



Park Hill School District

Building Successful Futures • Each Student • Every Day

3rd Grade Social Studies Curriculum

Course Description:

In third grade, students will engage in a yearlong study of our state of Missouri. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. The study of Missouri requires that students generate and research compelling questions.

Scope and Sequence:

Quarter	Unit	Timeframe
1	Unit 0: Continuous Improvement Classroom	1 week
1	Unit 1: Physical Features of Missouri	Around 13 days
2	Unit 2: People of Missouri	Around 19 days
3	Unit 3: Missouri and the Civil War	Around 16 days
4	Unit 4: Government of Missouri	Around 10 days

Curriculum Revisions Tracking 2019-2020

Unit ONE:

- In Engaging Experiences we have added Another Way to do This 1, 2, 3, 5
- EE4 needs to be removed
- Added a second way to complete Engaging Scenario

Unit TWO:

- Removed graphic organizer of all tribes and only compare two tribes in EE4
- EE 5 added another way to do this using map from textbook
- EE6 Modified timeline to be whole group class
- EE 7, 8 added another way to do this and add to the timeline from EE6
- EE 9 added another way to do this
- EE 10 Add to timeline
- EE 11 Added another way to do this and add to timeline
- EE12

Curriculum Revisions 2020-2021:

Curriculum Revisions 2022-2023:

- Adding a 0 Unit to set up a Continuous Improvement Classroom
- Checked links to make sure they are still active
- Added in Engaging Experience 5 in Unit 1
- Added in Engaging Experience 6 in Unit 2
- Changed Engaging Scenarios for Unit 1, Unit 2 and Unit 3

Curriculum Revisions 2024-2025:

- Checked and updated links
- [Created a video for how to access online Social Studies materials](#)

Unit 0: Creating a Continuous Improvement Classroom

Subject: Social Studies

Grade: 3

Name of Unit: Continuous Improvement

Length of Unit: 5 days

Overview of Unit:

This week is designed to set up a Continuous Improvement Classroom where students learn the components of a data driven classroom where they are engaged and motivated by their own learning.

Engaging Experience 1

Teaching Point: Today I want to teach what a Quality Teacher looks like in our classroom this year.

Suggested Length of Time: 1 session

Detailed Description/Instructions:

One way to do this is to have students use jot thoughts to brainstorm a list of characteristics of a quality teacher. Once they are finished with their jot thoughts, they will work with their groups to put similar characteristics together. The teacher will model using Mentimeter (word cloud) so the students will know how to use it for a quality student tomorrow. Put the student view and the teacher view on different tabs so you can model how to type in the responses and what the word cloud looks like as it forms. Students will share out the similar characteristics that they came up with in their groups. You can print this word cloud for your continuous improvement board.

Engaging Experience 2

Teaching Point: Today I want to teach what a Quality Student looks like in our classroom this year.

Suggested Length of Time: 1 session

Detailed Description/Instructions:

One way to do this is to have students do an all record round robin as a class. You will do your recording on the whiteboard because correct spelling is helpful with the word cloud. Once you have a good list, the students will go to Mentimeter on their laptops and type in the characteristics that they feel best describe a quality student.

Engaging Experience 3

Teaching Point: Today I want to teach you the importance of creating core values and ground rules that will guide our learning for the year.

Suggested Length of Time: 1 session

Detailed Description/Instructions:

One way to do this is to Create an anchor chart for each subject. On the anchor charts, have a T chart. On one side write Student's Job and on the other side write Teacher's Job. Tell students that we will be brainstorming ground rules and expectations for both students and the teacher. Use Kagan's Round Table to have students work in groups and write ideas for their job/teacher's job for each subject. Hang these up around the classroom to reference and add to as the quarter progresses.

Engaging Experience 4

Teaching Point: Today I want to teach you the importance of creating a class mission statement that will be the foundation of the work we do together this year.

Suggested Length of Time: 1 session

Detailed Description/Instructions:

One way to do this is to write each of these questions on its own anchor chart: Who are we? Why are we here? What do we need to do well together? How will we make that happen? Spread the anchor charts around the room and assign a group of students to each anchor chart. They will do a Carousel Structure spending about 4 minutes writing their group's answers to that question on the anchor chart. When the time is up, the groups will rotate. They will have 4 minutes at their next poster. They should begin by putting a star by any answer from the previous group that they agree with. Then they will add their answers to the chart. When the time is up, they will rotate again until all groups have answered on all posters.

As a class, you will use the answers from the posters to create your classroom mission statement. It could sound something like this: "We the ____ (answer from Who are we poster) come to school so we can ____ (answer from Why are we here poster). To do this we will ____ (answer from What do we need to do well poster). We promise to ____ (answer from How will we make that happen poster).

Engaging Experience 5

Teaching Point: Today I want to teach you the importance of creating your own personal mission statement as a commitment to holding you accountable for your learning this year.

Suggested Length of Time: 1 session

Detailed Description/Instructions:

One way to do this is to give students a frayer model. They will write their name in the center. In each of the other boxes, it will have one question: Who am I? Why am I here? What do I need to do well? How will I make that happen? Students answer each of the questions on their frayer model. When they are finished, you will walk through this process as a class to lead the children to writing their own personal mission statements.

It could sound something like this: "I, the _____ (answer from Who am I poster) come to school so I can _____ (answer from Why are we here poster). To do this I will _____ (answer from What do I need to do well poster). I promise to _____ (answer from How will I make that happen poster).

Unit 1: Physical Features of Missouri

Subject: Social Studies

Grade: 3

Name of Unit: Physical Features of Missouri

Length of Unit: Around 13 days

Overview of Unit:

This unit will discuss the physical characteristics of Missouri. You will review the regions, border states, and how geography has affected Missouri history.

Getting Ready for the Unit:

- Set up an EPIC books account
- Review maps of Missouri, past and present.
- Review the landscapes and regions of Missouri.
- Review how geography impacted events in Missouri history.

Pre-Assessment (given prior to starting the unit):

Give students a blank map of Missouri and have them label the cities and rivers they recognize as well as the bordering states of Missouri.

Answer the following questions:

- How might the regions of Missouri affect how people lived?
- How do you use a grid system to locate Missouri?

Priority Standards for unit:

- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 3.EG.5.B.b Describe and use absolute location using a grid system.
- 3.EG.5.F.b Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).
- 3.EG.5.G Explain how geography affected important events in Missouri history

Supporting Standards for unit:

- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri
- 3.EG.5.A Read and construct historical and current maps
- 3.EG.5.F.a Identify regions in Missouri.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.D Conduct and present Social Studies research to an audience using appropriate sources.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.EG.5.D	how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.	describe	apply	Level 1

3.EG.5.B.b	absolute location using a grid system.	describe and use	apply	Level 1
3.EG.5.F.b	regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).	compare		
3.EG.5.G	geography affected important events in Missouri history	explain		

Essential Questions:

- How can you describe Missouri's physical characteristics?
- How has geography affected events in Missouri?

Enduring Understanding/Big Ideas:

- I can name and locate rivers, regions, and border states.
- I can compare regions in Missouri.
- I can explain how geography affected Missouri history.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Name Compare Explain Understand	Regions Border states Physical characteristics Absolute location Grid system

Topic 1: Physical Features of Missouri

Engaging Experience 1

Teaching Point: Today I am going to teach you how the geography of Missouri includes many different landforms, which geographers use to divide the state into regions. *Ch 1 Lesson 1- Regions of Missouri: Missouri in the World*

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 3.EG.5.B.b Describe and use absolute location using a grid system.

Supporting:

- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri
- 3.EG.5.A Read and construct historical and current maps

Detailed Description/Instructions:

Missouri has a global address on Earth. Missouri is part of the United States, which is part of North America. North America is in the Western Hemisphere. The geography of Missouri includes many different landforms, which geographers use to divide the state into regions.

One way to do this is to use Google Earth to find Missouri. Then *have students read pp. 72-73 to learn about the ways you can talk about location and how forces of nature created the landforms of Missouri. Have students do a quick write about the forces that created Missouri's landforms.*

Another way to do this is to use a landforms presentation linked on Schoology titled Landform Presentation and complete a round robin with the prompt: "What are the forces that created Missouri's landforms?"

Vocabulary: continent, hemisphere, Ice Age, plateau

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 2

Teaching Point: Today I am going to teach you how to understand the five physical regions of Missouri

Ch1 Lesson 1- Regions of Missouri: Missouri's Regions and Missouri's Rivers pgs 74-77

Suggested Length of Time: 2-4 sessions

Standards Addressed

Priority:

- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Supporting:

- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri

Detailed Description/Instructions:

Missouri has five different regions: the Glaciated Till Plain, the Ozark Highland, the Mississippi Lowlands, the Osage Plains, and the Alluvial River Plain. The first two take up more than eighty percent of the state's land area. These regions have distinct geographic features such as swamps, plains, and mountains.

One way to do this is to have students read pp. 74-77 to learn about the different regions of Missouri, rivers and cities. Tell students that each region has specific landforms, although some share landforms. Have the students color the map according to the different regions to put into their SS notebook. Also have them label the rivers and states that border Missouri. Big Idea question "How do people adapt to where they live?"

Another way to do this is to give each student a blank map of Missouri. Have them glue it into their notebook.

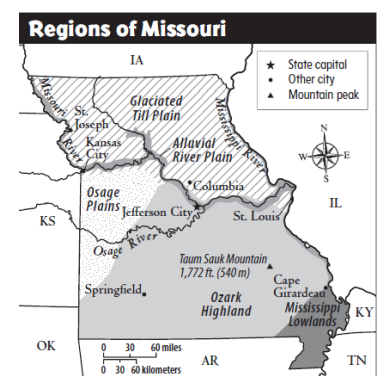
Then after reading about each region (on pg. 74-75), have students draw the details and add labels related to that region.

Big Idea question "How do people adapt to where they live?"

Another way to do this is to have students begin by taking out their maps from yesterday. They will think of a question that can be answered based off of their maps to ask the class. The class will take turns asking and answering questions.

Then all students will put their Social Studies books on their

desk open to pages 74 and 75. Pass out the three column note page (to the right- they will fill out the regions



Region	Landforms	How People Adapt

and landforms columns only today). Students will stand up with their notes page and a pencil. Play music and have students mix around the room. When the music pauses, students will pair up and go to the nearest book. You will announce to the groups to find in the book the landforms for one region. They will raise their hand when they find it. A student will share by saying “On page 74 paragraph 2, it says _____”. All students will add the landforms to their notes. Then they will stand around the room again to re-mix with a new partner.

Vocabulary: continent, hemisphere, Ice Age, plateau

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 3

Teaching Point: Today I am going to teach you how geography affected history in Missouri.

Suggested Length of Time: 1 session

Standards Addressed:

Priority:

- 3.EG.5.G Explain how geography affected important events in Missouri history.
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Supporting:

Detailed Description/Instructions:

One way to do this is to [use these slides with pages 18 and 19 from the book The Missouri River By Katie Marsico](#), read the passage aloud and have students discuss in small groups why they believe the different groups of people settled along the Missouri River. Have the students act out reasons they think people lived on the river. Have the rest of the class guess the reasons being acted out.

Take time to discuss why people may not want to settle by the river. Where else could people live? Why might people move to a big city? Why would people move out of a big city? Discuss why people have relocated within Missouri depending on the geography.

Another way to do this is after reading pg. 18-19 in the book The Missouri River By Katie Marsico (on Epic) use the presentation linked on schoology titled Comparing Regions. In this presentation, there are different resources and questions to discuss.

Bloom’s Levels: Evaluate

Webb’s DOK: Level 3

Engaging Experience 4

Teaching Point: Today I am going to teach you how to look at the different resources available and how people adapt to life using those resources. (Adapting to your environment pg. 62)

Suggested Length of Time: 1 session

Standards Addressed

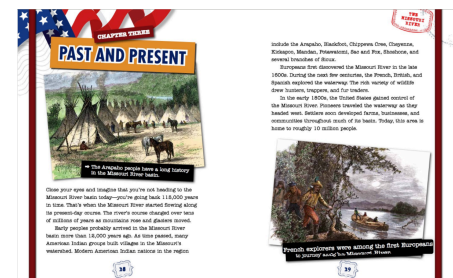
Priority:

- 3.EG.5.F.b Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).

Supporting:

- 3.EG.5.F.a Identify regions in Missouri.

Detailed Description/Instructions:



One way to do this is to think about what you learned about Missouri's geography, climate, and natural resources as you read Unit 1. Complete the third column from the graphic organizer from EE2 about How People Adapt by filling in details. Use your graphic organizer to help you write an essay about one geographic region of Missouri. Your essay should answer the Big Idea question "How do people adapt to where they live?" You might want to describe the geography, people, climate, and resources of the area you chose.

Bloom's Levels: Analyze

Webb's DOK: Level 3

Engaging Experience 5

Teaching Point: Today I am going to teach you about different types of colleges that can be found in the regions of Missouri.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.EG.5.F.b. Compare regions in Missouri

Detailed Description/Instructions:

One way to do this is to use the [Google Slides presentation on Schoology](#) to introduce different types of colleges in each region. Students can use the link to watch the promotional video from the college or to take a virtual tour of the college.

Engaging Experience 6

Teaching Point: Today I am going to teach you how using absolute location and grid systems can help you determine specific locations. (*Understanding Latitude and Longitude pg 78,79*)

Suggested Length of Time: 1 session

Standards Addressed:

Priority:

- 3.EG.5.B.b Describe and use absolute location using a grid system.

Supporting:

- 3.EG.5.A read and construct historical and current maps

Detailed Description/Instructions:

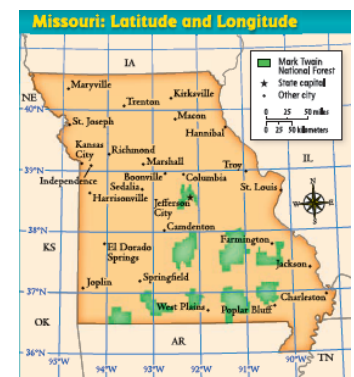
One way to do this is to show students a globe and point out the lines that make up a grid. Tell students that these lines help describe a place on a map. Have students refer to the map of Missouri on p. 79 and point to the lines that make up the grid. *Ask students to locate a particular spot in the state. Tell them that by the end of the lesson they will be able to describe the location using longitude and latitude references.* Project the map on the Smart Board for group practice.

Another way to do this... is after reading pg. 78-79 practice finding absolute location using this Treasure Hunt Game: [Latitude and Longitude Game • ABCya!](#)

Vocabulary: grid, latitude, longitude, degree, parallel, meridian

Bloom's Levels: Apply

Webb's DOK: Level 1



Engaging Scenario

Potential Physical Features of Missouri Engaging Scenario:

(We suggest explaining this at the beginning of the unit to give purpose to the readings and learning).

Using the region map that students created, group students and give each group a piece of chart paper. Students will answer two questions for each region. Using a Kagan strategy to have students brainstorm and share.

1. Why would you want to live in this region?
2. Why would you not want to live in this region?

Another way to do this...is to create a salt dough map of Missouri. Note: You will make the dough one day, it will need two days to dry and then you will finish the activity.

Make salt dough (premake or make as a class). Students will need a ball of about 2 fists of dough. Print a Missouri map for each student. They will use a piece of cardboard as a hard, supportive surface. They will lay out the dough to match the outline of the map. Then they will use their fingers to make an indentation where the rivers are, add higher elevation for the Ozark Highlands, and flatten the Glaciated Till Plains. These maps will then be set to the side to dry for 2 days.

Once the maps are dry, the students will use markers to color each region. On the cardboard or on an attached index card, they will create a key to go with the maps.

Unit 2: People of Missouri

Subject: Social Studies

Grade: 3

Name of Unit: People of Missouri

Length of Unit: Around 19 days

Overview of Unit:

Students identify and explain how significant individuals and events have impacted the history of Missouri.

Getting Ready for the Unit:

- Read through this website to learn about famous Missourians. [Historic Missourians](#)
- Review Missouri's role in the Louisiana Purchase, westward expansion, and the Civil War.
- Create a space in the classroom to make a class timeline of the significant dates and events through Missouri history. Consider having premade/printed dates and events or whether you want students to create these as you teach your lessons.

Pre-Assessment (given prior to starting the unit):

Have students answer the following questions: (after answering, add a "line of learning" below.)

- What were the conflicts between Native Americans, European immigrants and enslaved Africans in Missouri that impacted Missouri?
- What was the Louisiana Purchase?
- Who were Lewis and Clark?
- Why were African peoples enslaved and brought to Missouri?

Priority Standards for unit:

- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.
- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri
- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.

Supporting Standards for unit:

- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).
- 3.H.3.F.c Discuss issues of Missouri statehood.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.C.a Identify facts and opinions in Social Studies topics.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.H.3.A.a	migration of Native Americans to Missouri prior to European settlement in the state.	describe	apply	Level 1
3.H.3.A.b	discovery, exploration and early settlement of Missouri by European immigrants.	describe	apply	Level 1
3.H.3.B.a	cultural interactions and conflicts among Native Americans, European immigrants and enslaved africans in Missouri	examine	understand	Level 1
3.H.3.F.a	the importance of the Louisiana Purchase and the expedition of Lewis and Clark.	describe	apply	Level 1
3.H.3.F.b	the impact of westward expansion of the Native Americans in Missouri.	evaluate	analyze	Level 3
3.H.3.F.c	African peoples were enslaved and brought to Missouri	describe	apply	Level 1

Essential Questions:

- What were the conflicts between Native Americans, European immigrants and enslaved Africans in Missouri that impacted Missouri?
- How did the Louisiana Purchase and the expedition of Lewis and Clark impact Missouri history?
- What significant Missourians made contributions to our state and national heritage?

Enduring Understanding/Big Ideas:

- I can identify and describe the significance of individuals from Missouri who have made contributions to our state and national heritage.
- I can describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
- I can evaluate the impact of westward expansion on the Native Americans in Missouri.
- I can explain Missouri's role in the Civil War.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Examine Apply Evaluate	Environments Character traits Civic attitudes Border state Civil War Louisiana Purchase

Unit 2: People of Missouri

Engaging Experience 1

Teaching Point: Today I want to teach you how early Americans came to North America and how they lived. (Learning about the first Missourians *Ch 3 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.

Detailed Description/Instructions:

Scientists believe the first Americans came to North America by walking from Asia to Alaska during the Ice Age. They may also have come in small boats from Asia, Europe, or Africa. These early Native Americans were hunter-gatherers.

One way to do this is to have students read pp. 126-127 to learn about how early Americans came to North America and how they lived. Have them complete a sequence of events graphic organizer telling the migration of the early Americans. Add points that you feel your class finds important, it does not have to match up to the graphic.

Vocabulary: archaeology, prehistory, mound, surplus

Bloom's Levels: Understand

Webb's DOK: Level 2



Sequence of Events



Engaging Experience 2

Teaching Point: Today I want to teach you how two different Native American tribes lived. (Learning about the first Missourians *Ch 3 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.

Detailed Description/Instructions:

The Adena people began to live in the Ohio River Valley east of Missouri in about 1000 B.C. They were hunter-gatherers who built large mounds. The Hopewell people lived in what is now Missouri in about 194 B.C. They also were hunters and farmers and built mounds. In addition, the Hopewell made fine tools and beautiful sculptures.

One way to do this is to have students read pp. 128-129 to learn about the Adena and Hopewell. Ask students to summarize the two early Native American groups on this page. When the chart is completed, lead a discussion about the ways the two groups were similar.

Vocabulary: archaeology, prehistory, mound, surplus

The Adena	The Hopewell
began to live in Ohio River Valley in 1000 B.C.	lived in what is now Missouri in 200 B.C.
were mostly hunter-gatherers	were hunters and farmers
did some farming	famous for the mounds they built
remembered for building mounds	were talented artists and craftspeople
known as "Mound Builders"	trade helped make them wealthy and powerful

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 3

Teaching Point: Today I want to teach you about two different Native American tribes and how they lived.
(Later Native Americans of Missouri *Ch 3 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.

Supporting:

Detailed Description/Instructions:

Missouri gets its name from the Missouri people who lived along the Missouri River. They did not farm but gathered plants and hunted buffalo. The Iowa tribe lived in northern Missouri. They shared a language and many customs with the Missouri. The Iowa both farmed and hunted.

One way to do this is to *have students read pp. 136-137 to learn about Missouri's Native Americans. Use a Venn diagram to compare and contrast the Missouri and the Iowa tribes.*

Another way to do this is to *use a Jigsaw structure. Split students into 4 groups, one to research each group (Missouria, Ioway, Osage, Sac & Fox). You can assign [this link](#) in Schoology which contains research links and a Frayer model template for collecting info. After students have researched one group, they can come together to share their learning.*

Vocabulary: teepee, lodge, clan

Bloom's Levels: Analyze

Webb's DOK: Level 2

Engaging Experience 4

Teaching Point: Today I want to teach you how to compare and contrast the different tribes you have learned about. (Later Native Americans of Missouri *Ch 3 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.

Supporting:

Detailed Description/Instructions:

The Osage were the most numerous of Missouri's Native American groups. They lived in lodges and formed villages. By trading with the French, the Osage received guns and horses. This made them very wealthy and powerful.

One way to do this is to *have students read pp. 138-139 to learn about the Osage.*

The Sac and Fox were forced to leave both Michigan and Wisconsin. They lived in lodges and villages and hunted deer, buffalo, and other animals. As the Sac and Fox began to move into Missouri, war with the Osage broke out.

One way to do this is to *have students read pp. 140-141 to learn about the Sac and Fox and the Osage. Have students complete the 2 column chart comparing the different Native American groups.*

Vocabulary: teepee, lodge, clan

Bloom's Levels: Analyze

Webb's DOK: Level 2

Engaging Experience 5

Teaching Point: Today I want to teach you how explorers learned about the culture of Missouri along the Mississippi. (The French Claim Missouri *Ch 4 Lesson 1*)

Suggested Length of Time: 2 sessions

Standards Addressed

Priority:

- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

Supporting:

- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:

One way to do this is to read aloud the quotation on p. 146.

"[A] voyage on the Mississippi is more dangerous than a passage across the ocean . . . from Europe to China."
Ask students to brainstorm dangers the Mississippi River might hold. Ask them if the quote is an opinion or a fact, and how the speaker makes his point. (Answers about the dangers of traveling will vary. The quote is an opinion. The speaker is making his point by comparing a trip down the Mississippi with a trip across the ocean.)

After Christopher Columbus, other Europeans began to sail west. By 1673, French explorers Marquette and Jolliet had traveled to Michigan. They searched for the Mississippi River, hoping it would take them to the Pacific Ocean. In 1682, French explorer Robert de La Salle claimed the river and its tributaries for France. He named the area "Louisiana."

Have students read p. 149 to learn about explorers along the Mississippi River.

Another way to do this is to print off the map on pg. 147 for students. Have students glue into their notebook. Color code and label the map and discuss why those routes were chosen.

Vocabulary: explorer, Northwest Passage, trading post, cede

Bloom's Levels: Remember

Webb's DOK: Level 1

Engaging Experience 6

Teaching Point: Today we are going to discuss how Native Americans were affected by European explorers.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri.

Supporting

- 3.TS.7.b With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:

Now that you have learned about Native Americans in Missouri and the arrival of European immigrants, as a class you will create a statement acknowledging the original presence of Native Americans in Missouri and the impact that the arrival of European immigrants had on their lives.

Your impact statement may look similar to this “We would like to acknowledge the Native American tribes in Missouri. It is important to recognize not only their land, but also their elders of the past, present, and future. They were unfairly removed from the land we live on now. We will continue to learn about Native people and other cultures.” This statement can be found in PBS Teaching in Room Nine Series.

One way to do this is to... Guide the students through these questions by a classroom discussion or by posting the classrooms around the room to do a graffiti wall: “Who first lived in Missouri? What impact did the European Immigrants have on the Native American Tribes? Why don’t we see the cultures heavily represented today? What will we do today to respect the original people in Missouri?” Post the statement in your room and revisit/revise as you work through the unit.

Engaging Experience 7

Teaching Point: Today I want to teach you how the French and Spanish had control in Missouri. (The French Claim Missouri *Ch 4 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed**Priority:**

- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

Supporting:

- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:

By 1720, the French had built several settlements north of Missouri. Around 1735, French traders founded the first trading post along the western banks of the Mississippi, Ste. Genevieve. St. Louis also started as a trading post. By 1800, more than 1,000 people lived in St. Louis. In 1762, the French ceded the Louisiana territory to Spain. Settlements throughout Missouri were still mostly French. Spain controlled the area until 1800, when Napoleon Bonaparte forced them to return Louisiana to France.

One way to do this is to *have students read pp. 150-152 to learn about the French settlements and Spanish Control in Missouri. On sticky notes write down the various reasons or events that led up to St. Louis being founded as one of the major cities between 1720 and 1800. Start a class timeline and add 1764 St. Louis is founded. Students should have the same running list in their notebooks.*

Vocabulary: explorer, Northwest Passage, trading post, cede

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 8

Teaching Point: Today I want to teach you about the Louisiana Purchase and Thomas Jefferson's influence on Missouri. (The Louisiana Purchase *Ch 4 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

Supporting:

- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

Detailed Description/Instructions:

Americans, including Thomas Jefferson, were anxious to expand the territory of the United States. Jefferson negotiated a deal to buy Louisiana from France, which effectively doubled the size of the United States.

One way to do this is to *have students read p. 157 to learn about the Louisiana Purchase. Print off map of Louisiana Purchase linked on Schoology. Have students glue it into their notebooks. Outline the Louisiana territory and discuss what was the purpose in expanding the United States? Jot down notes with the map as you discuss. Add to the class timeline Thomas Jefferson purchased Louisiana territory from France in 1803.*

Vocabulary: Louisiana Purchase, expedition, Corps of Discovery, Lewis and Clark Trail, bicentennial

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 9

Teaching Point: Today I will teach you how to analyze a map to learn about the Lewis and Clark Expedition. (The Louisiana Purchase *Ch 4 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

Supporting:

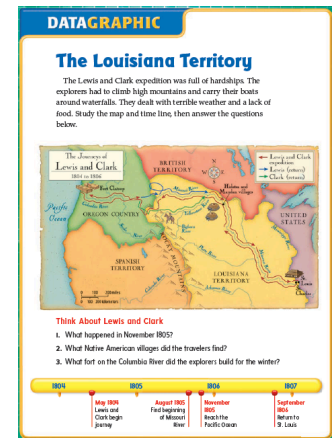
- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

Detailed Description/Instructions:

Jefferson organized an expedition, the Corps of Discovery, to explore the Louisiana Territory. He hired Lewis and Clark to lead it. They left St. Charles, Missouri, in 1804 and met with Native Americans and French traders along the way. A Shoshone Indian woman named Sacagawea helped Lewis and Clark.

One way to do this is to have students study the Datagraphic on pg 159 so they will read to find the answers. Then have them read p. 158-160 to learn about the Lewis and Clark expedition. **Add to the class timeline** Lewis and Clark start their exploration of the Louisiana Territory in 1804. In 1806, they returned to Missouri.

Another way to do this is to use the Google Tour to see what the Lewis and Clark expedition was like and explore what they encountered on their journey. [An Interactive Map of the Lewis and Clark Expedition | The Old West](#)



Vocabulary: Louisiana Purchase, expedition, Corps of Discovery, Lewis and Clark Trail, bicentennial

Bloom's Levels: Remember

Webb's DOK: Level 1

Engaging Experience 10

Teaching Point: Today I will teach you how pioneers lived life in Missouri. (The Twenty-Fourth State Ch 5 Lesson 1)

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Supporting:

- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).
- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:

Americans began to settle in Missouri during the 1780s. Pioneer life was very difficult. Clearing the land, building a cabin, growing food, and making medicine was hard work. Daniel Boone and Hannah Cole were two famous pioneers of Missouri.

One way to do this is to have students read pp. 176-177 to learn about the American explorers of Missouri. Have students compare how their current life is different from the pioneer lifestyle.

Another way to do this is to assign the book My Life as a Pioneer on Epic Books and then compare how their current life is different from the pioneer lifestyle.

Another way to do this is to assign the article "The Explorers: Daniel Boone" in Newsela.

Another way to do this is to log in to Learn360 and search "Black Creek Pioneer Village." Watch "Overview" video. Students can take 3-column notes while watching: Key Terms, Notes, Questions.

Vocabulary: pioneer, Missouri Compromise, constitution, debt, loan

Bloom's Levels: Apply

Webb's DOK: Level 1

Engaging Experience 11

Teaching Point: Today I am going to teach you how Missouri became a state. (The Twenty-Fourth State *Ch 5 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African-Americans in Missouri.
- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Supporting:

- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:

The land north of Louisiana was renamed the Missouri Territory in 1812. When the War of 1812 ended, the United States government forced Native Americans from their lands. In 1819, Senator Henry Clay came up with the Missouri Compromise to allow Missouri to become a state.

One way to do this is to *have students read p. 178-181 to learn the steps to statehood for Missouri. Using TR 24, have students color in the United States map to represent the Missouri Compromise on page 179 to put in their notebooks. Add to classroom timeline 1819 Missouri Compromise, making Missouri a state.*

Vocabulary: pioneer, Missouri Compromise, constitution, debt, loan

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 12

Teaching Point: Today I am going to teach you how to understand the movement of people to the west. (Gateway to the West *Ch 5 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed:

Priority:

- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Supporting:

Detailed Description/Instructions:

Between 1820 and 1830, Missouri was on the edge of the western frontier. Most of the people who lived west of Missouri were mountain men, or trappers who traveled in search of furs.

One way to do this is to *have students read p. 185 and 186 to learn about the mountain men and Gateway to the West. Using TR9, have the students start a 4 column chart summarizing the Heading West and Gateway to the West sections of the chapter.*

Vocabulary: frontier, mountain men, Gold Rush, Oregon Trail, Santa Fe Trail

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 13

Teaching Point: Today I am going to teach you how the westward movement created growing towns and thriving communities. (Gateway to the West *Ch 5 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed:

Priority:

- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Detailed Description/Instructions:

Settlers heading west brought money to Missouri, and towns grew rapidly. Many people came to Missouri to live in these thriving communities.

One way to do this is to *have students read p. 187 and 188 to learn about Missouri towns that boomed as pioneers traveled west. Using TR9, have the students start a 4 column chart summarizing the St. Louis and Independence sections of the chapter.*

Vocabulary: frontier, mountain men, Gold Rush, Oregon Trail, Santa Fe Trail

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 14

Teaching Point: Today I am going to teach you how the perspectives of the north and south differed. (Slavery and Plantation Life *Ch 6 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.

Detailed Description/Instructions:

As the nation grew, the two main regions in the United States became increasingly different from one another. In the North, large cities grew up around factories, and the economy relied on industry. In the South, the economy was based mostly on farming, and large plantations required a lot of workers, mostly enslaved Africans.

One way to do this is to *have students read p. 197 to learn about the differences in the North and South and about slavery in Missouri. Add to the timeline to represent the events centered around slavery.*

Vocabulary: plantation, Underground Railroad, abolitionist, Dred Scott Decision, Kansas-Nebraska Act, Kansas Border War

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 15

Teaching Point: Today I am going to teach you how slavery had an impact on the people of Missouri. (Slavery and Plantation Life *Ch 6 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.
- 3.H.3.E Explain the causes and consequences of the Dred Scott decision on Missouri and the nation.

A Hard Life in Slavery	Escaping Slavery	Freedom School
Slavery was	Some people	John Berry

Supporting:

Detailed Description/Instructions:

About 3,500 Africans in Missouri were free and worked as nurses, barbers, and carpenters. In Missouri, enslaved people, including children, worked long and hard. Even so, enslaved Africans developed a rich culture. The Underground Railroad helped enslaved people escape to freedom. Many routes led through Missouri.

One way to do this is to *have students read pp. 198-199 to learn about slavery and freedom in Missouri.*

Complete the 3-column chart to represent the progression of slavery.

Vocabulary: plantation, Underground Railroad, abolitionist, Dred Scott Decision, Kansas-Nebraska Act, Kansas Border War

Bloom's Levels: Analyze

Webb's DOK: Level 2

Engaging Scenario

Potential People of Missouri Engaging Scenario:

Take a class virtual field trip through the Center of the West to learn about Native American culture from the past and present.

Plains Indian Cultures: Yesterday and Today

Journey from the past to the present as you learn about the vibrant cultures of northern Plains Indian tribes. Find out why these cultures are just as important today, as they were long ago.

[Learn more](#) | [Book this lesson](#)

Unit 3: Missouri and the Civil War

Subject: Social Studies

Grade: 3

Name of Unit: Missouri and the Civil War

Length of Unit: Around 16 days

Overview of Unit:

This unit focuses on the Missouri Constitution and Missouri's role in the Civil War.

Getting Ready for the Unit:

- Have students prepare Social Studies journal with a place for a continual timeline and vocabulary

Pre-Assessment (given prior to starting the unit):

Ask students to answer the following questions in their journal:

- What was Missouri's role in the Civil War?
- What are some of the changes in Missouri since the Civil War in regards to education, transportation and communication?
- What was the time period called after the Civil War?
- What was the importance of the 13th, 14th and 15th Amendments?

Priority Standards for unit:

- 3.H.3.F.c Discuss issues of Missouri statehood.
- 3.PC.1.B.b Explain the major purposes of the Missouri Constitution.
- 3.H.3.E Explain the causes and consequences of the Dred Scott decision on Missouri and the nation.
- 3.H.3.G.a Explain Missouri's role in the Civil War, including the concept of a border state.
- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting Standards for unit:

- 3.H.3.F.b Evaluate the impact of westward expansion of the Native Americans in Missouri.
- 3.H.3.A.a Describe the migration of native Americans to Missouri prior to European settlement in the state.
- 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.H.3.E	issues of Missouri statehood, such as the Missouri compromise.	discuss	analyze	Level 1
3.PC.1.B.b	major purposes of the Missouri Constitution.	explain	analyze	Level 2
3.H.3.E	causes and consequences of the Dred Scott decision on Missouri and the nation.	explain	analyze	Level 2

3.H.3.G.a	Missouri's role in the Civil War, including the concept of a border state.	explain	analyze	Level 2
3.H.3.G.c	changes in Missouri since the Civil War in education, transportation and communication.	describe	analyze	Level 2

Essential Questions:

- What are the events that led to Missouri's statehood?
- Why was the Missouri Constitution written?
- What impact did the Dred Scott decision have on slavery?
- How did Missouri change after the Civil War?

Enduring Understanding/Big Ideas:

- Students will be able to identify and explain the major purposes of the Missouri Constitution.
- Students will be able to explain how Missouri became a state. This could include the issues Missouri encountered when becoming a state.
- Students will be able to explain Missouri's role in the Civil War; This includes the concept of Missouri being a border state (state forms the division between the free and slave states) and how Missourians had divided loyalties.
- Students will be able to give events that led to the Dred Scott case, explain the Dred Scott decision, and describe the consequences of the Dred Scott case on Missouri and the nation.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Analyze Explain Discuss	Civil War Secede Union Confederate States of America Reconstruction Segregation Civil rights

Topic 1: Missouri and the Civil War

Engaging Experience 1

Teaching Point: Today I am going to teach you how to look at a video clip of the Civil War and understand its meaning. - Overview of the Civil War

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.a Explain Missouri's role in the Civil War, including the concept of a border state.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:

One way to do this is to give students an overview of the Civil War. Choose one of the video clips to show them. Then have them write a quick write as to what they learned about the Civil War. This will give them a framework as to how Missouri fits into this time frame.

The Civil War- Explained by Kids

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Teaching Point: Today I am going to teach you different opinions about slavery in a border state.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.a Explain Missouri's role in the Civil War including the concept of a border state.

Supporting:

- 3.H.3.B.b Examine cultural interactions and conflicts among Missourians after the Civil War.
- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Detailed Description/Instructions:

One way to do this is to have students read page 197 to understand what it meant for Missouri to be a border state. Using Round Robin (Kagan Structure) have students discuss:

- Why did the South justify having slavery?
- Why was the North opposed to slavery?
- How do you think being a border state affected the communities of Missouri?

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Teaching Point: Today I am going to teach how the nation was divided during the Civil War and the events that led up to it. (The Civil War *Ch 6 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.a Explain Missouri's role in the Civil War including the concept of a border state.

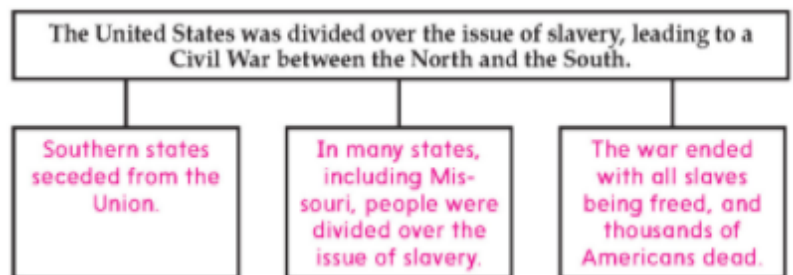
Supporting:

Detailed Description/Instructions:

Soon after Abraham Lincoln was elected in 1860, several Southern states seceded from the United States and founded the Confederate States of America. Missourians had different opinions on whether to join the Confederacy, but Missouri remained with the Union.

One way to do this is to have students read p. 204, 205 to learn about how the nation became divided just before civil war broke out. Have students add to their timeline the events leading up to and surrounding the Civil War. They can also complete the following graphic in their journal to summarize what they learned.

Vocabulary: states rights, secede, Confederate States of America, Union, Civil War, border state, Emancipation



Proclamation.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 4

Teaching Point: Today I am going to teach you how to see which states were part of the union and which states were part of the Confederacy. (The Civil War *Ch 6 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.a Explain Missouri's role in the Civil War, including the concept of a border state.

Supporting:

Detailed Description/Instructions:

Thousands of Missourians joined the Union Army during the Civil War. Other Missourians fought for the Confederates. The largest battle fought in Missouri was the Battle of Wilson's Creek in 1861. President Lincoln's Emancipation Proclamation granted freedom to slaves in Confederate states. The Confederacy surrendered on April 9, 1865.

One way to do this is to have students read pp. 206-207 to learn about Missourians and the Civil War. Have students color TR 24 according to the Union and Confederacy map above to add to their SS notebook.

Vocabulary: states rights, secede, Confederate States of America, Union, Civil War, border state, Emancipation Proclamation.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 5

Teaching Point: Today I am going to teach you how the Reconstruction era changed culture, communication, education and transportation in Missouri.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.B.b Examine cultural interactions and conflicts among Missourians after the Civil War

Supporting:

- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Detailed Description/Instructions:

One way to do this is to print off the *Reconstruction* page for every student. Start by reading the article to the class. Then send students off to highlight important vocabulary related to changes in America after the Civil War. They could also take notes about important events. Then join together again to share the most important changes in culture, communication, education, and transportation. You could also visit [Kids History: Civil War Reconstruction](#) (there is audio at the



RECONSTRUCTION- AVID AEIOU REFLECTION

A-(Adjective) Write a word or two that describes something you saw or read.

E-(Emotion) Describe how a certain part of today's lesson made you feel.

I-(Interesting) Share something that you found

bottom of the article for low readers) for more details about the Reconstruction era. Reflect using the AVID AEIOU Reflection structure.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 6

Teaching Point: Today I am going to teach you how to understand what the Reconstruction era was and how the 13th, 14th and 15th Amendments were added. (Unequal Rights *Ch 6 Lesson 3*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Supporting:

Detailed Description/Instructions:

When the Civil War ended, cities needed to be rebuilt. This period of rebuilding was called Reconstruction. The United States took over the governments of the southern states, and Congress passed new laws.

One way to do this is to have students read p. 213 to learn about Missouri after the Civil War. Students need to define these terms in their SS notebook. Also have them define what the 13th, 14th and 15th Amendments stated. This will be a bulk of your lesson and may take some time. Use a 3 column chart to name the amendment, find what it did, and explain why it was important.

Another way to do this is to split students in 3 groups (13th, 14th, 15th Amendment). Each group will research one amendment and then students can individually or collaboratively create a one-pager. [SLIDE](#)

Vocabulary: Reconstruction, amendment, tenant farmer, Freedmen's Bureau, Buffalo Soldier, segregation, Jim Crow Laws

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 7

Teaching Point: Today I am going to teach you how different people affected Missouri history during Reconstruction. (Unequal Rights *Ch 6 Lesson 3*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Supporting:

Detailed Description/Instructions:

The Reconstruction helped African Americans, but many of them were generally unprepared for freedom. Congress set up the Freedmen's Bureau to provide clothing, food, medical care, and help finding housing, jobs, and education. Some African Americans headed west and worked as cowboys, while others became soldiers. One of these was Cathay Williams, a woman disguised as a man.

Tenant Farmer	The Freedmen's Bureau	Soldiers and Cowboys	Cathay Williams	Jim Crow Laws

One way to do this is to *have students read pp. 214-216 to learn about life under Reconstruction. Complete the 5-column chart to show understanding of the concepts.*

Another way to do this *would be to divide the students into groups to learn about each concept and then teach their section to their peers.*

Vocabulary: Reconstruction, amendment, tenant farmer, Freedmen's Bureau, Buffalo Soldier, segregation, Jim Crow Laws

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 8

Teaching Point: Today I am going to teach you how to understand the changes in Missouri since the Civil War in regards to transportation and communication. (A Time for Growth *Ch 6 Lesson 4*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Supporting:

Detailed Description/Instructions:

Railroads were an important asset to manufacturing. Industry grew in Missouri due to railroads. Workers organized labor unions to get better wages and working conditions. Railroads were the main form of transportation since there were no cars, planes, etc.,....

One way to do this is to *Make a 3 column chart- education, transportation, and communication. Do the education column together and revisit on pp. 214 about the Freedmen's bureau. Take notes about education after Reconstruction. Then send students off to complete transportation and communication columns Transportation (pp. 218-220) and communication (pp 221). Complete the graphic organizer to show understanding of the changes in Missouri after the Civil War.*

Vocabulary: reform, labor union, strike, invention

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 9

Teaching Point: Today I am going to teach you how Missouri transitioned through different decades.

Suggested Length of Time: 2-4 sessions

Standards Addressed

Priority:

- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

One way to do this is to have students read about 4 different time periods including: WWI, Roaring Twenties, Depression, and WW2.

Day 1: Split students into groups or teams. Have them each read their section and take notes about Missouri's role during this time period.

- WWI pp. 232-232
- Roaring Twenties pp. 234-235
- Great Depression pp. 236
- WW2 pp. 237

Day 2: Each group should create an anchor and be prepared to teach the rest of the class how Missouri played a role during that time period.

Day 3: Presentations of your findings and take notes on other group presentations.

Day 4: Review each decade together.

have students read p. 232, 233 to learn about World War I. Create T-Chart titled: Missouri's Role in WWI. Add ideas from the reading.

Vocabulary: Allied Powers, Central Powers, suffrage, shares of stock, Great Depression, New Deal, Allies, Axis Powers

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 10

Teaching Point: Today I am going to teach you how equal rights were a struggle for some groups of people. (Growth, Conflict, and Change *Ch 7 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:

In the 1960s, women and Hispanics joined in the struggle for equal rights. Women demanded equal pay, good education, and respect. Hispanic leaders such as César Chávez battled to improve life for migrant workers and fought discrimination against Hispanics.

One way to do this is to read pp. 242-245. Then after each heading, stop and discuss the key points and write down the main idea for each passage. Challenge them to summarize into a 1 sentence main idea for each Missouri "struggle". Come together to learn about other groups fighting for equal rights. **Headings: Korean War, Vietnam War, Civil Rights, Women's Movement, and Migrant Workers.**

Another way to do this is to print photographs of protests for equal rights. Attach to poster paper with headings: See, Think, Wonder. Students rotate around the room (AVID Collaboration) and record what they See, Think, and Wonder (AVID Inquiry). [SLIDES](#)

Vocabulary: United Nations, communism, Cold War, civil rights, boycott

Bloom's Levels: Application

Webb's DOK: 2

Engaging Experience 11

Teaching Point: Today I am going to teach you how we are faced with global challenges even today.

(Challenges Today *Ch 7 Lesson 3*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:

Terrorism is one of the biggest challenges facing the world today. Attacks, such as the bomb explosion in the World Trade Center, the Oklahoma City explosion, and the September 11th attacks, have led to wars with Afghanistan and Iraq.

One way to do this is to *have students read p. 248, 249 to learn about global challenges.*

Vocabulary: terrorism, nanotechnology

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 12

Teaching Point: Today I am going to teach you how people have come together to find solutions to these challenges. (Challenges Today *Ch 7 Lesson 3*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:

Many nations have joined together to fight terrorism. New technologies can help people find solutions to problems. Today Missouri is a world leader in both technology and the aerospace industry.

One way to do this is to *have students read pp. 250-251 to learn about global solutions. Then have students answer the following questions in their journals:*

- *What are current global issues?*
- *What are global solutions?*
- *In what two fields is Missouri a leader?*

Another way to do this is to *focus more on technology and how it has changed over the years.*

Vocabulary: terrorism, nanotechnology

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Potential Missouri and the Civil War Engaging Scenario

- In cooperative learning groups, students will begin by doing a Jot Thoughts of events in Missouri's history. Each event will go on a separate sheet of paper. Then the students will work together to read events and put them in order of how they happened in Missouri's history.
- Have students take turns picking an event and discussing how Missouri would look differently today if this event did not occur.
- Discuss as a class which event seemed to have the biggest impact on Missouri today.

Unit 4: The Economy and Government of Missouri

Subject: Social Studies

Grade: 3

Name of Unit: The Economy and Government of Missouri

Length of Unit: Around 10 days

Overview of Unit: Students will learn how the economy and local government works in Missouri.

Getting Ready for the Unit:

- Explore MO.gov to learn more about Missouri's branches of government, laws, symbols, and constitution.

Pre-Assessment (given prior to starting the unit):

Answer the following questions: (Add a "line of learning" below)

- What is a tax?
- How do courts solve problems?
- What are some of the symbols of Missouri?

Priority Standards for unit:

- 3.E.4.D Explain the factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc).
- 3.E.4.C.3.a Define taxes and explain sources of tax generation
- 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
- 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.
- 3.PC.1.F.b Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.,...

Supporting Standards for unit:

- 3.GS.D Identify and explain the functions of the three branches of government in the state government.
- 3.E.4.A.3.c Define economy
- 3.E.4.A.3.a Compare and contrast private and public goods and services.
- 3.RI.6.C Research stories and songs that reflect the cultural history of Missouri.
- 3.PC.1.F.a: Explain how the National Anthem symbolizes our nation.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
3.E.4.D	factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc).	Explain	Understand	Level 2

3.GS.B	peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.	Analyze	Analyze	Level 2
3.GS.A	how governments balance individual rights with common good to solve local community or state issues.	Explain	Understand	Level 2
3.E.4.C.3.a	taxes and explain sources of tax generation	Define	Understand	Level 2
3.PC.1.F.b	the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc	Recognize and Explain	Understand	Level 1

Essential Questions:

- Why is the Missouri Constitution important to the citizens of Missouri?
- Why are the branches of government important to our state?

Enduring Understanding/Big Ideas:

- I can explain major purposes of the Missouri Constitution.
- I can explain and give examples of how governments balance individual rights with common good to solve local community or state issues.
- I can identify and explain the functions of the three branches of government in the state government.
- I can recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Explain Understand Define Analyze	Laws Individual rights Common good Legitimate authorities Authoritative decisions Three branches of government Symbols Artifacts

Topic 1: Missouri's Economy

Engaging Experience 1

Teaching Point: Today I am going to teach you how to understand different types of businesses in Missouri.
(Missouri's Industry *Ch 8 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.E.4.D Explain the factors, past and present, that

Missouri's different types of business	Reasons Missouri is good for business	Banking is essential to the Missouri economy
manufacturers, food production, service industries	location, qualified workers, natural resources, businesses are interdependent	All businesses rely on money, including loans, interest, and profits.

influence changes in our state's economy (technology, movement of people, resources, etc).

Supporting:

- 3.E.4.A.3.a Compare and contrast private and public goods and services.

Detailed Description/Instructions:

Missouri's businesses include manufacturers, farms, and the service industry. More than half of all Missouri's businesses are in the service industry. All of Missouri businesses use technology.

One way to do this is to have students read pp. 272- 274, 276 to learn about the types of businesses in Missouri. Complete the 3 column table.

Another way to do this is to visit the link to Missouri industries [Industry Research | Missouri Economic Research and Information Center](#) (click on target industry tab). Print off the target industries list and then add it to their SS notebooks.

Vocabulary: scarcity, import, export, investment, interest, savings

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 2

Teaching Point: Today I am going to teach you how to analyze a data graphic to learn about Missouri jobs and products. (Missouri's Industry Ch 8 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.E.4.D Explain the factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc).

Supporting:

- 3.E.4.A.3.a Compare and contrast private and public goods and services.

Detailed Description/Instructions:

One way to do this is to study the Datagraphic on page 275. Have students answer the 3 questions on the page as well as develop a question of their own that can be answered by looking at the Datagraphic.

Then read pages 278-281 to learn about Missouri's workers. Workers in Missouri are as diverse as the people who live in Missouri. The types of jobs Missourians have also vary. Most communities in the state have people who work as nurses, teachers, and bus drivers. Some communities, however, have people who hold less common jobs.

Vocabulary: scarcity, import, export, investment, interest, savings

Bloom's Levels: Analyze

Webb's DOK: Level 2



Engaging Experience 3

Teaching Point: Today I am going to teach you what taxes are and the importance of taxes.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:

- 3.E.4.D Explain the factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc).
- 3.E.4.C.3.a Define taxes and explain sources of tax generation

Supporting:

- 3.E.4.A.3.a Compare and contrast private and public goods and services.

Detailed Description/Instructions:

Citizens, as well as businesses, use banks. People save for things they want to purchase, to start their own businesses, or for retirement. One way to keep track of money is by making a budget.

One way to do this is to *before reading create a list of what you know about taxes or use a Kagan Strategy to share within groups. Then define taxes together. Then have students read pp. 280 to learn about taxes. Use this to correct or validate the definition that you created as a group.*

Read on to pp 281 to understand and record how we (Missouri communities) benefit from taxes. Then pose the question: If we did not have taxes how would that negatively impact communities?.

Vocabulary: tax, sales tax, public goods, private goods, budget

Bloom's Levels: Create

Webb's DOK: Level 1

Engaging Experience 4

Teaching Point: Today I am going to teach you how someone makes money working in Missouri. (Working in Missouri *Ch 8 Lesson 3*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.E.4.D Explain the factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc).
- 3.E.4.C.3.a Define taxes and explain sources of tax generation

Supporting:

- 3.E.4.A.3.a Compare and contrast private and public goods and services.

Detailed Description/Instructions:

Citizens, as well as businesses, use banks. People save for things they want to purchase, to start their own businesses, or for retirement. One way to keep track of money is by making a budget.

One way to do this is to *have students read pp. 282-283 to learn about personal banking and money management. Have students work in small groups to make a collage about what they learned after reading "Working in Missouri." Encourage students to use images of banking and money.*

Vocabulary: tax, sales tax, public goods, private goods, budget

Bloom's Levels: Create

Webb's DOK: Level 1

Topic 2: Missouri's Government

Engaging Experience 5

Teaching Point: Today I am going to teach you how the US Constitution and how we resolve disputes in Missouri. (Our Nation's Government *Ch 9 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.

Supporting:

- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:

The United States is a democracy. Citizens of the United States elect those who run our government. The Bill of Rights grants freedoms to its citizens. In exchange for these freedoms, citizens have responsibilities.

One way to do this is to have students read pp. 288-289 to learn about a democracy, citizens, rights, and responsibilities. Discuss the United States Constitution and a preamble. Have students add to their vocabulary based on their understanding after reading this section.



Vocabulary: democracy, citizen, federal, legislative branch, executive branch, judicial branch, checks and balances, veto

Bloom's Levels: Understand

Webb's DOK: Level 1

Engaging Experience 6

Teaching Point: Today I am going to teach you how the three branches of government work in Missouri. (Our Nation's Government *Ch 9 Lesson 1*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.

Supporting:

- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:

The Constitution divides the federal government into three parts: the legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws.

One way to do this is to have students read pp. 290-292 to learn about the three branches of government. Have students create a poster to represent the 3 branches of government and how they are related.

Vocabulary: democracy, citizen, federal, legislative branch, executive branch, judicial branch, checks and balances, veto



Bloom's Levels: Create

Webb's DOK: Level 1

Engaging Experience 7

Teaching Point: Today I am going to teach you how our state government works. (Our State and Local Government *Ch 9 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.

Supporting:

- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:

In addition to the federal government, there are also governments in charge of states and local communities. The Missouri Constitution is modeled on the U.S. Constitution. It includes three branches and a list of rights and responsibilities.

One way to do this is to *have students read pp. 296-298 to learn about Missouri's state governments.*

Another way to do this is to *have students go to Google Earth and find Jefferson City. Search for Jefferson City Missouri Capital. Then have students zoom into the capital. In the right hand corner there is a littler person icon. Have them drag and drop a person into the capital and let students explore it.*

Vocabulary: General Assembly, bill, county, county seat, municipal, mayor

Bloom's Levels: Understand

Webb's DOK: Level 2

Engaging Experience 8

Teaching Point: Today I am going to teach you how our local government works. (Our State and Local Government *Ch 9 Lesson 2*)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.

Supporting:

- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:

Missouri's state government is located in Jefferson City. The General Assembly makes laws and chooses the state symbols. To make laws, the legislature debates and analyzes bills. If they approve a bill, it is sent to the governor for approval. If the governor approves it or ignores it, the bill becomes law. If the governor vetoes it, the General Assembly can override the veto with enough votes.

One way to do this is to have students read p. 300 to learn how Missouri's local government works. Have students research our state capital, governor, county, mayor. Use page G13 at the front of the book to understand where Platte County is located.

Another way to do this is to have students go to <http://kcmo.gov/> and assign each student a department from the tab at the top of the site. Have each student read and take notes on their department and then come to the carpet and discuss the different departments we have in our government.

Vocabulary: General Assembly, bill, county, county seat, municipal, mayor

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 9

Teaching Point: Today I am going to teach you how the symbols of Missouri represent our importance.

Missouri Symbols

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.PC.1.F.b: Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.

Supporting:

- 3.PC.1.F.a: Explain how the National Anthem symbolizes our nation.
- 3.RI.6.C Research stories and songs that reflect the cultural history of Missouri.

Detailed Description/Instructions:

One way to do this is to Print out the Missouri State Symbols, put students in groups, and ask them to study one of the symbols. Allow this class discussion to guide student understandings about symbols and how they represent our nation and state.

Bloom's Levels: Understand

Webb's DOK: Level

Engaging Scenario

Potential Government of Missouri Engaging Scenario

Read the quote on page 264. *"Producing a first-class product that meets a real need is a much stronger motivation (cause) for success than getting rich."* Ask students if they agree or disagree and why.

The economy in the U.S. is based on a free-enterprise system. In 2005, students at an elementary school in Lee's Summit decided to start a business called Popcorn Mania. First, the class became entrepreneurs. Then they organized into different groups to run the business.

Show the following clips:

[Topsy's Popcorn](#)

[Popculture in Parkville](#)

Allow students to then brainstorm and create their own business. Keeping in mind the different components it takes to run a business.