

**Third Grade Social Studies Unit Two**

John Hay and Alpha

**NORTH AMERICA****Time Line – 6 Weeks**

3.14	Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
3.15	Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, and current events.
3.16	Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.
3.17	Compare and contrast a primary source and secondary source of the same event or topic. (C, H)
3.18	Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. (G) <a href="http://www.sitesatlas.com/">http://www.sitesatlas.com/</a>
3.19	Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states. (G) <a href="http://mrnuusbaum.com/geography/">http://mrnuusbaum.com/geography/</a>
3.20	Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.). (G, TN) <a href="http://mrnuusbaum.com/geography/">http://mrnuusbaum.com/geography/</a>
3.21	Locate the states that comprise the regions of the United States. (G)
3.22	Identify major physical features on a map (G, TN): <a href="http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl</a> <a href="http://www.mapsofworld.com/physical-map/usa-physical-map.html">http://www.mapsofworld.com/physical-map/usa-physical-map.html</a> <ul style="list-style-type: none"><li>• Rivers – Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee</li><li>• Mountains – Alaska Range, Appalachian, Cascade, Rockies</li><li>• Bodies of Water – Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific</li></ul> <a href="http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl</a> <ul style="list-style-type: none"><li>• Deserts – Death Valley, Great Basin</li><li>• Landforms – Grand Canyon</li></ul>
3.23	Identify examples of scarcity in and around specific regions. (E, G)
3.24	Interpret a chart, graph, or resource map of major imports and exports. (E, G)

3.25	Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
3.26	Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN)
3.27	Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)
3.28	Discuss the structure and purpose of government. (P)
3.29	Compare and contrast the national governments of Canada, Mexico, and the United States. (P)
3.30	Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P, TN)

## UNIT TWO – NORTH AMERICA

**Time Frame - 6 Weeks**

Compiled by: John Hay and Alpha	
Essential Questions	<p>How can you describe major components of culture using primary sources and texts? What patterns can be interpreted from major historical events and people based on timelines and other sources and texts?</p> <p>What can we learn about our world by studying and comparing formal regions?</p> <p>How do environments and regions differ around the world?</p> <p>What is the purpose of a physical map?</p> <p>What made the Quakers different from the Puritans?</p> <p>Why were colonists upset with Britain after the French and Indian War?</p> <p>What would life in the colonies be like if nobody ever rebelled?</p> <p>How did the Intolerable Acts and Boston Tea Party contribute to the American Revolution?</p> <p>Can you think of another solution the colonists could have tried to settle their differences besides war?</p> <p>Why do people have governments, and how does our government work?</p> <p>What is the Constitution? What influence does this document have on decisions made by governments today?</p> <p>What are the rights and responsibilities of a U.S. citizen?</p> <p>What strategies will you use to identify landforms on a map?</p>
Vocabulary	<p>Primary source, secondary source, culture, custom, invention, inventor, political, treaty, taxes, Slavery, decade, Colonists, proprietor, Puritan, Quaker, apprentice, laws, government, rebellion, proclamation, scarcity, ethnic group, import, export, diversity, population, needs, wants, barter, tradition, customs, urban, suburban, rural</p> <p>Constitution, Government, Executive Branch, Legislative Branch, Judicial Branch Citizen, Government Service, Laws, Vote, Election, Taxes, President, Governor, Mayor, House of Representatives, Senate, Congress, Three Divisions of Tennessee, climate, population, river, mountain, lake, ocean, gulf, bay, desert, canyon, plateau, region, plain, supply, demand, names of natural resources</p>
Literature	<p>Scholastic Books: "Who was...?" series: Thomas Jefferson, Harriet Tubman, Abraham Lincoln, Rosa Parks, Ben Franklin, Amelia Earhart, and Daniel Boone.</p>
Informational Text	<p>Primary Sources: <a href="http://docsteach.org/documents?mode=search&amp;menu=open">http://docsteach.org/documents?mode=search&amp;menu=open</a> (for teachers)</p> <p>Tennessee Electronic Library</p> <p>Biography.com</p>

Video	<a href="http://www.pbslearningmedia.org/resource/rttt12.soc.ush.westexp/westward-expansion-17901850/">http://www.pbslearningmedia.org/resource/rttt12.soc.ush.westexp/westward-expansion-17901850/</a>
Writing	See DBQ option below or allow students to keep a Social Studies notebook where they can record summaries of information given.
Research (if applicable)	<p><b>Option 1: BIOGRAPHY TIMELINE (Whole class)</b> Place students in pairs to research each person listed above. Provide some resources for students, such as old S.S. textbook, Basal readers, or library books, as well as having students research online using Discovery Education, National Geographic, <a href="http://www.ducksters.com/biography/">http://www.ducksters.com/biography/</a>, <a href="http://gardenofpraise.com/leaders.htm">http://gardenofpraise.com/leaders.htm</a>, <a href="http://www.kidsclick.org/index.php">http://www.kidsclick.org/index.php</a>, etc. Once students have finished with research, they will complete a timeline form (see attached doc.x). Students will present research to their classmates as the “teachers”. At the end of the presentations, students will use a specific date (ex. Date of birth, date of election to presidency, date of invention, etc.) to sort the people on a timeline. You can also have students find a photograph to go with their person to be added to the timeline.</p> <p><b>Option 1 alternate (individual):</b> Have students research a person (individually, in pairs, or in small groups) and create a timeline using technology, such as Office or PowerPoint, or create a poster board timeline of important events in the individual’s life. Set up timelines around the classroom and have students complete a skeletal form filling in important events from the timelines.</p> <p><b>Option 2: Comparison of Mayan and Aztec Cultures</b> Students can research Mayan and Aztec cultures and create a whole class Venn Diagram (use overlapping hula hoops) or have students individually complete a Top Hat similarities/differences graphic organizer. Students could then write a compare/contrast essay regarding the two cultures. <a href="http://www.history.com/topics/maya">http://www.history.com/topics/maya</a>, <a href="http://www.aztec-history.com/aztec-culture.html">http://www.aztec-history.com/aztec-culture.html</a></p>
Pre-Assessment	Break standards into smaller groups. (economics, history, government, landforms/maps) Quickly assess using lists or pictures and having students circle what they know. Ex.: Give pictures of landforms/names of them and have students identify what they know.
Assessment (Choose 1) Task/Project Writing	<p><b>U.S. History Assesments</b></p> <p><b>Option 1: Biographies</b> Biography presentations using Biography in a Bag, Biography Museum, or another alternative for presenting biographies.</p> <p><b>Option 2: Colonial America TimeWarp and the American Revolution:</b> This can be done as a whole class flashback to the Colonial Times (Great for those two days before Thanksgiving Break), as a written journal from the perspective of a colonial child, or through whole class instruction. <a href="http://turnercreekes.wcpss.net/tce/Colonial_Webquest.html">http://turnercreekes.wcpss.net/tce/Colonial_Webquest.html</a>; <a href="http://thematicunits.theteacherscorner.net/colonial-america.php">http://thematicunits.theteacherscorner.net/colonial-america.php</a>; <a href="http://teachinginroom6.blogspot.com/2012/01/american-revolutionsome-ideas-and.html">http://teachinginroom6.blogspot.com/2012/01/american-revolutionsome-ideas-and.html</a></p> <p><b>Option 3: DBQ Writing to Respond:</b> Google search for a specific person/event followed by DBQ (document based questions) for example: George Washington DBQ or Civil Rights DBQ. These documents can be analyzed by students and then responded to in writing.</p> <p>Students could compare a text written by Christopher Columbus to a text by another explorer. This can be incorporated with informative writing units or into writing workshop. This can be expanded throughout the year or just during the North America unit. You could also subdivide by category to coincide with our Reading series. For example, doing DBQ writings about inventors during Unit 1 Week 4 or Unit 2 Week 5 when students are learning about inventors and inventions.</p> <p>Students will create a 13 colonies newspaper using a rubric.</p> <p>Students will write an opinion piece from a Native American point of view about the French &amp; Indian War. A class debate will follow.</p>

Knee-to-knee conferencing cloze read and questions using text evidence.

Analyze two different paintings of "The Boston Massacre." Students will compare and contrast the paintings created from a British soldier and colonist point of view.

Create a graphic organizer that examines cause/effect of the Boston Tea Party.

Students will complete a concept map that depicts events leading to the American Revolution.

Students will create a timeline of the American Revolution using text and illustrations.

### **Economics Assessments**

Create scenarios in which students experience supply and demand and its changes on economy based on the scarcity of a product.

Create a cause and effect chart to show how supply and demand affects price.

Work in pairs. Write a skit having one person be a producer and the other a consumer. Have them act it out.

Research how we went from bartering to paper money

Have a classroom auction to demonstrate supply & demand

Use the website provided, [econlinked](#), for numerous activities and assessments

### **Maps and Landforms Assesments**

Create a puzzle with the regions of the US.

Describe and compare the different lakes, rivers, oceans, and deserts through descriptive writing.

Complete a writing on which state you would rather live in Hawaii or Alaska. Must complete a Venn diagram first comparing the two states.

### **Government Assessments**

Make a foldable to define the branches of government.

Use graphic organizers to compare and contrast.

	<p>Make a list of five things the government should do. Choose one thing and prepare a speech that explains why it is important.</p> <p>Create a poster that describes the duties of the three branches of government in Tennessee.</p> <p>Research and compare how Supreme Court justices are chosen</p>
Higher Level Questions	<p>What similarities are found across all cultures?</p> <p>What is the importance of studying historical events and how can we use the information in the present?</p> <p>How have specific people from the past influenced American regions?</p> <p>Why should we examine both primary and secondary sources when studying events and people from the past?</p> <p>How did we go from bartering to paper money?</p> <p>Why was it necessary for the early colonists to rely on imported goods?</p> <p>Is "supply and demand" economics fair? Explain.</p> <p>Why might a country want to export products to the United States?</p>
<b>Common Core Standards</b>	
Reading Standards for Literature	RL 3.1, RL 3.4, RL 3.5, RL 3.6, RL 3.9, RL 3.10
Reading Standards for Informational Text	RI 3.1, RI 3.2, RI 3.3, RI 3.4, RI 3.5, RI 3.7, RI 3.9, RI 3.9, RI 3.10
Writing Standards	W 3.1, W 3.2, W 3.4, W 3.5, W 3.6, W 3.7, W 3.8
Speaking/Listening Standards	SL 3.1, SL 3.2, SL 3.3, SL 3.4, SL 3.6
Language Standards	L 3.1, L 3.2, L 3.3, L 3.4, L 3.6
<b>Attachments</b>	
Maps	<a href="http://mappinghistory.uoregon.edu/english/US/us.html">http://mappinghistory.uoregon.edu/english/US/us.html</a>
Pictures	<a href="http://www.whitehouse.gov/photos-and-video/photogallery/official-portraits-us-presidents">http://www.whitehouse.gov/photos-and-video/photogallery/official-portraits-us-presidents</a> <a href="http://kids.nationalgeographic.com/explore/science/black-inventors-and-pioneers-of-science.html">http://kids.nationalgeographic.com/explore/science/black-inventors-and-pioneers-of-science.html</a> <a href="http://www.tnhistoryforkids.org/people">http://www.tnhistoryforkids.org/people</a> <a href="http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/norfolk-garrett-photography">http://ngm.nationalgeographic.com/2007/08/maya-rise-fall/norfolk-garrett-photography</a> <a href="http://ngm.nationalgeographic.com/2010/11/greatest-aztec/garrett-photography">http://ngm.nationalgeographic.com/2010/11/greatest-aztec/garrett-photography</a> <a href="https://www.dogonews.com/">https://www.dogonews.com/</a>
Texts	<p>Readworks.org</p> <p>National Geographic</p> <p>Time for Kids</p> <p><a href="http://www.usconsulate.org.hk/pas/kids/history1.htm">http://www.usconsulate.org.hk/pas/kids/history1.htm</a></p>

	<a href="http://www.oocities.org/teacherkab/countries/usa.htm">http://www.oocities.org/teacherkab/countries/usa.htm</a>
Videos	Hcboe.net videos on demand Brain Pop <a href="http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html">http://www.havefunwithhistory.com/HistorySubjects/AmericanRevolution.html</a> School House Rock Liberty's Kids Hip Hughes History
Apps	American Revolution Interactive Timeline History Maps of the World Constitution and Federalist Papers Mission U.S. (Fun game for kids <a href="http://www.mission-us.org/">http://www.mission-us.org/</a> ) European Exploration: The Age of Discovery Early Jamestown History Line US History Timeline

Teacher Created PowerPoints that are able to be edited by other teachers as long as you leave her name on the opening slide can be found here: <http://www.pptpalooza.net/> Many are applicable to various units of our study. Just thought I would provide this as a place to seek additional resources!

This teacher has some great American Revolution ideas. <http://teachinginroom6.blogspot.com/2012/01/american-revolutionsome-ideas-and.html>

More great websites:

<http://www.goushistorygo.com/>

<http://www.gosocialstudiesgo.com/>

### **Smart Exchange**

<http://exchange.smarttech.com/details.html?id=83b43e77-38c3-46ca-9b5c-3be076b12213>

### **PowerPoint on States**

<http://50states.pppst.com/index.html>

[www.worldofteaching.com](http://www.worldofteaching.com)

## **Interactive Websites and Games**

[www.50states.com](http://www.50states.com)

[http://www.sheppardsoftware.com/web\\_games.htm](http://www.sheppardsoftware.com/web_games.htm)

<http://www.yourchildlearns.com/mappuzzle/north-america-puzzle.html>

[http://www.sheppardsoftware.com/states\\_experiment\\_drag-drop\\_Intermed\\_State15s\\_500.html](http://www.sheppardsoftware.com/states_experiment_drag-drop_Intermed_State15s_500.html)

<http://www.yourchildlearns.com/mappuzzle/us-puzzle.html>

<http://www.ilike2learn.com/ilike2learn/unitedstates.html>

[www.brainpop.com](http://www.brainpop.com)

[www.gosocialstudiesgo.com](http://www.gosocialstudiesgo.com)

Liberty's Kids DVD (cartoons based on actual events surrounding the American Revolution) [www.libertyskids.com](http://www.libertyskids.com)

[www.pbs.org/ktca/liberty/](http://www.pbs.org/ktca/liberty/)

[www.mrnussbaum.com/amflash/](http://www.mrnussbaum.com/amflash/)

[www.ouramericanrevolution.org/](http://www.ouramericanrevolution.org/)

*Smithsonian Education*

*Library of Congress*

*(primary/secondary sources)*

Free Printables:

[www.lauracandler.com](http://www.lauracandler.com)

Websites:

\*[ducksters.com](http://ducksters.com)

\*[historyforkids.net](http://historyforkids.net)

\*kids.usa.gov

\*congressforkids.net

\*interactivesites.weebly.com

\*totally3rdgrade.com

\*tnhistoryforkids.org

\*PBSkids

\*bensguide.gpo.gov

Brain Pop

\*www.usconstitution.net/constkidsK.htm

\*www.flocabulary.com/3-branches-of-  
government

\*humbleisd.net – great activities and literature options