

Inquiry Design Blueprint

Grade Level & Subject: 3rd Grade Mathematics

Documentary: Everlasting: The Life and Legacy of Medgar Evers

Lesson Title: Numbers Tell the Story: Using Math to Understand Change Over Time

Compelling Question:	<i>How can numbers and data help us understand how the world changes over time?</i>	
Standards:	3.MD.1: Tell and write time to the nearest minute; measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals using a number line diagram. 3.MD.3: Draw scaled picture graphs and bar graphs; solve one- and two-step 'how many more' and 'how many less' problems. 3.MD.4: Generate measurement data and display it on a line plot.	
Staging the Question:	Everlasting documentary clip: 50:50 to 1:02:49. Medgar Evers trying to desegregate Jackson public schools and not getting airtime on local news station.	
Supporting Question 1:	Supporting Question 2:	Supporting Question 3:
How long did important events in the Civil Rights Movement take to happen, and how can we measure that time?	What does data tell us about change before and after people like Medgar Evers fought for equality?	How do we turn what we learned from data and timelines into an argument about why one person's work mattered?
Formative Performance Task 1:	Formative Performance Task 2:	Formative Performance Task 3:
Timeline Students place 5 key dates from Medgar Evers' life on a paper timeline and calculate elapsed time between events using a number line.	Bar Graph Using a teacher-provided voter registration data set, students create a scaled bar graph and answer 'how many more/less' questions.	Data Story Students write 3-5 sentences connecting their timeline and graph data to answer: Did Medgar Evers' work create real, measurable change?
Featured Sources:	Featured Sources:	Featured Sources:
- Everlasting documentary clip: 1:33: 15. Students observe, take notes on dates mentioned. - Teacher-created key dates card with 5 events from Medgar Evers' life and the Civil Rights Movement, drawn from NAACP historical records.	- Everlasting documentary clip: 40:45 archival footage and field secretary reports showing Medgar Evers leading voter registration drives. Students note any numbers or data referenced. - Teacher-provided simplified voter registration data table: Black voter registration in Mississippi, 1950–1967 (sourced from NAACP historical data).	- Students' own completed timeline and bar graph from Tasks 1 and 2. These become primary evidence for their argument. - MacArthur Cotton quote from Everlasting: "He didn't show any signs of fear... how blessed I was to be in the presence of someone like that." Used to connect data to human meaning.

Summative Performance Task:	Argument: Construct an evidence-based response to the compelling question: "How can numbers and data help us understand how the world changes over time?" Using their completed timeline and bar graph as evidence, students write 3–5 sentences that: • Reference at least one specific number or date from their timeline • Reference at least one piece of data from their bar graph • Explain what those numbers prove about real-world change Product Options: • Written paragraph with labeled evidence • Illustrated data story poster showing timeline, graph, and written argument • Oral presentation using their timeline and graph as visual aids
Taking Informed Action:	Understand: Investigate how data and record-keeping were used as tools for justice by Medgar Evers as NAACP field secretary and by the lawyers who eventually won the 1994 conviction. Numbers weren't just math. They were evidence. Assess: Consider: What kinds of change can numbers show? What kinds of change can numbers NOT show? What does data leave out? Act: Create a class "Change Over Time" display. Each student contributes one data fact from the unit paired with one sentence about what it means for people. Display in the school hallway or share with families as a tribute to Medgar Evers' legacy.