3rd Grade Independent Projects

Hello Students, Families and Caregivers,

This resource packet includes multiple projects that students can work on at home independently or with family members or other adults. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage students in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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Read  Write  Move  Design  Solve
3rd Grade Literacy Project: Poetry, History, and Today!

**Estimated Time**
Total Time 70-80 minutes

**Grade Level Standard(s)**
- **RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Caregiver Support Option**
Help your student with unknown words.

**Materials Needed**
Pencil, paper (1 or 2 sheets)

**Question to Explore**
Why read Poetry?
Why write Poetry?
How can we learn about our world through literature?
How can we learn about our world through informational text?

**Student Directions**
Follow the directions in each activity

**Activity 1: What is Poetry?**
Poets Write Poems! Poetry is a kind of writing. Some poems rhyme, and some do not. A poem can be about a feeling, an object, or an event. It can be funny, serious, or sad.

**Directions:** Read all 5 poems and answer the question after reading each one.

**Poem 1:** Nikki Giovanni has won many awards for her writing. This poem is from her book The Sun Is So Quiet. How does this poem make you feel?

*Covers*
Glass covers windows to keep the cold away
Clouds cover the sky to make a rainy day
Nighttime covers all the things that creep
Blankets cover me when I’m asleep

A. On a separate piece of paper, how would you describe Poem 1?

**Poem 2:** Kenn Nesbitt has a dog, two cats, a mouse, and a goldfish. He has written a lot of poems about kids. What is this poem about?

*Amanda Ate an Orange*
Amanda ate an orange
and an olive and a peach.
Since then her teacher always keeps
the crayons out of reach.

B. On a separate piece of paper, how would you describe Poem 2?

Poem 3: Langston Hughes was raised by his grandmother. He always loved to write. Some of his poems rhyme, and some do not. Does this poem rhyme?

April Rain Song
Let the rain kiss you.
Let the rain beat upon your head with silver liquid drops.
Let the rain sing you a lullaby.
The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof at night—
And I love the rain.

C. On a separate piece of paper, how would you describe Poem 3?

Poem 4: Christina Rossetti began writing poetry when she was young. She did not go to school. Her mother taught her at home. What is she describing in this poem?

Clouds
White sheep, white sheep,
On a blue hill,
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep,
Where do you go?

D. On a separate piece of paper, how would you describe Poem 4?

Poem 5: Jack Prelutsky disliked poetry when he was young. Then he discovered it was a great way to talk to people. Why might this poem be called a shape poem? (Source: Read Works; https://www.readworks.org/article/Lets-Write-a-Poem/ec006175-9c5e-4ff9-a36b-45992411cc17#larticleTab:content/)

I Was Walking in a Circle
E. On a separate piece of paper, how would you describe Poem 5?  
Now answer these questions on a separate piece of paper:

F. What is poetry? Why do you think someone would choose to write a poem rather than a story?  
G. Which poem was your favorite? Why?

Activity 2: Comparing Two Texts  
Directions: Read these two pieces. One is a Poem, and one is Non-Fiction. When you’re finished, answer the questions. Read the poem “The Great Chicago Fire,” by Mrs. Julia A. Moore

“The Great Chicago Fire” by Mrs. Julia A. Moore

The great Chicago Fire, friends,  
Will never be forgot;  
In the history of Chicago  
It will remain a darken spot.  
It was a dreadful horrid sight  
To see that City in flames;  
But no human aid could save it,  
For all skill was tried in vain.  
In the year of 1871,  
In October on the 8th,  
The people in that City, then  
Was full of life, and great.  
Less than four days it lay in ruins,  
That garden City, so great  
Lay smouldering in ashes,  
In a sad and pitiful state.  
It was a sad, sad scene indeed,  
To see that fire arise,  
And hear the crackling of the flames  
As it almost reached the skies,  
And sadder still, to hear the moans,  
Of people in the flames  
Cry for help, and none could get,  
Ah, die where they remained.  
To see the people run for life;  
Up and down the blazing streets,  
To find then, their escape cut off  
By the fiery flaming sheets,  
And others hunting for some friend  
That perhaps they never found,  
Such weeping, wailing, never was known,  
Some people were very wealthy  
On the morning of the 10th.  
But at the close of the evening,  
Was poor, but felt content,  
Glad to escape from harm with life  
With friends they loved so well,  
Some will try to gain more wisdom,  
By the sad sight they beheld.  
Five thousand people were homeless,  
Sad wanderers in the streets,  
With no shelter to cover them,  
And no food had they to eat.  
They wandered down by the lake side,  
Lay down on the cold damp ground,  
So tired and weary and homeless,  
So the rich, the poor, was found.  
Mothers with their dear little infants,  
Some clinging to the breast.  
People of every description  
All laid down there to rest,  
With the sky as their covering,  
Ah, pillows they had none.  
Sad, oh sad, it must have been,  
For those poor homeless ones.  
Neighboring Cities sent comfort,  
To the poor lone helpless ones,  
And God will not forget them  
In all the years to come.  
Now the City of Chicago  
Is built up anew once more,  
And may it never be visited
For a thousand miles around. With such a great fire no more.

Source: https://www.greatchicagofire.org/fanning-flames-library/%e2%80%9c-great-chicago-fire%e2%80%9d-mrs-julia-moore/

Now read this non-fiction text about The Great Chicago Fire:

Introduction
The most-famous fire in American history is the Chicago fire of 1871. It is also called the Great Chicago Fire. It began on the evening of October 8, 1871, and burned until the morning of October 10. About a third of Chicago was destroyed, 300 lives were lost, and nearly 100,000 people were left homeless. Immediately after the fire, a great rebuilding of the city began. Chicago quickly grew into a larger city than it had been before the disaster.

Before the Fire
In the 1800s, Chicago’s industries and population grew rapidly. Located on Lake Michigan in the middle of the United States, Chicago was a center of trade and transportation. By 1850 there were nearly 30,000 people living in Chicago. Within 10 years, the population had tripled to 90,000. The downtown neighborhoods of Chicago were crowded with buildings made of wood. Serious fires were frequent. Yet none would compare to the Chicago fire of 1871. For months before the disaster, it had not rained. Chicago had become a very dry city. The night before the disaster, there had been a major fire that had exhausted the city’s firefighters and had damaged firefighting equipment.

The Fire
The Great Chicago Fire began on the city’s West Side in a barn on DeKoven Street. The barn belonged to a Mr. and Mrs. O’Leary. It is not known what caused the fire. A popular legend says that the fire started after Mrs. O’Leary’s cow kicked a lantern over in the barn. The fire started on a Sunday evening. It spread quickly. A steady wind from the southwest carried the flames and blazing debris from block to block. The city’s downtown wooden buildings fed the fire. Even the stone and brick buildings that were supposed to be fireproof exploded in flames. The fire moved northward. Lake Michigan, rainfall, and empty lots on the city’s North Side finally stopped the fire after nearly two days of burning.

After the Fire
By the time the fire ended, the downtown and North Side of Chicago lay in ruins. Some 17,450 buildings were destroyed in an area covering 3.5 square miles (9 square kilometers). The damage totaled 200 million dollars. Chicago’s South and West sides were not harmed. Those areas contained lumberyards and stockyards, where farm animals were kept.

Chicago was quickly rebuilt. By 1880 the city’s population had reached 500,000. Department stores and offices filled the center of the city. Industries grew along the Chicago River and the city’s rail lines. Many talented architects, such as Louis Sullivan and Dankmar Adler, saw the rebuilding of Chicago as a chance to design new types of buildings. Chicago became known for its architecture.


H. On a separate piece of paper write a paragraph answering the following questions: What are these two texts about and which do you like more? You must use two pieces of text evidence
in your response.
Activity 3: Writing your own poem!
Directions: On a separate piece of paper:
I. Write your own poem or short story about your Chicago Neighborhood today!
J. Include one illustration

Activity 4: Reflection
Directions: On a separate piece of paper answer the following questions:
K. What did you learn about poetry?
L. What other topics might you like to read poems about?

Cross Content Connection:
- **Social Studies:** Research your neighborhood. What do you know about your neighborhood? What makes it special? Write about it or another neighborhood.
- **Geography:** Make a map of your neighborhood.
- **Art:** Look for art around your community. Take pictures or make a collage of the works.
# 3rd Grade Math Project: Fractions For My Family

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>3.NF.A1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by a parts of size $1/b$. 3.MD.A1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Support is optional, but recommended for collecting data during the family chart activity. There is also a puzzle included in this project. Consider how you might build the puzzle for your students once they have completed it.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Pencil, scissors, and crayons. Not all materials are needed for every activity.</td>
</tr>
</tbody>
</table>
| Question to Explore | • How do we know a part of a whole is a fraction?  
• How do the fractional parts of a whole change when the number of partitions increases?  
• How can the minutes in an hour be seen as fractions? |
| Student Directions | Fractions are used and can be found in our everyday activities. Each activity below shows us a different way of thinking about fractions as we spend time with our families at home. Follow the directions for each activity and apply your fraction understanding and skills to solve the problems. |

## Activity 1: A Fair Share of Homemade Cookies

A. You and your friend have baked cookies. Each cookie is a different shape. After you finish baking the cookies, you want to share each cookie with your friend. When you share each cookie you must make sure to share the cookie so both pieces are exactly the same size and shape.

Below are the cookies that you baked. Circle the cookies that you can cut into two equal parts that are the same size and shapes.
Is there a cookie that you cannot cut in half to make two equal pieces that are the same size and shape? Using words or pictures, explain why the two pieces will not be the same in that cookie.

B. Below are large pictures of your cookies. Cut out the large cookies. Then draw a line through each cookie where you would cut them in half to share with your friend. After you cut your cookies, show how each of the two pieces are exactly the same size and shape.
Activity 2: Create Your Own Puzzle

A. Rosita made a puzzle to play with her cousins. She used a blank piece of paper shaped like a rectangle just like the one below.

Step 1: Rosita folded the whole piece of paper in half.

Step 2: Rosita took that half and folded the paper in half again.

Step 3: Finally, Rosita folded the paper in half a third time so when she opened the paper up it had folds that look like the picture below.
B. How many equal parts are on Rosita’s folded paper below? ________________.

What is the fraction of just one of the parts of the whole piece of paper? ________________.

C. Rosita folded her paper in half again one last time. Altogether, Rosita has folded her paper in half four times. Try folding your own paper four times.

Draw a picture below of Rosita’s paper after she folded it four times.

How many equal parts are now on Rosita’s folded paper now? ________________.

What would the new fraction of each equal part be now? ________________.

D. Make Your Own Puzzle:
   Draw a picture in the rectangle below. Folder the paper in half 5 times. Check to make sure all of the parts are equal.
   Now cut the paper at the folds. Mix up the pieces and then rebuild your puzzle.

What is the fraction of each part of your puzzle?
Activity 3: Family Friendship Bracelets
A. Brian makes bead bracelets for his family. He uses white, black and silver beads. Below are the different color beads that Brian uses.

![White, Black, Silver Beads]

B. Below is one of the bead bracelets that Brian made.

```
  O  O  O  O  O  O  O  O  O  O
  white black silver
```

What fraction of all of the beads are white? ____________
What fraction of all of the beads are silver? ____________
What fraction of all of the beads are black? ____________

C. Now make a bracelet using Brian’s white, black, and silver beads. Color the bead bracelet below so that:
   - 1/10 of the beads are white
   - 3/10 of the beads are black
   - 6/10 of the beads are silver.

```
  O  O  O  O  O  O  O  O  O  O
```


D. Finally, design your very own bead bracelet using Brian’s white, black, and silver beads. You can create your bracelet using any combination of the three colored beads but you can only use white, black, and silver. Color the bead bracelet below.

What fraction of all of the beads in your new bracelet are white? __________

What fraction of all of the beads in your new bracelet are black? __________

What fraction of all of the beads in your new bracelet are silver? __________

**Activity 4: Getting Ready in the Morning**

Many families often have to share a bathroom as they get ready each morning. Megan and Carl are brother and sister and share their family bathroom with the rest of their family.

The table below shows how much time Megan and Carl’s family spends in the bathroom getting ready each morning?

*Note: 1 hour = 60 minutes*

<table>
<thead>
<tr>
<th>Family Member</th>
<th>What They Are Doing</th>
<th>Amount of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Megan</td>
<td>Showers, washes, dries hair, brushes teeth</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Carl</td>
<td>Shower, brushes teeth</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Mom</td>
<td>Takes a bath, brushes teeth</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Dad</td>
<td>Showers, shaves, brushes teeth</td>
<td>50 minutes</td>
</tr>
<tr>
<td>Grandpa</td>
<td>Showers, shaves</td>
<td>35 minutes</td>
</tr>
</tbody>
</table>

A. Who spends the most amount of time in the bathroom? _______________________

B. Who spends the least amount of time in the bathroom? _______________________
C. If Mom goes into the bathroom at 7:00, what time does she come out? ________________

D. If Grandpa goes into the bathroom at 7:30, what time does he come out? ________________

E. If Megan goes into the bathroom at 8:10 and Carl goes into the bathroom right after Megan, what time does Carl come out of the bathroom? ________________

In the space below, explain how you figured out your answer using words or pictures.
### 3rd Grade Science Project: Forces All Around

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</td>
</tr>
</tbody>
</table>
| Caregiver Support Option | Support is optional, but recommended for the following:  
- Reviewing activity directions (particularly Activity 2 and 3)  
- Gathering materials for the activity 2 optional hands-on investigation  
- Engaging in discussions with the student around the questions embedded in this project (siblings and other members of the household can be engaged in the dialogue as well) |
| Materials Needed | Paper, pencil, packet  
Optional:  
- Several books  
- Cardboard  
- Tape  
- At least 6 pennies  
- Metal bottle cap  
- Plastic bottle cap or plastic button  
- Sandpaper  
- Sponge or foam  
- Ruler |
| Question to Explore | How can you slide down a slide the fastest? How are forces involved? |
| Student Directions | Each activity has directions for you to follow. |

### Activity 1: Forces All Around Us (15 min.)

A. Read the text, *What is a Force*, and answer this question below.

#### What is a Force?

*(Amplify Science Book: *Handbook of Forces* - p. 1; *Español*)

Forces are pushes and pulls. There are forces acting everywhere, all the time. Every object in the world has something that is pushing or pulling on it.

Forces always act between two objects. There wouldn’t be any forces if there were only one object. Objects exert forces on each other whenever they push or pull each other.

You can tell a force is acting when an object starts moving. You can also tell a force is acting when a moving object stops moving. Starting and stopping are evidence of forces. However, even when an object is sitting still, forces are acting on it.
Based on the text, what are some ways you can tell that a force is acting on an object? Write your answer below:

B. Look at the images below. Think about what you already know about forces and think about the information you read in the text above.
   ○ Circle anywhere you see evidence of one of the two types of forces and label it: “push” or “pull.”
Activity 2: Investigation: How can you do down a slide the fastest? (20-25min)

A. Initial Ideas
1. What things do you think affect how fast you go down a slide? Write down all the different things you can come up with on a separate sheet of paper.
2. Which slide below do you think you would slide down faster: slide A or slide B? Why? Explain your choice on a separate sheet of paper.

![Slide A: An old rusty metal slide](image1)
![Slide B: A new metal slide](image2)

B. Slide Investigation

Choose one of the following options:

- **Option 1:** Carry out the investigation yourself. You’ll need to have following materials:
  - Several books
  - Cardboard (e.g., a pizza box)
  - Tape
  - At least 6 pennies
  - Ruler (optional)
  - 3 or more of the following objects:
    - Metal bottle cap
    - Plastic bottle cap (or plastic button)
    - Sandpaper
    - Cardboard
    - Sponge or foam

- **Option 2:** Use the data provided in step 6 to answer the investigation questions below.
Option 1: Hands-On Activity

1. Gather the materials listed above.
   a. The cardboard and books will be used as a model of a slide.
   b. You will use the other materials to make "sliders":

   - What are the "sliders"?
     - You will use 2 pennies per slider to represent a person.
     - The bottle caps, cardboard, foam, sandpaper and button represent the different materials the person would be sitting on while going down the slide.

   "sliders"

   You want the same “person” to be going down the slide each time you test a material to make sure your investigation is fair, so you will tape 2 pennies to every “slider” to make sure they all have the same weight.

2. Make your sliders:
   a. You can use a loop of tape to add the 2 pennies to the slider (tape the two pennies to each other first) or you can put a strip of tape over the 2 pennies.

   ![Image of tape with pennies](image1)

   Or

   ![Image of tape over pennies](image2)

   b. You’re testing the material, not the tape you use to hold the weight on. Make sure you don’t cover the bottom of the slider with tape.

3. Make the slide:
   a. To make your cardboard into a slide, set one end on a stack of books and the other on the table.
   b. You can change how steep a slide is by adding more books.
4. Race your sliders! Set up your sliders in one of these two ways:
   a. **Option A**: Use a ruler and let them loose at the same time and see in which order they make it to the bottom. Which one will be first?
   b. **Option B**: Start with the cardboard slide flat, then raise it slowly one inch at a time and see in which order the sliders slide down. The one that slides down first is the fastest! Keep raising one side of the box until all the sliders slide down and you know in which order they did so.

5. Race your sliders 4 times and enter your data for each trial into the table below:

<table>
<thead>
<tr>
<th>Material</th>
<th>The order in which the slider made it to the bottom of the slide.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 = made it to the bottom first (fastest)</td>
</tr>
<tr>
<td></td>
<td>5 = made it to the bottom last (slowest)</td>
</tr>
<tr>
<td></td>
<td><strong>Trial 1</strong></td>
</tr>
<tr>
<td>Plastic bottle cap (or button)</td>
<td></td>
</tr>
<tr>
<td>Metal bottle cap</td>
<td></td>
</tr>
<tr>
<td>Sandpaper</td>
<td></td>
</tr>
<tr>
<td>Cardboard</td>
<td></td>
</tr>
<tr>
<td>Foam</td>
<td></td>
</tr>
</tbody>
</table>
6. Answer the questions below on another sheet of paper. You may use the data you collected above, or the data provided for you in the data table below to answer the questions:

**Table 2: Example Data**

<table>
<thead>
<tr>
<th>Material</th>
<th>The order in which the slider made it to the bottom of the slide.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 = made it to the bottom first (fastest)</td>
</tr>
<tr>
<td></td>
<td>5 = made it to the bottom last (slowest)</td>
</tr>
<tr>
<td>Trial 1</td>
<td>Trial 2</td>
</tr>
<tr>
<td>Metal bottle cap</td>
<td>1</td>
</tr>
<tr>
<td>Plastic bottle cap</td>
<td>2</td>
</tr>
<tr>
<td>Sandpaper</td>
<td>4</td>
</tr>
<tr>
<td>Cardboard</td>
<td>3</td>
</tr>
<tr>
<td>Foam</td>
<td>5</td>
</tr>
</tbody>
</table>

a. Place an “x” in the box next to the data you will use to answer the following questions:
   - I will use the data I collected (Table 1).
   - I will use the example data provided (Table 2).

b. Which material was the fastest? Why do you think that is? Draw a picture to help explain your ideas.

c. Which material was the slowest? Why do you think that is? Draw a picture to help explain your ideas.
Activity 3: Gravity and Friction -- Exploring the Science Behind the Slide Investigation (20-25 min.)

A. Read about two specific forces, the force of friction and the force of gravity, below. Then answer the questions.

Reading 1: The Force of Gravity

**gravity:** the pull between Earth and other objects, which acts even without touching

Earth pulls, or attracts, objects. Gravity is the name of that pulling force. Gravity is one kind of non-touching force.

Earth pulls you toward the ground no matter where you are or what you are doing. Even if you are just standing there, Earth is still pulling you toward it. You do not have to be touching Earth for it to attract you. It's always pulling on you, no matter what!

An object does not need to be touching the ground for Earth to attract it, which is how you know gravity is a non-touching force. When you toss a ball in the air, Earth attracts it, so it falls back down.

Gravity is what gives objects their weight. Without gravity, everything that wasn't tied down would float away.

Earth isn't the only object that pulls on things with gravity. In fact, gravity is the pulling force between any two objects. Everything attracts everything else. You even attract Earth! But because Earth is so much bigger than you, you don’t actually make it move.

The more there is of something, the stronger its force of gravity. Since Earth is the biggest thing around us, its pull is the only gravity we notice.
Earth exerts a force on the Moon, too. This force is also gravity. The Moon is very far away, so this means that gravity can be exerted from very far away! Gravity is what keeps the Moon from floating away into space.

Reading 1 Questions:
1. Draw an arrow to show the direction of the force of gravity on all the pictures in the reading above and label it “g.”
2. If gravity is pulling the four kids down (and pulling their hair down) toward the earth, what is stopping them from hitting the ground? Draw an arrow to show that force and label it either “push” or “pull.”

Reading 2: The Force of Friction

**friction:** a force that slows objects down when they are dragging or rubbing against something

Friction is a force that slows down these marbles as they roll along the ground.

Friction makes it hard to drag this boat on the sand.

What affects how fast you can go down a slide?
The slide itself, what it’s made of matters. Slides that are made of polished metal, like the one below on the left, are smooth and slick. An old rusty slide, like the one on the right, is a bit more rough.
If you ran a finger over the rusty slide, you could feel the roughness, little jagged bumps. Scientists have figured out that every material has some of these little jagged bumps, even if the material looks and feels pretty smooth.

This diagram shows a smooth wooden block on top of what looks like a smooth surface:

But scientists know that up close, on a very small level, there are actually little jagged bumps. You can see this in the circle. What makes one material more rough than another is just how many of these bumps there are and how big the bumps are.

The first diagram below helps us imagine what a smooth, polished metal would look like very, very close up. You see some bumps, but not as many compared to the rusty metal (second image below), which has bigger, more jagged bumps.

When you're wearing your jeans and you slide down a rusty slide, if we imagine it in close up, each jagged bump pushes back against you as you try to move across it.

The more or larger these bumps, the more you're slowed down. Maybe they will even stop you altogether. So there's a pushing force between two materials when they rub together. Scientists call this push the friction force.
Reading 2 Questions:
1. Imagine that you used a microscope to look really, really closely at the following surfaces. Draw what you think you’d see:

<table>
<thead>
<tr>
<th>Material</th>
<th>Close up drawing of surface</th>
</tr>
</thead>
<tbody>
<tr>
<td>stainless steel pot</td>
<td></td>
</tr>
<tr>
<td>piece of wood</td>
<td></td>
</tr>
</tbody>
</table>

2. Which material from the Activity 2 investigation had the most friction? What’s your evidence?
3. Which material from the Activity 2 investigation has the least friction? What’s your evidence?
4. Imagine a student sliding down a slide. If the friction force is as strong as the force of gravity, what do you think will happen? Why?

Activity 4: Reflect and Apply Your Learning (15 min.)
Draw a model below to explain why the boy slides down the smooth, polished slide faster than the old, rusty slide. Make sure to include the following things in your model:
- Draw and write out your ideas
- Explain how forces are involved
- In the boxes below ( ), show what a close-up looks like of the person’s pants rubbing against the slide’s material. Be sure to show how bumpy each material is.
- Include labels, if that’s helpful
Why do you slide faster down a smooth, polished slide than a rusty slide?

<table>
<thead>
<tr>
<th>Smooth, polished metal slide</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Smooth, polished metal slide" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Old, rusty slide</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image2" alt="Old, rusty slide" /></td>
</tr>
</tbody>
</table>
Grade 3-5 Social Science Project: Here and Now Snapshot

<table>
<thead>
<tr>
<th>Estimated Time</th>
<th>Total Time 70-80 minutes (average of 15-20 mins per activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Standard(s)</td>
<td>SS.IS.3.3-5. Determine sources representing multiple points of view that will assist in answering essential questions.  SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.  SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</td>
</tr>
<tr>
<td>Caregiver Support Option</td>
<td>Notes on the structure:  - Activities are designed to be done in order - each one builds on the other so you should not skip activities  - Activities are an average of 15-20 mins each. More than one can be done in a day.  Before giving the activities to students, caregivers might:  - spend time reading and discussing the “student directions” together. Encourage them to ask any clarifying questions.  - When reading the texts, students should circle or underline any unfamiliar words so you both can define them together  In this particular lesson, it’s important to note that:  - student(s) are creating a “Here and Now Snapshot” to represent their historical setting right now  - Consider making your own “Here and Now Snapshot” that represents your historical setting right now and sharing with them  - Ask them to share and explain their snapshots to you - on p. 9 students will review and revise their work. Consider using the examples provided to discuss and reflect on what can be better.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Writing tool, paper</td>
</tr>
<tr>
<td>Question to Explore</td>
<td>How can I capture where I am in time and place?</td>
</tr>
<tr>
<td>Student Directions</td>
<td>Every moment we live is a moment of history! The things we write, the images we draw become the artifacts of our experience, the primary sources that will tell others about our lives. In this mini-inquiry, students learn about historical setting by examining images of the past. Throughout the week, they use their learning to create a “Here and Now Snapshot.” Their creation will serve as an artifact that tells the story of their experience during this unique period of time.</td>
</tr>
</tbody>
</table>
Day 1 (Activity 1): Examining Historical Setting (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:
- Look at images for details about their historical setting
- Identify your own setting

You will need:
- Paper or notebook
- Writing tool
- “My Setting” handout (optional)

Let’s Get Started!

A. THINK

Have you ever thought about what someone 20, 30, or even 100 years from now would think about young people?

Guess what… someday in the future, someone might look at the things you’ve created and wonder about you.

B. EXPLORE

Let’s think like historians by looking at historical setting. Historical setting describes where and when something took place.

What can we learn about life in the past by looking at the historical setting of each picture below?

What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- Who: Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- What: What objects do you see? What activities do you see?
- Where: What do you see in the background? Where do you think they’re located?
- When: What time of day do you think this is? What time of year could it be? Is this in the past or present?
What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- **Who:** Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- **What:** What objects do you see? What activities do you see?
- **Where:** What do you see in the background? Where do you think they’re located?
- **When:** What time of day do you think this is? What time of year could it be? Is this in the past or present?

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What can we guess about this picture’s historical setting (where and when the picture took place)? Look for details that provide evidence about where and when the photo was taken.

- **Who:** Who is in this picture? What do you notice about what they are wearing? What do you think their relationship to one another is?
- **What:** What objects do you see? What activities do you see?
- **Where:** What do you see in the background? Where do you think they’re located?
- **When:** What time of day do you think this is? What time of year could it be? Is this in the past or present?

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C. DO

Your challenge this week: Create a “Here and Now Snapshot” to represent your historical setting at this time.

Today, you will complete the first step of the challenge!

Record the who, what, where, and when of your setting on paper (or use the “My Setting” handout if you like).

You don’t have to write about this exact moment – you can think back to a moment from your day that really captures your life right now.
DAY 1
My Setting

**WHO** is with you?

Who is **not** with you?

**WHAT** is going on?

What is **not** going on?

**WHERE** are you?

Where are you **not**?

**WHEN** is it?
**Day 2 (Activity 2): Representing Your Setting (15-20 min)**

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

<table>
<thead>
<tr>
<th>Today you will:</th>
<th>You will need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Look at an historical image for details about its setting</td>
<td>● Paper or notebook</td>
</tr>
<tr>
<td>● Create an image that represents your setting</td>
<td>● Writing tool</td>
</tr>
<tr>
<td></td>
<td>● Drawing materials (optional)</td>
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<tr>
<td></td>
<td>● “Drafting Template” handout (optional)</td>
</tr>
</tbody>
</table>

**Let’s Get Started!**

**A. THINK**

You’ve learned about setting by analyzing photographs. How would it be similar or different if you were analyzing a painting or drawing?

**B. EXPLORE**

Let’s think like historians!

This is a sketch by the artist Vincent van Gogh. What can we learn about the setting?

- Who: Who is in the picture? What are they wearing? How are they connected to each other?
- What: What objects do you see? What activities do you see?
- Where: What’s in the background? Is this inside or outside?
- When: What time of day do you think it is? What season could it be? Do you think this is today or long ago?

**C. DO**

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your historical setting at this time.

Today, you will complete the next step of the challenge, which is to make a first draft of your “Here and Now Snapshot”!

Use pictures and words to show your setting on paper (or use the “Drafting Template” handout if you like).

Your goal: Show your historical setting in words and pictures.
What do you want the viewer to think?  
What do you want the viewer to feel?  
What do you want the viewer to know or wonder about your moment in time and place?

DAY 2  
Drafting Template

Who:  


What:  


Where:  


When:  


Day 3 (Activity 3): Evaluating the Work (15-20 min)

This week we’re thinking about the question: “How can I capture where I am in time and place?”

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.

Today you will:  
- Reflect on your progress  
- Make a plan to improve your work

You will need:  
- Your work from previous activities  
- Paper or notebook  
- Writing tool

Let’s Get Started!

A. THINK  
You’ve already created the first draft of a “Here and Now Snapshot” that shows your setting using words and pictures!
Pause to reflect on your work. When someone looks at your work, will they understand your setting?

B. EXPLORE

Look at this student’s “Here and Now Snapshot.” How much does this image tell you about the historical setting?

- What is your reaction to this?
- What do you think the maker is trying to communicate?
- Which details show the Who, What, Where, and When?

Now imagine we have the chance to give another student feedback on their work to make it stronger and clearer.

What advice would you give the artist to make this work even stronger?

- The artist could add...
- The artist could try...
- The artist could adjust...

C. DO

Keep in mind your challenge this week: Create a “Here and Now Snapshot” to represent your setting at this time.

Today, you will explore your own first draft to check if you are meeting your goal to show your setting in words and pictures.

1. Pencils down! This is a thinking exercise!
2. Look at your work and ask:
   - Which details show the Who, What, Where, and When?
   - What will the viewer think or feel when they see this work?
3. Wait, still don’t touch your work! First, make a work plan! Complete one of these sentences:
   - I will add...
   - I will try...
   - I will adjust

<table>
<thead>
<tr>
<th>Day 4 (Activity 4): Finalizing the Work (15-20 min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This week we’re thinking about the question: &quot;How can I capture where I am in time and place?&quot;</td>
</tr>
<tr>
<td>Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.</td>
</tr>
<tr>
<td>Today you will:</td>
</tr>
<tr>
<td>Finalize your “Here and Now Snapshot”</td>
</tr>
<tr>
<td>You will need:</td>
</tr>
<tr>
<td>Your work from previous activities</td>
</tr>
<tr>
<td>Drawing and coloring materials (optional)</td>
</tr>
</tbody>
</table>

Let’s Get Started!

A. THINK

Remember your work plan? That’s when you said:
   - I will add...
   - I will try...
   - I will adjust...

Decide or discuss: **What will you do next to finalize your work?**

B. EXPLORE

Check out some “Here and Now Snapshots” by other students.
   - What changes did this artist make to their work?
   - How do these changes help you understand more about their historical setting?
C. DO

Today, you will work to finalize your “Here and Now Snapshot” to best represent your historical setting.

1. Get out your first draft and any other materials from previous activities.
2. Think about your work plan.
3. Decide: Do you need a fresh piece of paper to start over? Or will you just edit your first draft to make your final draft?
4. Get to work making your final draft!

Day 5 (Activity 5): Reflecting and Sharing (15-20 min)

This week we’re thinking about the question: "How can I capture where I am in time and place?"

Your challenge this week is to create a “Here and Now Snapshot” to represent your historical setting in words and images.
Today you will:
● Think about what your “Here and Now Snapshot” tells about you and your setting
● Find a way to share your final work

You will need:
● Your finished “Here and Now Snapshot”
● “Sharing” handout (optional)

Let's Get Started!

A. THINK

Someday, a long time from now, someone might look at the things you’ve created to wonder about you. Today, someone in another household, another city, or another country might be wondering about you right now!

B. EXPLORE

Look at your finished “Here and Now Snapshot.”
Think about or discuss:
● Looking at my “Here and Now Snapshot,” what will viewers think, feel, or wonder about me or my historical setting?
● What evidence did I include to make the viewer think or feel that?

C. DO

Now that you’ve completed your “Here and Now Snapshot” it’s time to share your work with others!

Here are some ideas for connecting with others:
● Share with a family member and...
  ○ Help them to create their own
  ○ Ask them what your work makes them think, feel, or wonder (or use the “Sharing” handout to get a written response)
● Share with your classroom community (if this is an option) and discuss similarities and differences in what you’ve decided to include
● Ask an adult to help you share your work online with the hashtag #inquiredtogether
● Hang your “Here and Now Snapshot” in the window
● Keep your “Here and Now Snapshot” somewhere safe as a historical record that you and others can look back on later
Please take a look at my work and fill this out. Thank you!

**This work made me...** (circle one)

- **think...**
- **feel...**
- **wonder...**

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**Cross Content Connection:**
By studying and analyzing historical images, and by creating your own historical setting snapshot to communicate with friends near and far, now and in the future, you are using many social science skills, but also so much more! There are so many connections to language arts, math, and science that you can continue to explore. Here a few ways to extend your learning and make connections to other subjects.

**Math:** Ask an adult to share memorable “snapshots” from different events in their lifetime. Put the events in chronological order to create a timeline. Extend the timeline by including snapshots from different times in your life.
If you have access to the internet, search for images, artwork or photographs, of different mathematicians from history. Study and analyze the images. What do you notice about the historical setting? Some mathematicians to consider researching: Isaac Newton, Alan Turing, Katherine Johnson, Sophie Germain, and Albert Einstein.

**Science:** Consider the historical setting for things from the natural world- plants, animals, and landforms. Go for a walk with your family outside or look outside your window. What do you notice from nature? Create a Here and Now Snapshot for something from nature. Who or what is part of its setting? Where is the setting? When is it? Consider how humans impact its setting throughout history and right now.