

# Third Grade Social Studies Curriculum

## Unit 1: Geography

Time: September- October

### Standards:

- 6.1.4.B.1: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
- 6.1.4.B.2: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.7: Explain why some locations in New Jersey and the United States are more suited for settlement than others.

### Essential Questions

- Where on Earth is our community; Blairstown, NJ?
- How does geography affect the way we live?

### Enduring Understandings

- I can use maps and a compass rose to explain that Blairstown, NJ is located on Earth, in the northwestern hemisphere, in the continent of North America, in the country of the United States of America, in the state of NJ, in the Warren County.
- I can name hemispheres, continents, countries, and states to show where a place is located.
- I can show how maps show borders of places. Some borders are made by mountains and rivers, but others are decided on by people.
- I can research a state landmark in order to find out how to locate a community other than our hometown, identify directions to that place, and measure distances to our home community from that one.
- I can create and illustrate travel brochures for different communities based on physical features, climate, and natural resources.

### Benchmark Assessment(s)

- SWBAT create a diagram of choice (Venn Diagram, T-chart) that compares and contrasts a physical and a political map, which will be scored on a social studies rubric. (6.1.4.B.1)
- SWBAT research a state landmark in order to find out how to locate a community other than our hometown, identify directions to that place, measure distances to our home community from that one, and note landforms located there. They will write an informational text sharing the above-mentioned information with their classmates as a presentation. They will be assessed with a State Landmark Rubric for social studies, and in Language Arts with a rubric scoring informational paragraph writing and presenting. (6.1.4.B.2)
- SWBAT create, write, and illustrate travel brochures for two different communities in the United States based on physical features, climate, and natural resources in order to show how geography affects the way we live. The travel brochures will be scored with a social studies rubric. (6.1.4.B.3, 6.1.4.B.4, 6.1.4.B.7)

### Other Assessments

- ✓ Notebook entries
- ✓ Continent and Oceans Quizzes
- ✓ Hemispheres Quiz
- ✓ Venn Diagram or T-chart

### Materials

- TCI Teacher Subscription
- TCI student notebook copies
- TCI laminated placards
- Smartboard

# Third Grade Social Studies Curriculum

## SUGGESTED ACTIVITIES

### TCI Unit 1 – Understanding the Geography of the World

Preview – Write directions to your classroom and create a simple map to experience the usefulness of maps and terms that name locations.

Activity – As astronauts returning to Earth, learn about the geographic features of the globe as you get nearer and nearer to your landing site.

Reading Further – Investigate how explorers helped prepare the way for the founding of new communities in North America.

Vocabulary – Review vocabulary terms from this lesson with a matching game.

Processing – Use maps and geographical terms to locate your own community.

### TCI Unit 2 – Finding Places in the United States

Preview – Discover the usefulness of compass directions and measurements of distance.

Activity – Use a map and compass rose to locate your community, identify directions, and measure distances to other places.

Reading Further – Explore the role of traditions, symbols, and values in uniting people across the continent in a single country.

Vocabulary – Review vocabulary terms from this lesson with a drag and drop game.

Processing – Explore and report on an interesting site in the United States.

### TCI Unit 3 – Geography and the Way We Live

Preview – Learn about travel brochures and acquire some of the terminology needed to talk and write about physical geography.

Activity – Write and illustrate travel brochures for four communities in the United States. Create a similar brochure for your own community.

Reading Further – Learn how maps are made and practice using map grids and scales.

Vocabulary – Review vocabulary terms from this lesson with a Smartboard activity.

Processing - Draw a picture to show how their family has adapted to the geography of their community.

## REINFORCEMENT

- Individual students can use placemat maps in order to practice following compass rose directions, locate states, and practice measuring distances from one city to another using the map scale.
- Ask students to find out more about their family's unique history in order to discuss more about their own traditions and values, which together, unite us.
- Set up partnerships in order to guide those challenged to apply their oral ideas to written format when creating their brochures.

## ENRICHMENT

- Read, discuss, and write a poem about a special community after listening to the following read aloud: *A World of Wonders: Geographic Travels in Verse and Rhyme* by J. Patrick Lewis. Illustrated by Alison Jay. (New York: Dial, 2002)  
This book contains poems about various places on Earth. It will entertain students while helping them remember geographic facts and concepts.

## Suggested Websites

Enchanted Learning: World Geography

<http://www.enchantedlearning.com/geography/glossary/>

Enchanted Learning: World Geography is a page from EnchantedLearning.com that is a good place to learn words about physical features and physical geography. From *altitude* to *volcano*, each word has a short definition. Many of the words have a drawing, too.

MBGnet: What's It Like Where You Live <http://www.mbgnet.net/>

## Suggested Reading Materials

*Living Near a River* by Allan Fowler (New York: Children's Press, 2000)

*Maps and Plans* by Pam Robson (Brookfield, CT: Copper Beech Books, 2001)

*India* by Sunita Apte (New York: Children's Press, 2009)

*Ancient Egypt* by George Hart (New York, DK Publishing, Inc., 2004)

# Third Grade Social Studies Curriculum

*China: The Land* by Bobbie Kalman (New York, Crabtree Publishing Company, 2000)

You read in the lesson, *What Is the Geography of Our Community?*, that climate helps create regions. Regions where certain groups of plants and animals live are called biomes or ecosystems. To learn more about some of these regions, like deserts, forests, and shorelines, visit the site, MBGnet: What's It Like Where You Live?, from the Missouri Botanical Garden. Explore the menus on the left for information about each type of region.

## **Cross-Curricular Connections**

**21<sup>st</sup> Century Skills-** CRP7. *Employ valid and reliable research strategies.*

**SEL-** *Students will utilize positive communication and social skills to interact effectively with others while they share state landmark research and community travel brochures. They will practice listing at least one positive comment as other students are presenting material.*

**Technology-** 8.1.5.A.1 *Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

**Language Arts-** RI.3.7. *Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

SL.3.4.: *Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.*

# Third Grade Social Studies Curriculum

## Unit 2: Economics

TCI Units 8,9,10,11

Time: November- February

Standards:

### Essential Questions

- How do we explain how goods and services are bought and sold at market?
- How does scarcity of goods force people to make decisions about what they buy and sell?
- How do we describe the free market economy of the United States?
- Why do prices change in our economy?
- How does supply and demand affect the prices of goods and services?
- Why do we earn and save money?
- How does global trade affect our economy?

### Enduring Understandings

- I can explain how goods and services are bought and sold at market by completing a flow chart called “Follow the Buck.”
- I can read and interpret non-fiction stories about the amount of goods being sold, and make decisions on what to buy and sell.
- I can describe the free market economy of the U.S.A. with a diagram/illustration.
- I can explain why prices of goods go up or down.
- I can explain and write out a plan for how to earn and save money at my age.
- I can play a budget game in order to make tough decisions when running low on money.
- I can read and interpret Taking Stock The World of Business, by, Neale S. Godfrey in order to explain how global trade affects our economy.
- I can research the stock market on yahoofinalnce.com in order to learn more about global trade.

6.1.4.C.1: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.

6.1.4.C.2: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.3: Explain why incentives vary between and among producers and consumers.

6.1.4.C.4: Describe how supply and demand influence price and output of products.

6.1.4.C.5: Explain the role of specialization in the production and exchange of goods and services.

6.1.4.C.7: Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.C.8: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.10: Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.13: Examine the qualities of entrepreneurs in a capitalistic society.

### Benchmark Assessment(s)

- SWBAT create a Class Store in which each makes a product of their choice at home, locate the demand for that particular good in school, produce at least enough of that item in order to sell it at our class store, create an advertisement for their “shop” sharing if their product promotes a need or a want for others, and sell their goods in our class store. The students will count their earnings, decide if they need to lower their prices or put their price up for the last three minutes of sale time. Last, the students will reflect on their Class Store sales, and consider becoming a future entrepreneur. (6.1.4.C.1, 6.1.4.C.2, 6.1.4.C.3, 6.1.4.C.4, 6.1.4.C.5, 6.1.4.C.10, 6.1.4.C.13)
- Construct and orally present the following: a Currency Project which includes: a picture of currency from a country outside of the United States of America, a map of said country, at least five products grown or made in that country, the exchange rate as compared to the United States dollar, and additional interesting facts. (6.1.4.C.7, 6.1.4.C.8)

### Other Assessments

- ✓ Notebook entries
- ✓ Venn Diagram, T-charts, illustration rubrics
- ✓ Class Store Project
- ✓ Currency Project
- ✓ Economics Test

### Materials

- TCI Teacher Subscription
- TCI student notebook copies
- TCI laminated placards
- Smartboard

# Third Grade Social Studies Curriculum

## SUGGESTED ACTIVITIES

### TCI – Unit 8 – Understanding Our Economy

Preview - Create a collage of words and images about the economy after watching a video introducing economics.

Activity – Analyze images about the economy and bring two of them to life. Present evidence-based claims about the images.

Reading Further – Learn how competition has led to faster mail delivery services over time.

Vocabulary - Review vocabulary terms from this lesson: economy, free market economy, goods, market, scarcity, services.

Processing - Read descriptions of two different economies and write an argument explaining which is a free market economy.

### TCI – Unit 9 – Choices in a Free Market

Preview – Examine the perspectives of buyers and sellers and predict what kind of prices each party would prefer.

Activity – Discover what happens to prices when supply and demand change. Predict what will happen to prices in hypothetical situations.

Reading Further – Research and present on an influential entrepreneur.

Vocabulary – Review vocabulary terms from this lesson: profit, incentive, supply, demand, entrepreneur, charity.

Processing – Investigate the effects of supply and demand on prices of fruits and vegetables in your community.

### TCI – Unit 10 – Using Money Wisely

Preview – Brainstorm what you would do if they found a \$5 bill on the ground.

Activity – Analyze a variety of situations dealing with money. Create arguments to explain the choices you would make in each situation.

Reading Further – Play a budget game. Allocate tokens to categories and then make tough choices when their budget is reduced.

Vocabulary – Review vocabulary terms: interest, invest.

Processing – Write an opinion piece that answers the Essential Question, “Why do prices change in our economy?”

### TCI – Unit 11 – The United States and Global Trade

Preview – Identify familiar items that are made or grown in other countries and hypothesize why people might use or buy these items.

Activity – Take on the roles of countries around the world and use a ball of yarn to create a trade web connecting the countries to one another.

Reading Further – Learn how global trade is changing life in the community of Bangaluru, India.

Vocabulary – Review the vocabulary terms: global trade, manufactured.

Processing – Research an item in your own community that is a product of global trade.

## REINFORCEMENT

- Read and discuss Lemons and Lemonade: A Book About Supply and Demand by Nancy Loewen. Illustrated by Brian Jensen. (Mankato, MN: Picture Window Books, 2005)  
Using a lemonade stand as an example, this book teaches students about supply and demand, profit and loss, marketing, competition, and other aspects of business economics.

## ENRICHMENT

- Challenge students to explore examples of other types of economies that are less free than ours. Point them toward historical societies, such as Egypt or the Soviet Union, or toward modern day societies, such as North Korea or China. Have students create a Venn diagram or poster comparing the U.S. economic system to the one they researched.

## Suggested Websites

- [www.yahoofinance.com](http://www.yahoofinance.com)
- [www.consumerkids.com](http://www.consumerkids.com)
- <http://econkids.rutgers.edu/>

## Suggested Materials

- Read If I Made a Million, by David Schwartz, in order to think about saving money, make interest, and discuss how banking works.

# Third Grade Social Studies Curriculum

- [www.nj.gov/education/aps/cccs](http://www.nj.gov/education/aps/cccs)
- <http://www.brainpop.com/math/dataanalysis/supplyanddemand/preview.weml>
- <http://www.realtrees4kids.org/ninetwelve/supply.htm>
- <http://about.usps.com/news/photos/welcome.htm>
- Partner up to read and discuss Taking Stock The World of Business, by Neale S. Godfrey.
- Read and interpret portions of From Beads to Bank Notes The Story of Money, by, Neale S. Godfrey.
- Read and discuss Show Me the Money, by, Alvin Hall.
- View “Mother Necessity” clip from Schoolhouse Rock. (about inventions)

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills-** 9.1.4.B.1 Differentiate between financial wants and needs.

**Technology-** 8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/ or cultural influences.

**SEL-** Students will identify the consequences associated with one’s actions in order to make constructive choices when they compare stories about how others decide to buy and sell their goods/services.

**Language Arts-** L.3.4.a.: Use sentence-level context as a clue to the meaning of a word or phrase.

# Third Grade Social Studies Curriculum

## Unit 3: Government and Citizenship

Time: March- April

### Essential Questions

- What different services does our community have?
- How can we take part in our community?
- How is our government set up?
- How can we care for our environment?
- How can we help the world around us?

### Enduring Understandings

- I can describe community services and how they serve the community.
- I can explain the importance of local government offices.
- I take part in community activities to voice my opinion about issues affecting my community.
- I can describe how the United States government is organized into three branches and the responsibility of each branch.
- I can create solutions to an environmental problem facing my community.

### Standards:

6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government  
6.1.4.A .5 Distinguish the roles and responsibilities of the three branches of the national government  
6.1.4.A .7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.  
6.1.4.A .8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact policy decisions made at each level.  
6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.  
6.1.4.A.12 Explain the process of creating change at the local, state or national level.  
6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

### Benchmark Assessment(s)

- SWBAT create a poster of a community service. The poster will include the name of the public service, a short slogan describing the public service and a picture. Students will present their poster to the class. Students will be assessed by using a rubric. (6.1.4.A .8)
- SWBAT read about various local government offices and their responsibilities to the communities that they are a part of. Students will use their social studies notebook to keep notes on each office and its job. Students will be assessed by notebook check. (6.1.4.A.7, 6.1.4.A.11)
- SWBAT participate in a voting exercise. Students will listen to speeches made by students acting in part of officials and vote according to their personal choice. Results will be graphed and analyzed as a class. Students will write about the consequences of not acting as a responsible citizen. Students will be assessed by rubric. (6.1.4.A.12)
- SWBAT research and read about local, state and federal levels of government and write about two responsibilities of each level of government. Students will fill out a graphic organizer stating level of government and two responsibilities of each level. Students will be assessed by rubric. (6.1.4.A.4)
- SWBAT create a representation of the branches of government and each branch's role in the government. Students will create a tree and each branch of the tree represents one branch of the government. Students will list the responsibilities of each branch, the building associated with

### Other Assessments

- ✓ Class participation
- ✓ Teacher observation
- ✓ Notebook checks
- ✓ Written assessment

### Materials

- Teacher TCI lesson guide
- Student TCI notebook pages
- Placemat maps
- Globes
- Smartboard
- TCI lesson placards

# Third Grade Social Studies Curriculum

that branch and official associated with the same branch. Students will be assessed by rubric. (6.1.4.A.5)

- SWBAT choose an environmental concern facing their community and write about a solution to the problem. Students will create a comic strip to show the steps they would take to solve the problem. Students will share their comic strips with their classmates. Students will be assessed by rubric. (6.1.4.B.9)

## SUGGESTED ACTIVITIES

- TCI Unit #12  
Preview: Listen to sounds around the community to identify the community services and then discuss how these services benefit the community.  
Activity: Analyze community services and rate them according to importance or usefulness. Create a bar graph to display results.  
Reading Further: Read about how Benjamin Franklin helped pioneer several public services in the United States.  
Processing: Create a poster to represent a public service and how it contributes to our community.
- TCI Unit #13  
Preview: Provide students with a brief overview of nine offices in a typical community government.  
Activity: Students assume the role of one of the offices in their community government to solve a problem.  
Reading Further: Read about the State and Federal levels of the government and how the Constitution is the document that states the laws that both levels must follow.  
Processing: Research different services provided by the local, state and federal governments.
- TCI Unit #14  
Preview: Write about a time when you did not have a voice in a decision that affected you.  
Activity: Participate in public meetings, peaceful demonstrations, support of candidates, and voting.  
Reading Further: Read about the step by process for preparing to vote responsibly in an election and the ramifications of not being an active voter.  
Processing: Create a poster that reflects your view on an issue in the school or community.
- TCI Unit #15  
Preview: Present an overview of environmental problems.  
Activity: Investigate case studies of environmental problems. Present solutions and find out what each community did to help solve the problem.  
Reading Further: Learn about the effects of renewable and nonrenewable sources of energy on the environment.  
Processing: Create a comic strip about environmental problems and solutions in our community.
- TCI Unit #16

## REINFORCEMENT

- Graphic organizers
- Sentences starters
- Reading on appropriate level
- Work with partners or in a small group

## ENRICHMENT

- Students create a series of three or more captioned pictures that would teach kindergarten or first grade students what they can do to help the global community. The ideas in the pictures must be clear and simple enough for a young student to understand and implement, such as “save energy by turning lights off when you leave a room” or “help wildlife by picking up litter.” If possible, arrange for students to share their pictures with a class of younger students at the school

# Third Grade Social Studies Curriculum

Preview: Analyze and create bumpers stickers with messages about problems and issues.

Activity: Design, present, and implement a class project to help the world around you.

Reading Further: Discover how people in different cultures can learn about each other through art.

Processing: Draw a diagram of three ways you can help solve problems around you.

## Suggested Websites

- <http://bensguide.gpo.gov/>- Ben Franklin guides students through the branches of federal government
- <http://www.planning.org/kidsandcommunity/>- students can explore what goes into city planning
- <http://pbskids.org/democracy/> students can step inside the voting booth and try their hand at voting
- <http://kidscanmakeadifference.org/> A page dedicated to showing students what they can do to make a difference in their communities
- <http://www.epa.gov/kids/> For teachers and students, resources about the environment and becoming more proactive
- <http://www.dep.pa.gov/CITIZENS/JUSTFORKIDS/Pages/default.aspx> Just for Kids Recycling is the PA Dept of Environmental Protection page for kids
- [http://www.kab.org/site/PageServer?pagename=kids\\_tips](http://www.kab.org/site/PageServer?pagename=kids_tips) Keep America Beautiful

## Suggested Materials

- *Community Helpers at Work (series)*
- *Protecting America: A Look at the People Who Keep Our Country Safe* by Sandy Donovan
- *Government: How Local, State, and Federal Government Works* by Mark Friedman
- *Heroes for Civil Rights* by David A. Adler
- *Mayor* by Jacqueline Laks Gorman
- *Out and About at City Hall* by Nancy Garhan Attebury
- *Freedom Summer* by Deborah Wiles
- *Kids are Citizens* by Ellen Keller
- *Vote* by Eileen Christelow
- *How We Know What We Know About Our Changing Climate: Scientists and Kids Explore Global Warming* by Lynne Cherry and Gary Braasch
- *Potato Clocks and Solar Cars: Renewable and Nonrenewable Energy* by Elizabeth Raum
- *Round Like a Ball* by Lisa Campbell Ernst
- *The Everything Kids' Environment Book* by Sheri Amsel
- *Kids Talk (series)*
- *Peace Begins with You* by Katharine Scholes
- *Somewhere Today: a Book of Peace* by Shelley Moore Thomas
- *Peace One Day* by Jeremy Gilley and Karen Bleszen

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills-** 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school home, and community.

**Technology-** 8.2.5.D.7 Explain the impact of resources such as energy and materials used in a process to produce products or system have on the environment

### SEL

- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate the personal, ethical, safety and civic impact of decisions

**Language Arts-** RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

# Third Grade Social Studies Curriculum

## Unit 4: Immigration and Cultures

Time: May- June

### Essential Questions

- How do people become part of our country?
- What different groups of people make up our country?
- How do people improve their communities?
- How are people around the world alike and different?

### Enduring Understandings

- I can describe the reasons various groups of people immigrated to the United States and the challenges they encountered.
- I can describe the changes that Blairstown has gone through by comparing past and present Blairstown.
- I can show how our culture is made up of different groups of people.
- I can compare and contrast my culture with other cultures from around the world.
- I can create a monument for an influential person who made a significant contribution to a community.

### Standards:

6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

6.1.4.D.13 Describe how culture is expressed though and influenced by the behavior of people.

6.1.4.D.11 Determine how local and state communities have changed over time and explain the reasons for changes.

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr. and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs and laws.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and who people live and work in different regions of New Jersey and the United States

6.1.4.B.10 Identify major cities in New Jersey, as well as the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.

### Benchmark Assessment(s)

- SWBAT complete a t-chart listing the pros and cons of immigrating to a new country. After completing the immigration game and assigned readings, students will complete a t-chart in which they will match the benefits and the costs of immigrating to the correct section. Students will be assessed using a rubric. (6.1.4.D.2 )
- SWBAT present an item to the class that represents a culture. At home, students will find or create an item that represents a specific culture. The item can be a piece of clothing, a game, a song, or anything that represents an aspect of the culture and how this item is significant to the culture. Students will have a minute to present their item. Students will be assessed using a rubric. (6.1.4.D.13)
- SWBAT after participating in a guided tour of Blairstown and a presentation by the Blairstown Museum, students will create a power point presentation showing the differences in Blairstown

### Other Assessments

- ✓ Class participation
- ✓ Teacher observation
- ✓ Notebook checks
- ✓ Written assessment

### Materials

- Teacher tci lesson guide
- Student tci notebook pages
- Placemat maps
- Globes

# Third Grade Social Studies Curriculum

of today and Blairstown of the past. Students will compare and contrast food, travel, clothing and education. Students will be assessed using a rubric. (6.1.4.D.11)

- SWBAT compare and contrast their culture and other cultures from around the world. Students will take notes about other cultures as they read and use a venn diagram to compare and contrast their own culture with those cultures. Students will be assessed using a rubric. (6.1.4.A.14, 6.1.4.B.4, 6.1.4.B.10 )
- SWBAT create a monument for an influential citizen. Students will list the contributions of that person and the effects that the contribution made to the community and possibly the country. Students will be assessed using a rubric. (6.1.4.A.10, 6.1.4.A.11)

- Smartboard
- Various non-fiction books about culture for students to read

## SUGGESTED ACTIVITIES

- TCI Unit #4: Settling in the United States  
Preview: Describe feelings they have had upon moving to a new place.  
Activity: Participate as in immigrant in a game, to explore the reasons people immigrate, the challenges they face, and some of the benefits and drawbacks of being an immigrant.  
Reading Further: Read about Esperanza and her family's experiences as immigrants.  
Vocabulary: Review vocabulary terms from this lesson with a matching game.
- TCI Unit #5: Diversity in the United States  
Preview: Discuss what aspects of everyday life are part of our culture  
Activity: Discover how each aspect of our culture is influenced by the contributions from other cultures and how we are all connected.  
Reading Further: Read about how Native Americans met all their needs and how the geography of where they settled tell us about them  
Vocabulary: Play a smartboard game to introduce, reinforce and review vocabulary  
Processing: Make or find an item that illustrates the cultural diversity of your own community and present the item to the class
- TCI Unit #6: Making Communities Better  
Preview: Discuss how Rosa Parks confronted the problem of segregation in her community and how this changed her community and the United States  
Activity: Read about 5 other influential individuals and create human monuments honoring those five individuals who made a difference in the lives of people in their community and around the world  
Reading Further: Read about students who came to the aid of others after Hurricane Katrina and discuss the impact to the community that those students made  
Vocabulary: Play matching game to introduce, reinforce and review vocabulary  
Processing: Research the contributions of someone who had improve the life in their community and design a monument and a plaque to honor that person
- TCI Unit #7: Cultures Around the World

### REINFORCEMENT

- Graphic organizers
- Sentences starters
- Reading on appropriate level

### ENRICHMENT

- Have students research how many people immigrated to the United States in the most recent year for which they can find data. Then have them find out how many people immigrated ten years earlier. In each case, ask them to identify the top five countries from which people immigrated. Then have students work together to create a table to show the data. Have them record their data and table on Extra Student Work pages in their Interactive Student

# Third Grade Social Studies Curriculum

Preview: Investigate how cultures may be different and what influences them

Activity: Compare and contrast our lives to the lives of others around the world (Canada, Paraguay, Japan, Hungary, Nigeria, and or Australia)

Reading Further: Explore the history of a community to help understand the people who live there today.

Vocabulary: Introduce, reinforce and review vocabulary

Processing: Draw the environment of one of the places read about and describe how it affects culture

Notebooks. Invite students to present their findings to the class, including any differences in the number of immigrants and their places of origin.

## Suggested Websites

- <http://www.scholastic.com/browse/article.jsp?id=7374> An article about how children helped their communities during Hurricane Katrina
- [http://americanhistory.si.edu/onthemove/themes/story\\_51\\_2.html](http://americanhistory.si.edu/onthemove/themes/story_51_2.html) America on the Move- the story of an immigrant and her life in two different countries
- <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/> Library of Congress: Immigration- contains photos, artifacts and other useful information about immigrants to the United States
- <http://www.libertyellisfoundation.org/ellis-timeline> The Peopling of America- an immigration timeline. Click on the different time periods to see the number of people who came from different countries during that time.
- [http://en.wikipedia.org/wiki/Category:Lists\\_of\\_English\\_words\\_of\\_foreign\\_origin](http://en.wikipedia.org/wiki/Category:Lists_of_English_words_of_foreign_origin) a list of English words that come from other languages
- [http://www.topics-mag.com/internatl/traditional\\_games/section.htm](http://www.topics-mag.com/internatl/traditional_games/section.htm) Traditional Children's Games from Around the World
- <http://www.timeforkids.com/around-the-world> Time for Kids: Kids Around the World- visit to read and experience a typical day in the life of children around the world

## Suggested Materials

- *A Castle on Viola Street* by DyAnne DiSalvo
- *Rosa* by Nikki Giovanni
- *This is the Dream* by Diane Z. Shore and James Ransome
- *Amelia to Zora: Twenty-Six Women Who Changed the World* By Cynthia Chin-Lee
- *Grandfather's Journey* by Allen Say
- *Hope in My Heart, Sofia's Immigrant Diary* by Katheryn Lansky
- *If Your Name Was Changed at Ellis Island* by Ellen Levine
- *Everybody Cooks Rice* by Norah Dooley
- *Madlenka* by Peter Sis
- *Flage Lore of All Nations* by Whitney Smith
- *How I Celebrate: A Young Person's Guide to the Festivals of the World* by Pam Robson and Alan Brown
- *It's Back to School We Go! First Day Stories from Around the World* by Ellen Jackson

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills-** CRP11. Use technology to enhance productivity

**Technology-** 8.1.5.A.1 Select and use the appropriate tools and resources to accomplish a variety of tasks including solving problems

### SEL

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds

**Language Arts-** RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.