

# Third Grade Social Studies Curriculum

| Unit 1: Geography and Economics   | Time: September- October   | Standards:   |
|---|--|--|
| <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What maps and other geographic representation, geospatial technologies, and spatial thinking can be used to understand and communicate information?</li> <li>• How do regions form and change as a result of unique physical characteristics, conditions, economies, and cultures?</li> <li>• Why does economic decision making involve setting goals and identifying resources available to achieve those goals?</li> <li>• How does the availability of human capital, physical capital, and/or natural resources contribute to the specialization of trade and production?</li> <li>• Why does the government use a variety of tools to pay for goods and services it provides to individuals and communities?</li> <li>• How is a nation's economy influenced by its government, human and physical capital, availability of resources, and technological progress?</li> <li>• Why does increased economic interdependence among nations result in trade, sharing of ideas, and innovation?</li> </ul> | <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can identify maps for a purpose.</li> <li>• I can use a map to explain location and place relative to NJ, the United States and other countries.</li> <li>• I can demonstrate how to use tools to determine time zones, longitude and latitude.</li> <li>• I can use a variety of geographic representations to describe similarities and differences relative to NJ, the United States and other countries.</li> <li>• I can describe how landforms, climate, and weather impact resources and where people live in NJ and the United States.</li> <li>• I can identify positive and negative incentives that influence people's decisions.</li> <li>• I can explain why businesses and individuals specialize in trade.</li> <li>• I can identify examples of the variety of resources that are used to produce goods and services.</li> <li>• I can describe how supply and demand influence price and output of products.</li> <li>• I can compare New Jersey's regions.</li> <li>• I can explain why individuals and societies trade, function and the role of trade.</li> <li>• I can explain ways the government pays for the goods and services it provides.</li> <li>• I can use data to describe how availability of resources impacts NJ and the United States.</li> <li>• I can describe how the development of different transportation systems impact New Jersey's and the United States' economies.</li> </ul> | <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).</p> <p>6.1.5.GeoPP.2: 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.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.</p> |

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- I can explain how creativity and innovation result in scientific achievement and innovations.
- I can examine qualities of entrepreneurs in a capitalistic society.
- I can describe the role and relationship among households, businesses, laborers, and governments within the economic systems.
- I can explain the development of communication systems and how it has impacted the world.
- I can illustrate how production, distribution, and consumption of goods and services are interrelated and how they are affected.
- I can compare and contrast how availability of resources affects people across the world.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.5.EconGE.2: 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.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

## Benchmark Assessment(s)

SWBAT create a diagram of choice (Venn Diagram, T-chart) that compares and contrasts different types of maps which will be scored on a social studies rubric. (6.1.5.GeoSV.1, 6.1.5.GeoSV.2)

SWBAT identify continents, oceans, and hemispheres and describe how these geographical areas may be similar and different. (6.1.5.GeoSV.3, 6.1.5.GeoSV.4)

SWBAT illustrate the various regions of New Jersey on a blank state map showing where resources are located within the state (6.1.5.GeoPP.2)

SWBAT create, write, and illustrate travel brochures for two different regions in New Jersey based on physical features, climate, and natural resources in order to show how geography affects the way we live and the local economy. (6.1.5.EconET.1, 6.1.5.EconEM.1, 6.1.5.EconEM.2, 6.1.5.EconEM.3, 6.1.5.EconEM.4, 6.1.5.EconNM.2, 6.1.5.EconNM.3)

## Other Assessments

- ✓ Notebook entries
- ✓ Continent and Oceans Quizzes
- ✓ Hemispheres Quiz
- ✓ Supply/Demand Quiz
- ✓ Written responses
- ✓ Teacher Observation
- ✓ Venn Diagram or T-chart

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SWBAT create a product to sell in a class store, decide on a price point, engage in barter/trading, creating partnerships on their product, and reflect on how this product affected their consumer (6.1.5.Econ.EM.5, 6.1.5.Econ.NM.1, 6.1.5.Econ.NM.6, 6.1.5.Econ.Ge.2, 6.1.5.Econ.Ge.4, 6.1.5.Econ.NM. 7, 6.1.5.Econ.GE.1)

SWBAT identify successful inventions that created a huge impact on society and the way we live (6.1.5.Econ.NM.4)

## Materials

- TCI
- Smartboard
- Various online resources
- Pencil
- Paper
- Chromebooks
- Globes

## SUGGESTED ACTIVITIES

- Write directions to your classroom and create a simple map to experience the usefulness of maps and terms that name locations.
- As astronauts return to Earth, learn about the geographic features of the globe as you get nearer and nearer to your landing site.
- Investigate how explorers helped prepare the way for the founding of new communities in North America.
- Review vocabulary terms from this lesson with a matching game.
- Use maps and geographical terms to locate your own community.
- Discover the usefulness of compass directions and measurements of distance.
- Use a map and compass rose to locate your community, identify directions, and measure distances to other places.
- Explore the role of traditions, symbols, and values in uniting people across the continent in a single country.
- Review vocabulary terms from this lesson with a drag and drop game.
- Explore and report on an interesting site in the United States.
- Learn about travel brochures and acquire some of the terminology needed to talk and write about physical geography.
- Write and illustrate travel brochures for our community in New Jersey. Create a similar brochure for your own community.
- Learn how maps are made and practice using map grids and scales.
- Review vocabulary terms from this lesson with a Smartboard activity.
- Draw a picture to show how their family has adapted to the geography of their community.
- Create a collage of words and images about the economy after watching a video introducing economics.
- Analyze images about the economy and bring two of them to life. Present evidence-based claims about the images.
- Learn how competition has led to faster mail delivery services over time.
- Read descriptions of two different economies and write an argument explaining which is a free market economy.
- Examine the perspectives of buyers and sellers and predict what kind of prices each party would prefer.
- Discover what happens to prices when supply and demand change. Predict what will happen to prices in hypothetical situations.
- Research and present on an influential entrepreneur.

## 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.

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- Review vocabulary terms from this lesson: profit, incentive, supply, demand, entrepreneur, charity, global trade, manufactured, interest, invest, economy, free market economy, goods, market, scarcity, services.
- Investigate the effects of supply and demand on prices of fruits and vegetables in your community.
- Brainstorm what you would do if they found a \$5 bill on the ground.
- Analyze a variety of situations dealing with money. Create arguments to explain the choices you would make in each situation.
- Play a budget game. Allocate tokens to categories and then make tough choices when their budget is reduced.
- Write an opinion piece that answers the Essential Question, “Why do prices change in our economy?”
- Identify familiar items that are made or grown in other countries and hypothesize why people might use or buy these items.
- 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.
- Learn how global trade is changing life in the community of Bangaluru, India.
- Research an item in your own community that is a product of global trade.

## Suggested Websites:

Enchanted Learning: World Geography

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

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)

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

## 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.

**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.

## Career Readiness-

9.1.5.EG.1- Explain and give examples of what is meant by the term “tax”.

9.1.5.EG.2- Describe how tax monies are spent.

9.1.5.EG.3- Explain the impact of the economic system on one's personal financial goals.

9.1.5.EG.4- Describe how an individual's financial decisions affect society and contribute to the overall economy.

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## Unit 2: Government and Citizenship

Time: October-December

Standards:

### Essential Questions:

- How do individuals play a role in government functions?
- How do individuals elect representatives to act on the behalf of the people?
- What are the levels of government and their powers and responsibilities?
- How can people initiate change?
- What are the fundamental rights that can be seen at all levels of government in society?
- What are the different processes for establishing laws?
- How are rules, laws, and policies designed to protect the rights of the people, resolve conflict and promote common good?
- What are the responsibilities of individuals and institutions at the state, national and international levels to promote human rights?
- What rights do individuals have to be safe and not to be bullied or discriminated against?
- What dispositions help individuals contribute to the health of American democracy?
- How do patterns of settlement differ from region to region, place to place, and time to time?

### Enduring Understandings:

- I can describe ways people benefit and are challenged by working together.
- I can investigate ways individuals participate in government.
- I can explain and describe how the United States functions as a democracy and how they interact with all citizens.
- I can describe the services our government provides.
- I can explain how the government functions at a local, state, and national level.
- I can distinguish the roles/responsibilities of the branches of government.
- I can explain how national and state governments share power.
- I can describe/explain the roles of elected representatives and how they interact at different levels.
- I can explain how individuals can initiate/influence policy making.
- I can explain how core civic virtues and democratic principles impact decision making.
- I can compare and contrast individuals from the past and the present and how they respond to violations of fundamental rights.
- I can compare procedures for making decisions in various settings.
- I can describe the process to become a US citizen.
- I can evaluate school/community laws, rules and/or policies and determine their intended purpose.
- I can research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as a catalyst of social change.
- I can identify actions that are unfair, discriminatory and propose solutions.

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)

6.1.5.CivicsPI.3: 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.

6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.

•6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.

6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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- I can describe characteristics exhibited by real and fictional people that contributed to their country and community.
- I can identify behaviors that promote collaboration and problem solving with others that have different perspectives.
- I can examine the responsibilities of differing positions of authority and identify criteria that make leaders qualified.
- I can describe how democracy depends upon and responds to individuals' participation.
- I can investigate different physical and human characteristics of urban, suburban and rural communities and identify factors that attract people there.
- I can develop an action plan to address an issue related to climate change and share it.
- I can identify various perspectives and actions taken by people involving current or historical issues.

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsHR.2: Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.

6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

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## Benchmark Assessment(s)

SWBAT read and research about local, state, and federal levels of government and complete a graphic organizer that describes the responsibilities and roles and identifies current leaders in those positions (6.1.5.Civic.PI.3, 6.1.5.Civic.PI.4, 6.1.5.Civic.PI.5, 6.1.5.Civic.PI.6, 6.1.5.Civic.PI.7, 6.1.5.Civic.PD.1.)

SWBAT identify the various roles of community members and highlight the importance of participating in a democracy to promote change to benefit all citizens (6.1.5.Civic.PI.1, 6.1.5.Civic.PI.2, 6.1.5.Civic.CM.3, 6.1.5.Civic.CM.4, 6.1.5.Civic.CM.6)

SWBAT participate in a voting exercise. Students will listen to speeches and points of view on specific topics and consider which candidate they would vote for. Students will be encouraged to “run for office” if they are unsatisfied with given candidates and create their own platform on topics given. (6.1.5.Civic.PD.2, 6.1.5.Civic.DP.1, 6.1.5.Civic.DP.2, 6.1.5.Civic.PR.1, 6.1.5.Civic.PR.3, 6.1.5.Civic.PP.4, 6.1.5.Civic.PD.1, 6.1.5.Civic.PD.2)

SWBAT explain how an immigrant can become a citizen of the United States of America (6.1.5.Civic.PR.2)

SWBAT identify discriminatory acts that have existed in the past and highlight key influential people who have made significant changes on these issues, for example, Martin Luther King Jr. (6.1.5.Civic.HR.2, 6.1.5.Civic.HR.4, 6.1.5.Civic.CM.1)

## Other Assessments

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

## Materials

- TCI
- World Maps
- Smartboard
- Chromebooks
- Various online resources
- Paper
- Pencil

## SUGGESTED ACTIVITIES

- Listen to sounds around the community to identify the community services and then discuss how these services benefit the community.
- Analyze community services and rate them according to importance or usefulness. Create a bar graph to display results.
- Read about how Benjamin Franklin helped pioneer several public services in the United States.
- Create a poster to represent a public service and how it contributes to our community.
- Provide students with a brief overview of nine offices in a typical community government.
- Students assume the role of one of the offices in their community government to solve a problem.
- 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
- Research different services provided by the local, state and federal governments.
- Write about a time when you did not have a voice in a decision that affected you.
- Participate in public meetings, peaceful demonstrations, support of candidates, and voting.
- Read about the step by process for preparing to vote responsibly in an election and the ramifications of not being an active voter.
- Create a poster that reflects your view on an issue in the school or community.
- Analyze and create bumper stickers with messages about problems and issues.
- Design, present, and implement a class project to help the world around you.

## REINFORCEMENT

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

## ENRICHMENT

- Students create a comic strip highlighting the steps it takes to become a citizen of the United States of America
- Students write a poem from the point of view of a child arriving in the United States to become a citizen.

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- Discover how people in different cultures can learn about each other through art.
- Draw a diagram of three ways you can help solve problems around you.
- Explore Ellis Island with reading materials and online interactive websites

## 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

## 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
- *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 Blessen

## Cross-Curricular Connections

### **Career Readiness-**

9.4.5.GCA.1- Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.Cl.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

### **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 3: Immigration and Cultures

Time: January-March

Standards:

### Essential Questions

- How is effective conflict resolution possible when evidence, diverse perspectives, and intended/unintended consequences are considered?
- What are the fundamental rights that allow democratic societies to function at all levels?
- What rules, laws, and policies are designed to protect the rights of people, help resolve conflicts and promote the common good?
- What is the responsibility of the state, national and international levels to promote human rights of individuals and institutions?
- How do individuals have the right to be safe and not to be bullied or discriminated against?
- Which dispositions help individuals contribute to the health of American democracy?
- What experiences do people have when they migrate to new places for different reasons, including by choice or a condition?
- How has the interactions between humans led to the spread of cultural practices, artifacts, languages, diseases, and other attributes?
- How do human activities affect environmental characteristics of places or regions?
- How does chronological sequencing help us track events over time?
- How have interactions of people and events throughout history shaped the world we experience today?
- How are events viewed differently based on one's perspective?
- How are historical records shaped by the society the creator lived in?

### Enduring Understandings

- I can explain why it is important for people from diverse communities collaborate to find solutions.
- I can compare and contrast past and present responses to violations of fundamental rights.
- I can describe the immigration process to be a US citizen.
- I can cite examples of how national and international leaders, etc. promote human rights and aid nations in need.
- I can identify actions that are unfair or discriminatory.
- I can identify the types of behaviors that promote collaboration and problem solving with others with different perspectives.
- I can investigate the lives of NJ individuals with diverse experiences and their contribution to society.
- I can compare and contrast voluntary and involuntary migratory experiences.
- I can evaluate the impact of movement from people from place to place.
- I can explain how cultural and environmental characteristics affect the movement of people.
- I can cite examples how technological advances have changed the environment in NJ and the United States.
- I can illustrate how the American identity has evolved over time.
- I can evaluate the impact of ideas, inventions, and other contributions of NJ figures.
- I can describe reasons groups moved to NJ and America and cite evidence to describe the challenges encountered.
- I can evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- I can describe why it is important to understand the perspectives of other cultures in an interconnected world.

- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- 6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

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- How does our understanding of the past deepen through analysis of primary and secondary resources?
- I can construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

## Benchmark Assessment(s)

SWBAT identify various reasons why groups of people may migrate to the United States of America, the process in which they are required to go through to become a citizen, and the challenges immigrants may face. (6.1.5.Civics.PR.2, 6.1.5.GeoPP.6, 6.1.5.Geo.GI.1, 6.1.5.HistoryUP.1, 6.1.5.HistoryUP.6, 6.1.5.HistoryUP.7, 6.1.5.GeoGI.4)

SWBAT compare and contrast historical or current acts of discrimination and the national/worldly response to these acts. Students will take a stance on one of the discussed items and create ways to educate others by making a poster or comic strip (6.1.5.Civics.PD.3, 6.1.5.7.Civics.DP.2, 6.1.5.Civics.HR.3, 6.1.5.Civics.HR.4, 6.1.5.CivicsCM.3)

SWBAT identify American symbols and the importance of these symbols throughout the nation's history and compare the symbols' impact to current day. (6.1.5.HistoryCC.2, 6.1.5.HistorySE.2)

SWBAT design a monument for an influential New Jersey citizen. Students will list the contributions of that person and the effects that the contribution made to the community and possibly the country. (6.1.5.CivicsCM.5, 6.1.5.HistoryCC.9, 6.1.5.GeoHE.2)

## Other Assessments

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

## Materials

- TCI
- Placemat maps
- Globes
- Smartboard
- Various non-fiction books about culture for students to read
- Chromebooks
- Scholastic News Weekly Readers

# Third Grade Social Studies Curriculum

## SUGGESTED ACTIVITIES

- Describe feelings immigrants have had upon moving to a new place.
- 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
- Read about Esperanza and her family's experiences as immigrants.
- Review vocabulary terms from this lesson with a matching game.
- Discuss what aspects of everyday life are part of our culture
- Discover how each aspect of our culture is influenced by the contributions from other cultures and how we are all connected.
- Make or find an item that illustrates the cultural diversity of your own community and present the item to the class
- Discuss how Rosa Parks confronted the problem of segregation in her community and how this changed her community and the United States
- Discuss contributions in recognition of Black History Month, Women in History, Latinx Heritage and Asian Americans and Pacific Islanders.
- 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
- Read about students who came to the aid of others after Hurricane Katrina and discuss the impact to the community that those students made
- Research the contributions of someone who had improve the life in their community and design a monument and a plaque to honor that person
- Compare and contrast our lives to the lives of others around the world (Canada, Paraguay, Japan, Hungary, Nigeria, and or Australia)
- Explore the history of a community to help understand the people who live there today.
- Draw the environment of one of the places read about and describe how it affects culture

### 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 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

### 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

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- <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/international/traditional\\_games/section.htm](http://www.topics-mag.com/international/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.
- *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

### **Career Readiness:**

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.5.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). •

9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process

### **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.

# Third Grade Social Studies Curriculum

## Unit 4: Native Americans

Time: April-June

Standards:

### Essential Questions

- How do patterns of settlement differ from region to region, place to place and time to time.
- How has the interactions between humans led to the spread of cultural practices, artifacts, languages, diseases, and other attributes?
- How have interactions of people and events throughout history shaped the world we experience today?
- How are events viewed differently based on one's perspective?

### Enduring Understandings

- I can use models to describe how human movement relates to the location of natural resources.
- I can describe how the migration and settlement of Native Americans impacted different regions.
- I can use historical maps to explain what led to the exploration of land and water routes.
- I can use evidence to document how interactions among African, European, and Native American groups impacted their cultures.
- I can make inferences on the impact of European colonization of Native American populations.
- I can make inferences to describe the influence of Lenni Lenape culture manifested into different regions.
- I can make inferences to explain the impact that belief systems and family structures of African, European, and Native Americans had on government.
- I can compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- I can compare and contrast gender roles, religion, value, cultural practices, and political systems of Native Americans.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, are manifested in different regions of New Jersey.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

### Benchmark Assessment(s)

- SWBAT identify routes and migration patterns that Native Americans developed and reason why tribes choose their settlement areas (6.1.5.GeoPP.3, 6.1.5.GeoPP.5, 6.1.5.GeoGI.2)

### Other Assessments

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

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# Third Grade Social Studies Curriculum

- SWBAT describe the impact on Native American culture with the influence of other cultures, European colonization, and regional differences (6.1.5.HistoryCC.4, 6.1.5.HistoryCC.6, 6.1.5.HistoryCC.8)
- SWBAT compare and contrast gender roles, religion, values, and governing roles in various Native American tribes (6.1.5.HistoryUP.2, 6.1.5.HistoryUP.4)

## Materials

- TCI
- Placemat maps
- Globes
- Smartboard
- Chromebooks

## SUGGESTED ACTIVITIES

- Compare/contrast Native American tribes in New Jersey
- Research Lenni Lenape and how they used local natural resources in our area
- Build/draw Native American homes and write a brief explanation of the purpose for each type of structure
- Listen to various Native American music from different tribes - compare/contrast similarities and differences
- Explore Native American traditions
- Point of view activities from a Native American's perspective
- Readworks.org articles
- Vocabulary games
- Create a map based off of settlement areas

## REINFORCEMENT

- Graphic organizers
- Sentences starters
- Reading on appropriate level

## ENRICHMENT

- Have students research different Native American tribes in our region and collect data on the population. The data can be used to create graphs and highlight which tribes had the highest/lowest population

## Suggested Websites

- [www.timeforkids.com](http://www.timeforkids.com)
- <https://scholasticnews.scholastic.com/>
- <https://www.historyforkids.net/native-americans.html>
- <https://kids.nationalgeographic.com/history/topic/native-americans>
- [https://ed.ted.com/best\\_of\\_web/xyAUunez](https://ed.ted.com/best_of_web/xyAUunez)

## Suggested Materials

- *Stone Fox* by John Reynolds Gardiner
- *Native People of the Arctic and Subarctic* by Cynthia O'Brien and Allyon Shaw
- *Native People of the Northeast* by Cynthia O'Brien and Jaime Kiffel-Alchek
- *An Overview of Native American History* by Scholastic
- *A True Book-American Indians: The Wampanoag* by Peter Benoit and Kevin Cunningham

## Cross-Curricular Connections

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

### Career Readiness:

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## SEL

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# Third Grade Social Studies Curriculum

*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.*