries in your own classes?*

*How does student inquiry align to practices which foster a growth mindset?*

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