



## Research Unit

### All That Jazz

Digital Components

Grade 3

English

Grade 3

Research Unit

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# All That Jazz

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**Digital Projections**

# Contents

## All That Jazz

### Digital Projections

<b>Lesson 1</b>	<b>DP.L1.1</b>	Map of the United States . . . . .	1
<b>Lesson 1</b>	<b>DP.L1.2</b>	World Map . . . . .	2
<b>Lesson 1</b>	<b>DP.L1.3</b>	Lesson 1 Vocabulary Review . . . . .	3
<b>Lesson 2</b>	<b>DP.L2.1</b>	Main Idea, Key Ideas, and Supporting Details . . . . .	4
<b>Lesson 2</b>	<b>DP.L2.2</b>	Main Idea, Key Ideas, and Supporting Details (“Jazz”) . . . . .	5
<b>Lesson 2</b>	<b>DP.L2.3</b>	Main Idea, Key Ideas, and Supporting Details (“Harlem Renaissance”) . . . . .	6
<b>Lesson 3</b>	<b>DP.L3.1</b>	Works Cited Guidelines . . . . .	7
<b>Lesson 4</b>	<b>DP.L4.1</b>	An Example of an Introductory Paragraph . . . . .	8
<b>Lesson 5</b>	<b>DP.L5.1</b>	Research Plan . . . . .	9
<b>Lesson 7</b>	<b>DP.L7.1</b>	Writing Rubric: Research Essay . . . . .	10
<b>Lesson 7</b>	<b>DP.L7.2</b>	Research Essay Map . . . . .	14
<b>Lesson 10</b>	<b>DP.L10.1</b>	Presentation Rubric . . . . .	15
<b>Lesson 14</b>	<b>DP.L14.1</b>	Presentation Map . . . . .	19

# Map of the United States

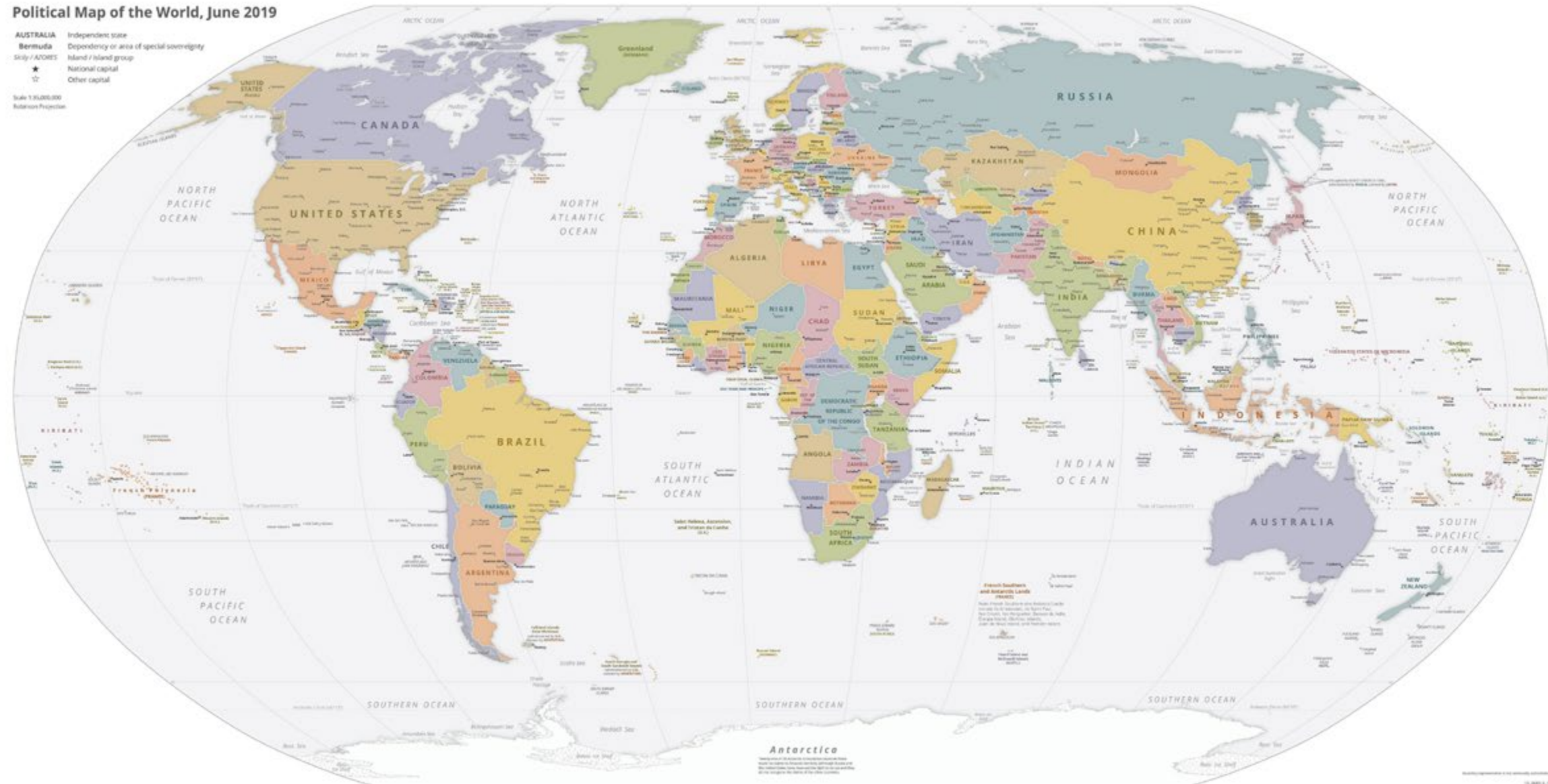


# World Map

Political Map of the World, June 2019

AUSTRALIA Independent state  
Bermuda Dependency or area of special sovereignty  
Sky / ATORGs Island / island group  
★ National capital  
☆ Other capital

Scale 1:5,000,000  
Robinson Projection



# Lesson 1 Vocabulary Review

**elegance, n.** grace and good form

**evolve, v.** to change with growth

**genre, n.** a particular kind of art

**harmony, n.** a pleasing combination of musical notes

**improvise, v.** to invent or compose in the moment

**jazz, n.** an American style of music that evolved from other kinds of music

**melody, n.** a pleasing composition of sounds

**ragtime, n.** a style of music played on piano with a distinct rhythm

**scale, n.** a set of musical notes

**standard, n.** a guiding example or common expectation

**swing, n.** a jazz style with a steady beat, usually played by a band

Vocabulary Chart for “What Is Jazz?”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	harmony improvise jazz melody ragtime scale standard swing	evolve genre
Multiple-Meaning Core Vocabulary Words	harmony scale standard swing	elegance
Sayings and Phrases	Harlem Renaissance	

# **Main Idea, Key Ideas, and Supporting Details**

<b>Title/Topic:</b> <b>Main Idea:</b>		
<b>Key Idea:</b>	<b>Key Idea:</b>	<b>Key Idea:</b>
<b>Supporting Details:</b>	<b>Supporting Details:</b>	<b>Supporting Details:</b>

# Main Idea, Key Ideas, and Supporting Details (“Jazz”)

**Title/Topic:** “Jazz”

**Main Idea:** Jazz is a famous form of music that African American musicians innovated and that features improvisation.

**Key Idea:** Jazz came to life during the Harlem Renaissance.

**Key Idea:** An important characteristic of jazz is improvisation.

**Key Idea:** There are many famous jazz musicians.

**Supporting Details:**

- Jazz was unique and was originally created by African Americans.

**Supporting Details:**

- Jazz musicians can make up music in the moment, even during a performance.

**Supporting Details:**

- Louis Armstrong sang the famous song, “What a Wonderful World.”
- Billie Holiday sang with emotion and passion.



# Main Idea, Key Ideas, and Supporting Details (“Harlem Renaissance”)

**Title/Topic:** “Harlem Renaissance”

**Main Idea:** The Harlem Renaissance was a poetic national movement led by African American writers, musicians, and artists with diverse styles.

**Key Idea:** Harlem was the center of an African American cultural movement in the 1920s and 1930s.

**Key Idea:** The Harlem Renaissance involved African American artists and writers who had all sorts of different artistic styles.

**Key Idea:** Langston Hughes and Claude McCay had different poetic styles.

**Supporting Details:**

**Supporting Details:**

**Supporting Details:**

# Works Cited Guidelines

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**3.2** ACTIVITY PAGE

**Works Cited Practice**

Works Cited

John Coltrane, Biography.com, 15 Sept. 2020, Online

Mahon, Maureen, "How Bessie Smith Influenced a Century of Popular Music.", NPR, All Things Considered. 5 Aug. 2019, Online

Grade 3 Activity Book | Research Unit 11

1. The title "Works Cited" is centered at the top of the page.
2. List sources in alphabetical order by the last name of the author.
3. Follow these guidelines and examples for four different types of reliable sources:

<p><b>For a book:</b> Last name of the author, first name. Title of the book, underlined. The year the book was published.</p>	<p><b>For an article in a print encyclopedia or reference book:</b> Last name of the author, first name. Title of the article or chapter in quotes. Title of the encyclopedia or book, underlined. The year the book was published.</p>	<p><b>For a Web page or article on a Web page:</b> Title on the page or of the section of the page you used in quotes. Title of the Web page (found in the address bar). The date the page was published or last updated (day month year). Online. Example: "John Coltrane." Biography.com. 15 Sept. 2020. Online.</p>	<p><b>For an article from an online database:</b> Author of the article last name, first name. Title of the article in quotes. Name of the source. The date the article was published (day month year). Online. Example: Mahon, Maureen. "How Bessie Smith Influenced a Century of Popular Music." NPR, All Things Considered. 5 Aug. 2019. Online.</p>
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## **An Example of an Introductory Paragraph**

No one could move a room like Bessie Smith. Her voice could fill an opera house without a microphone and shake people up. Bessie Smith lost both of her parents when she was still a child, but she believed in herself and eventually became the highest paid Black woman and blues singer of her time. Her power, talent, and grit made her legendary.

# Research Plan

Topic 1: (Famous Jazz Musician)	Topic 2: (Musician from _____ (state))
1. Ask big questions to guide your research.	1. Ask big questions to guide your research.
2. Gather information. Primary sources (1 or 2)	2. Gather information. Primary sources (1 or 2)
3. Ask questions for more information. Secondary sources (1 or 2)	3. Ask questions for more information. Secondary sources (1 or 2)
4. Write an informative paper using key ideas and details.	4. Write an informative paper using key ideas and details.
Presentation: How does jazz connect these two musicians? What makes their musical style unique or special?	

# Writing Rubric

## **Third Grade Writing Rubric: Research Essay**

Compose an informative text about a topic that is based on research and includes a clear main idea and details.

- a. Develop a focused and structured piece of writing by: 1) organizing with purposeful structure, including an introduction and a conclusion, and 2) developing an engaging idea with relevant details.
- b. Develop a piece of writing that is coherent and clear, with good sentence structure and word choice.

## Writing Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Ideas</b>	<p>The composition:</p> <ul style="list-style-type: none"><li>• examines a topic</li><li>• develops key ideas about the topic with a combination of relevant facts and accurate details</li><li>• makes connections between ideas</li><li>• demonstrates awareness of purpose</li></ul>	<p>The composition:</p> <ul style="list-style-type: none"><li>• examines a topic</li><li>• develops key ideas about the topic with relevant facts and accurate details</li></ul>	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"><li>• examine a topic</li><li>• develop key ideas with relevant facts and accurate details</li></ul>

## Writing Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Organization</b>	<p>The composition:</p> <ul style="list-style-type: none"><li>• introduces a topic clearly and in an engaging way</li><li>• groups related information together and explains connections</li><li>• provides a concluding statement that connects the topic to a big question or the purpose for writing</li></ul>	<p>The composition:</p> <ul style="list-style-type: none"><li>• introduces a topic</li><li>• groups related information together</li><li>• provides a concluding statement or section</li></ul>	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"><li>• introduce a topic</li><li>• group related information together</li><li>• provide a concluding statement or section</li></ul>

## Writing Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Language</b>	<p>The composition:</p> <ul style="list-style-type: none"><li>• uses language purposefully to convey meaning</li><li>• varies sentence structure and word choice for writing that is clear, coherent, and engaging</li><li>• uses correct capitalization and punctuation</li></ul>	<p>The composition:</p> <ul style="list-style-type: none"><li>• uses language to convey meaning</li><li>• uses good sentence structure and word choice for clear writing</li></ul>	<p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"><li>• use language to convey meaning</li><li>• use good sentence structure and word choice for clear writing</li></ul>



# Research Essay Map

<b>Essay Title:</b>		
<b>Introduction</b>		
Opening statement or hook: Introductory Topic Sentence: Details:		
<b>Body Paragraph 1</b>	<b>Body Paragraph 2</b>	<b>Body Paragraph 3 (optional)</b>
Key Idea: Details:	Key Idea: Details:	Key Idea: Details:
<b>Conclusion</b>		
Why did you choose this topic? What do you still wonder about your topic?		

# **Presentation Rubric**

## **Third Grade Presentation Rubric**

- a. Synthesize information about two different topics to create new understanding.
- b. Prepare a brief presentation that conveys information using a clear main idea that is supported by key ideas and details.
- c. Present written research coherently using a visual aid, such as a poster or a slide presentation.

# Presentation Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Ideas</b>	<p>The presentation:</p> <ul style="list-style-type: none"><li>• explores a theme or examines a clear main idea</li><li>• develops key ideas which are supported by relevant facts and accurate details</li><li>• makes connections between ideas</li><li>• demonstrates awareness of purpose</li></ul>	<p>The presentation:</p> <ul style="list-style-type: none"><li>• explores a theme or examines a clear main idea</li><li>• develops key ideas which are supported by relevant facts and accurate details</li></ul>	<p>The presentation does not do one or more of the following:</p> <ul style="list-style-type: none"><li>• explore a theme or examine a clear main idea</li><li>• develop key ideas which are supported by relevant facts and accurate details</li></ul>

## Presentation Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Organization</b>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>introduces a theme or a topic clearly and in an engaging way</li> <li>groups related information together and explains connections</li> <li>uses visual aids effectively</li> <li>provides a concluding statement that connects the topic to a big question or the purpose for writing</li> </ul>	<p>The presentation:</p> <ul style="list-style-type: none"> <li>introduces a theme or a topic</li> <li>groups related information together</li> <li>uses visual aids</li> <li>provides a concluding statement or section</li> </ul>	<p>The presentation does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>introduce a theme or a topic</li> <li>group related information together</li> <li>use visual aids</li> <li>provide a concluding statement or section</li> </ul>

## Presentation Rubric (Continued)

	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>
<b>Language and Oral Skills</b>	<p>The presenter:</p> <ul style="list-style-type: none"><li>• communicates ideas effectively</li><li>• uses language purposefully to convey meaning</li><li>• uses appropriate and correct language conventions</li></ul>	<p>The presenter:</p> <ul style="list-style-type: none"><li>• communicates ideas clearly</li><li>• uses language to convey meaning</li><li>• uses language conventions appropriately</li></ul>	<p>The presenter does not do one or more of the following:</p> <ul style="list-style-type: none"><li>• communicate ideas clearly</li><li>• use language to convey meaning</li><li>• use language conventions appropriately</li></ul>

# Presentation Map

Introductory Topic Statement:

Details:

Musician #1:

Idea/Details:

Visual Aid:

Idea/Details:

Visual Aid:

Idea/Details:

Visual Aid:

Musician #2:

Idea/Details:

Visual Aid:

Idea/Details:

Visual Aid:

Idea/Details:

Visual Aid:

Concluding statement about the topic:

# Core Knowledge Language Arts

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