

SAMPLE INSTRUCTIONAL GUIDE B GRADE 3 SOCIAL STUDIES

To support social studies instruction in Tennessee and in response to concerns from the field over gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created instructional guides. This instructional guide outlines a sample plan for addressing the gaps between the current (2014) and revised (2019) social studies standards.

The resources found in the instructional guides are designed to support social studies instruction and are aligned to the Tennessee Academic Standards for Social Studies. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this guide, teachers should thoroughly review it in its entirety, including the linked resources. These resources are intended to help guide teacher instruction and to support students in thinking deeply about social studies content, concepts, and skills. These guides (and resources) are only suggestions, and teachers should use their own judgment as to which resources they should employ for their students and which should be modified for their classroom. A variety of instructional strategies should be used to teach the content; these instructional strategies are local decisions.

Important Note: *In addition to thoughtful preparation using these resources, there are additional components for which educators will need to plan and prepare. This additional preparation includes, but is not limited to, reviewing resources for age appropriateness, adjusting information for specific classroom instruction, and planning the pacing of each quarter. If districts are not scheduled into quarters, educators may need to consider modifying the division of the standards to optimize timing.*

Sample Instructional Guide B

Grade 3 Social Studies

The following pacing is aligned to the **current** AND **revised** Tennessee State Standards. The resources shown below are examples for teacher use and are not required. It is up to the local districts and teachers to review resources for appropriateness within their schools.

Please note that some standards are in bold. These standards should be featured in the 2018-19 school year as they will help to prepare students for the 2019-20 standards. The standards that are not bolded are now supporting standards and will no longer exist in 2019-20.

Quarter 1: CURRENT STANDARDS

World Geography: Physical (standards in bold should be featured)

Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present.

Tennessee State Standards	Resources
<p>3.1 Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies.</p> <p>3.2 Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</p>	<p>John R. Borchert Map Library</p> <p>Kids Travel Guide</p> <p>Library of Congress: Geography and Map Reading Room</p> <p>Map Center: Public Lands Information Center</p> <p>National Geographic (Education)</p> <p>National Geographic for Kids</p> <p>National Geographic Maps</p> <p>National Park Service Maps</p> <p>New York Public Library Maps</p> <p>The National Map</p> <p>The National Map: Viewer</p> <p>US Census Bureau Maps</p>

3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.

3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.

3.5 Explain the difference between relative and absolute location.

3.6 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.

3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).

3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)

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)

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)

[US Geological Survey](#)
[World Atlas](#)

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): • Rivers – Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee • Mountains – Alaska Range, Appalachian, Cascade, Rockies • Bodies of Water – Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific • Deserts – Death Valley, Great Basin • Landforms – Grand Canyon, Caribbean Islands

3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)

3.33 Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G)

3.34 Identify major physical features of the continent (G): • Rivers – Amazon • Mountains – Andes • Bodies of Water - Straits of Magellan, Lake Titicaca • Landforms - Galapagos Islands

3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)

3.42 Identify major physical features of the continent (G): • Mountains – Alps, Gibraltar • Bodies of Water - Arctic Ocean, Mediterranean Sea

3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)

3.49 Identify major physical features of the continent (G): • Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert – Sahara • Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean • Landforms – Cape of Good Hope

3.55 Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. (G)

3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)

3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G)

3.68 Identify McMurdo Station. (G)

Quarter 2: CURRENT STANDARDS

World Geography: Cultures and Government (standards in bold should be featured)

Students will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based.

Tennessee State Standards	Resources
<p>Culture:</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.13 Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.</p> <p>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)</p> <p>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</p>	<p>A Resource Guide for Maps and Map Skills</p> <p>John R. Borchert Map Library</p> <p>Kids Travel Guide</p> <p>Library of Congress: Geography and Map Reading Room</p> <p>Map Center: Public Lands Information Center</p> <p>National Geographic (Education)</p> <p>National Geographic for Kids</p> <p>National Geographic Maps</p> <p>National Park Service Maps</p> <p>New York Public Library Maps</p> <p>The National Map</p> <p>The National Map: Viewer</p> <p>US Census Bureau Maps</p> <p>US Geological Survey</p> <p>World Atlas</p>

follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, 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)

3.28 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)

3.31 Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

3.32 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, and current events

3.38 Summarize the differences between a dictatorship and democratic forms of government. (P)

3.39 Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

3.40 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events.

3.46 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartholomew Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.

3.53 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

- 3.54 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia’s Independence, and current events.
- 3.57 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.58 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are as follows: Mesopotamia including the creation of the written alphabet; important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper; The Great Wall of China; Marco Polo and trade along the Silk Route; 2004 Indian Ocean Tsunami, and current events.
- 3.63 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or accounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (C, G)
- 3.64 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.
- 3.65 Conduct a short research project to examine the Antarctic Treaty. (P)

3.66 Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. (G)

3.67 Read and interpret information about the impact of people on the environment. (G)

Quarter 3: CURRENT STANDARDS

World Geography: Economics (standards in bold should be featured)

<i>Students will explore the production, distribution, and consumption of goods, services, and natural resources on a local and global scale.</i>	
Tennessee State Standards	Resources
<p>3.10 Trace the development of a product from its natural resource state to a finished product.</p> <p>3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade.</p> <p>3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).</p> <p>3.23 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.24 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p> <p>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)</p> <p>3.35 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.36 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p>	<p>Discovery Education, Money, Kids and Cash Economics 101</p> <p>Federal Reserve</p> <p>Moneyopolis Game</p> <p>The British Museum (Explore/Money)</p> <p>US Mint for Teachers</p> <p>US Mint Games</p>

3.37 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

3.43 Identify examples of scarcity in and around specific regions. (E, G)

3.44 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

3.50 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.51 Identify examples of scarcity in and around specific regions. (E, G)

3.52 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

3.56 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

3.61 Interpret a chart, graph, or resource map of major imports and exports. (E, G)

3.62 Describe how goods and services are exchanged on local and international levels. (E, G)

Quarter 4 (After TCAP): REVISED STANDARDS

Indigenous Peoples through European Exploration and Early North American Settlements (standards in bold should be featured)

Students will describe the legacy and cultures of major indigenous settlements of Tennessee, the routes of early explorers, and the impact of exploration on the Americas. Students will describe early North American and Tennessee settlements, and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists.

Tennessee State Standards	Resources
<p>3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.</p> <p>3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.</p> <p>3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.</p> <p>3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.</p> <p>3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.</p> <p>3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.</p>	<p>13 Colonies: Mr. Donn America's Story from America's Library America's Story from America's Library BBC: Christopher Columbus, Ferdinand Magellan Britannica: Jamestown History Channel History Channel: Native American Cultures, Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci Khan Academy: Northwest American Indian Culture, Southeast American Indian Culture, Plains American Indian Culture Kids Britannica: Exploration Kidspast: World History Library of Congress: Thanksgiving Map of the Plains Indians Market to Market Massachusetts: Secretary of State Mr. Donn: Native Americans National Archives: Pictures of American Indians National Geographic: Roanoke National Humanities Center: Columbian Exchange National Museum of the American Indian National Park Service: Jamestown</p>

3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.

3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.

3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.

3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period.

3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.

3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.

3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.

[National Parks Service \(de Soto\)](#)

[Native Americans \(Weebly\)](#)

[New World Encyclopedia](#)

[NEWSELA: Columbian Exchange](#)

[Pennsylvania History](#)

[Tennessee Blue Book for Kids](#)

[Tennessee Encyclopedia \(de Soto Expedition\)](#)

[Tennessee Encyclopedia: Daniel Boone](#)

[The Mariners' Museum: Ages of Exploration](#)

[TN4Me: William Bean](#)

[World Atlas: 13 Colonies](#)