

Department of Teaching & Learning

Third Grade Social Studies Curriculum Guide

Quarter 1- Geography: Maps, Globes, and World Geography				
State Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
<u>Q1- Geography:</u> Maps & Globes, World Geography 3.01- Analyze maps and globes using common terms, including: country, equator, hemisphere, latitude, longitude, North Pole, Prime Meridian, region, South Pole, time zones 3.02- Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S. 3.03- Examine major physical features on globes and maps, including: basin, bay, canal, canyon, delta, desert, gulf, island, isthmus, mountain, ocean, peninsula, plain, plateau, river, sea,	Week 1- country, equator, hemisphere, latitude, longitude, prime meridian, time zone, region, primary source, secondary source Week 2- map, map scale, map key, map legend, cotton, distance, lumber Week 3- geographer, resource, region, geography, national park,	Week 1- What are primary and secondary sources? What are some examples of primary and secondary sources? How can you use a map or globe to locate a specific place? How do humans interact with their environment? How do geographic regions change over time? What are different types of maps and their purposes? Week 2- What is a map and when would you use it? How do cities look on a map? Why is it important to understand a map key? Where is Memphis on the map? What direction and how far is Memphis from other places on the map? What types of information do maps provide? What is the difference between a digital and paper map? How would having a map help you if you got lost? Week 3- What are the cardinal and intermediate directions on a map? Why is it helpful to be able to use a compass?	Week 1- I can differentiate between and give examples of primary and secondary sources. I can analyze maps and globes using common terms. I can determine how humans interact with their environment. I can determine how geographic regions change over time. I can determine the use for diverse types of maps. Week 2- I can use a map scale and key (legend) to find specific places on a map. I can explain why it was necessary to begin making maps. I can explain the differences between information found on an older map versus a newer one. Week 3- I can label the cardinal and intermediate directions on a compass rose. I can identify the five regions of the United States and locate	<u>Social Studies Weekly:</u> Week 1- Our World Week 2- Where is Memphis? Week 3- Physical Features in Tennessee and Beyond Week 4- Physical Features Around the World Week 5- Maps, Boundaries, and Political Features Week 6- Geographic Information Week 7- Continents and Oceans Week 8- Major Countries Around the World Week 9- Famous Physical Features in our World <u>Social Studies Weekly Online:</u> (log on through clever) www.studiesweekly.com/online <i>*Use this site to find additional bonus source materials, including audio and video images, as well as the weekly supplements, quizzes, tests and activities.</i> <u>Other resources:</u> TN History for Kids- http://www.tnhistoryforkids.org/ Search by for images, videos, quizzes and information on TN geography, history, civics and people and order booklets matching state standards by grade level Discovery Education-

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strait, stream, valley	symbol	How are the regions in the U.S. different from each other?	Tennessee within the regions.	(through Clever.com)-, images, video, Board Builder, etc...
3.03 continued (Week 4)	Week 3 cont'd	Week 3 cont'd- Why are symbols important? What are the Tennessee state symbols and why?	Week 3 cont'd- I can determine the location and significance of the Great Smoky Mountains National Park. I can identify state symbols of Tennessee.	Britannica Launch Packs- (through Clever.com)- search by topic for images, maps, videos, and articles
	Week 4- dredge, intracoastal, island, multicultural, peninsula, strait delta isthmus	Week 4- How does where a person lives make their daily lives different than yours? How are all people alike? Where are landforms mentioned in our text on the world map? What are intracoastal waterways and why are they important?	Week 4- I can explain how geographic location influences the lives of people. I can locate geographic features on a world map. I can determine the use of intracoastal waterways and man-made islands.	Google Earth- www.google.com/earth/education (use Chrome) games, activities, guiding questions, street view images, voyager, etc... of places around the world mapsofworld.com - political, physical, historical, city, and many other maps of continents, countries, cities, etc...
3.04- Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads	Week 5- boundary, route, desert, atlas, mountain range, capital	Week 5- What are geographical features on a map? What are political features on a map? How are cities and capitals shown on a map? Why is it important to have political and geographical features on a map? What physical and manmade features can be found in Tennessee? How do map symbols help you? How would a detailed map help someone new to a place?	Week 5- I can identify the differences between physical and political features on maps. I can identify physical and manmade features on a map of Tennessee. I can differentiate between features of on a map that are real and not real.	mapmaker.nationalgeographic.org - multiple map types, satellite images with layers that can be added and removed National Archives http://www.archives.gov/education educator resources, working with primary sources activities
3.05- Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information	Week 6- mine, gemstone, dam, electricity, gateway, gap, mountain,	Week 6- What are maps? What information can you find on a map?	Week 6- I can tell how a map can be a primary and secondary source. I can use primary and secondary sources to create a map.	Library of Congress http://www.loc.gov/ Search by topic for Smithsonian Learning Lab https://learninglab.si.edu/ search by topic for digital content and resources Digital History http://www.digitalhistory.uh.edu/index.cfm primary source documents, articles, timelines, links etc... beginning

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3.06- Identify and locate the major continents and oceans using maps and globes: Africa, Antarctica, Asia, Australia, Europe, North America, South America, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean 3.07-Identify and locate major countries, including: Brazil, China, Egypt, France, Great Britain, India, Italy, Japan, Russia, Spain 3.08-Identify major physical features of the world, including: Rivers (Amazon, Nile), Mountains and Ranges (Alps, Andes, Himalayas),	settler, warrior, topography Week 7- continent, climate, economics, cartography, geography, Week 8- rainforest, ancient, papyrus, invention, journey, archipelago Week 9- river, mountain, mountain range, desert, body of water, landform	How do we use maps every day? How did the early settlers make maps? Week 7- What can maps tell us about the world, the U.S. and Tennessee? How many continents and oceans are there? What type of map would be useful if traveling to a new continent? Why? How do cultural traditions vary by region? Who maps the oceans and why is that important? What is a cartographer? What are the similarities and differences between the five oceans? Week 8- How does a country's resources and physical environment impact the lives of its citizens? Which continents are the countries of Brazil, France, Japan, Russia, Spain, Great Britain, Italy, India and Egypt located in on the map? What physical features make these countries unique? What historical contributions are the countries known for? What makes each country culturally unique? Week 9- How does where we live influence how we live? How do humans interact with their environment and what is the impact of this interaction?	I can differentiate between types of maps and how they are used to interpret information. Week 7- I can identify and locate the continents and oceans on a world map. I can compare and contrast each continent's physical features and culture. I can explain the job of a cartographer. I can compare and contrast the world's oceans. Week 8- I can locate the countries of Brazil, France, Japan, Russia, Spain, Great Britain, Italy, India and Egypt on the map. I can identify physical and human features in the countries of France, Japan, Brazil, and India. I can identify history, contributions, and geography of Egypt, Italy, Spain, Great Britain, Japan, and Russia. Week 9- I can identify major physical features of the world. I can determine relationships among people, resources, and ideas based on geographic	with the First Americans
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Deserts (Gobi, Sahara), Bodies of Water (Mediterranean Sea, Strait of Magellan), Landforms (Great Barrier Reef, Niagara Falls)		How can similar landforms vary by region? How can oral traditions in a community help the scientific community?	location. I can compare and contrast similar landforms that are found in different regions.	
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Quarter 2- U.S. and Tennessee Geography & Indigenous People

State Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
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<u>Q2- U.S. and Tennessee Geography & Indigenous People</u> 3.09- Identify and locate the fifty states of the U.S.	Week 10- war, treaty, tax, freedom, peace, border, colonists, settlers, Manifest Destiny	Week 10- What is a war and why might a country go to war? What is a treaty and why are they signed at the end of war? Why did the original 13 colonies separate from Great Britain? How do territories become states? What is Manifest Destiny and how did it impact our country in a negative and positive way? How did the U.S. change as more states joined the Union? When did Tennessee join the union?	Week 10- I can explain why countries declare war and how they use treaties to end them. I can explain why the 13 colonies separated from Great Britain. I can explain the process of territories becoming states. I can identify the names of the states and the years they joined they Union by completing a map of the United States. I can explain the negative and positive consequences of Manifest Destiny.	<u>Social Studies Weekly:</u> Week 10-The Fifty States of the U.S. Week 11-Famous Cities Week 12-Famous Physical Features in the U.S. Week 13-Important Cities and Physical Features of Tennessee Week 14-Geographic Challenges Week 15-Northeast, Southeast, and Plains North American Indians Week 16-Conflicts Between American Indians
3.10- <u>Identify and locate major cities in the U.S., including:</u> Chicago, Los Angeles, Miami, New York City, Seattle, Washington D.C.	Week 11- city, suburb, cultures, Ellis Island, Statue of Liberty, Pulitzer Prize	Week 11- How does living in a city impact the lives of its residents? How are cities different from suburban areas? What are benefits of living in a city? Why was Ellis Island known as the <i>Island of Hope</i>? Why would someone have a city named after them? What was significant about Gwendolyn Brooks winning the Pulitzer Prize? What are the major symbols of the U.S. and where are they located?	Week 11- I can explain the characteristics of life in a big city. I can locate Memphis, Knoxville, Miami, Seattle, New York City, and Washington D.C. on a map. I can research and present information that makes each city unique. I can identify the role of Ellis Island in welcoming immigrants to the U.S. I can identify how major U.S. cities got their names. I can identify important American symbols and where they are found.	<u>Social Studies Weekly Online:</u> (log on through clever) <u>www.studiesweekly.com/online</u> <i>*Use this site to find additional bonus source materials, including audio and video images, as well as the weekly supplements, quizzes, tests and activities.</i> <u>Other resources:</u> TN History for Kids- <u>http://www.tnhistoryforkids.org/</u> Search by for images, videos, quizzes and information on TN geography, history, civics and people and order booklets matching state standards by grade level
3.11- <u>Identify major physical features</u>			Week 12-	Discovery Education- (through Clever.com)-, images, video, Board Builder, etc... Britannica Launch Packs- (through Clever.com)- search by topic for images, maps, videos, and articles Google Earth-

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of the U.S., including: Rivers (Colorado, Mississippi, Ohio, Rio Grande), Mountains (Alaska Range, Appalachian, Rockies), Bodies of Water (Great Lakes, Gulf of Mexico), Desert (Great Basin), Landforms (Grand Canyon, Great Plains)	Week 12- river, steamboat, actor, author, gulf, expedition, journalist, pen name, novel	Week 12- How has the Mississippi River impacted the growth and culture of the U.S.? How would you describe Mark Twain? Why is water such a vital resource to people? How have major rivers played a part in our country's history? How have people harmed and helped the environment?	I can identify the major rivers in the U.S. and the influence of the Mississippi River on growth and culture. I can identify key physical features of the U.S. I can identify the route taken by Lewis and Clark and they physical features they would have seen. I can identify the role rivers have played in transportation and the establishment of trade and cities.	www.google.com/earth/education (use Chrome) games, activities, guiding questions, street view images, voyager, etc... of places around the world mapsofworld.com- political, physical, historical, city, and many other maps of continents, countries, cities, etc... mapmaker.nationalgeographic.org- multiple map types, satellite images with layers that can be added and removed
3.12- <u>Locate the following cities and physical features in Tennessee:</u> Cities (Chattanooga, Knoxville, Memphis, Nashville), Rivers (Cumberland, Mississippi, Tennessee), Mountain Range (Great Smoky Mountains)	Week 13- surface, ferry, physical feature, limestone, souvenir, segregation, goods, excavator, capital	Week 13- What are some natural features of Tennessee? What are some important cities in Tennessee and why are they important? In what ways is/was the Mississippi River important for the use of travel and trade? What factor contributed to Memphis becoming a large city? How did music become an important part of the Civil Rights Movement?	Week 13- I can identify important natural features and cities found in the state of Tennessee. I can explain the importance of the Mississippi River for travel and trade. I can locate major cities, rivers in Tennessee and the Great Smoky Mountains on a map. I can identify natural features in Tennessee and their locations. I can explain how music is an important part of Memphis history.	National Archives http://www.archives.gov/education educator resources, working with primary sources activities Library of Congress http://www.loc.gov/ Search by topic for Smithsonian Learning Lab https://learninglab.si.edu/ search by topic for digital content and resources
3.13- Explain how geographic challenges are met with: bridges, canals, dams, freshwater supply, irrigation systems, landfills, and tunnel	Week 14- bridge, canal, dam, freshwater, supply, irrigation, system, landfill, tunnel, truss, watershed	Week 14- What are ways that water is important in Tennessee? How is water used throughout the state? What measures are taken to protect and utilize water as a natural resource? What is the purpose of a landfill?	Week 14- I can explain the difference between a natural resource and a man-made object. I can identify how water is/has been used for a resource, travel, study, and exploration. I can identify structures used in water management.	Digital History http://www.digitalhistory.uh.edu/index.cfm primary source documents, articles, timelines, links etc... beginning with the First Americans
3.19- Compare and contrast the				

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geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians	Week 15- generations, ceremony, traditional, sacred, ritual, bayonet	Week 15- What traditions did the American Indians use to obtain food and shelter? How did American Indians' traditions impact their way of life? What are character traits of a hero?	Week 15- I can examine the customs and rituals of the Cherokee people who live in the Tennessee mountains. I can compare and contrast the locations and customs of different American Indian groups. I can explain how Tsali was a hero to the Cherokee people.	
3.20- Describe the conflicts between American Indian nations, including the competing claims for the control of the land.	Week 16- conflict, territory, resolution, resources, council, landmark	Week 16- How could the conflicts between American Indians and European settlers have been avoided? Why was it difficult for the settlers and American Indians to resolve their conflicts? Why was the removal of the Cherokee from their land called the Trail of Tears? Who was Sacagawea and why was she important?	Week 16- I can examine different viewpoints that led to the conflict between American Indians and European settlers. I can describe what caused the Beaver Wars and how conflict affected American Indians. I can explain the hardships that the Cherokee suffered during the Trail of Tears. I can explain how Sacagawea helped Lewis and Clark.	

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Quarter 3- European Exploration prior to 1585 and Early North American Settlements (1585-1600's)				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content
Q3- European Exploration prior to 1585 and Early North American Settlements (1585-1600's) 3.21-Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci 3.22-Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade 3.23-Describe the failure of the lost colony of Roanoke and the theories associated with it	Week 17- Straits of Magellan, Pacific Ocean, Spice Islands, scurvy, merchant, Christopher Columbus, Hernando de Soto, Amerigo Vespucci, Vasco de Gama, Herman Cortes, Ferdinand Magellan Week 18- American Indians, Europeans, settlers, Joseph Brant, diplomacy, wars, trade, treaty, land Week 19- colony, explore, fort, journey, Roanoke Colony, tribe	Week 17- What route did Magellan's crew take west and what were they hoping to find? In what ways would journeys around the world be easier today? What was the primary reason for European exploration to the new world? What did they find? What unexpected difficulties did the explorers face on their journeys? Week 18- How did the Europeans and early settlers change the destiny of the American Indians? Why did the Europeans want to come to America? Who was Joseph Brant and what did he do to help the American Indians? How were diseases like smallpox spread to the American Indians by settlers? Week 19- What challenges did settlers face when arriving to set up colonies? What are possible reasons that the colony of Roanoke disappeared? What theories have been discussed about what happened	Week 17- I can analyze how early European explorers have shaped the course of U.S history. I can identify the primary reason for European exploration to the new world and what they found. I can identify the different routes of early explorers. I can recognize the hardships faced by many of the European explorers. Week 18- I can explain how the American Indians were affected by early settlers and Europeans. I can explain reasons why the American Indians were forced to fight the European settlers. Week 19- I can describe possible causes that led to the mysterious disappearance of the Roanoke Colony. I can examine theories about the disappearance of the lost colony.	<u>Social Studies Weekly:</u> Week 17- Early Explorers Week 18- American Indians See Change Week 19-England's Early American Colonies Week 20-Jamestown Struggles to Survive Week 21-Massachusetts Bay and Plymouth Week 22-New England, Middle, and Southern Colonies Week 23-Reasons for Founding the Thirteen Colonies Week 24- Early Colonial Democracy <u>Social Studies Weekly Online:</u> (log on through clever) www.studiesweekly.com/online <i>*Use this site to find additional bonus source materials, including audio, video images, as well as the weekly supplements, quizzes, tests and activities.</i> <u>Other resources:</u> TN History for Kids- http://www.tnhistoryforkids.org/ Search by for images, videos, quizzes and information on TN geography, history, civics and people and order booklets matching state standards by grade level Discovery Education-

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3.24-Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S. 3.25-Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country 3.26-Examine how the regional (New England, Middle and Southern) geographic features of the Thirteen Colonies influenced their development	Week 20- government, settlement, profit, indentured servant, enslaved, colony, barter Week 21- colony, diary, settlers Week 22- regions, agriculture, trade, climate, terrain, raw materials, resources, colonists, original,	to the colony? Week 20- Why would people decide to leave everything they know and settle in a foreign place? Who was Pocahontas and how did she help the settlers? What is the difference between indentured servitude and slavery? What are some reasons that Jamestown was successful when other colonies were not? Week 21- How are the colonies of Massachusetts Bay and Plymouth important to American history? How is the location of the settlements important for their success? Why did the Pilgrims want to leave England? How is the Mayflower Compact similar and different from our government today? How were the Pilgrims and Puritans alike and different? Week 22- How do the geography, natural resources, and physical features of the 13 colonies make them distinct from one another? How are the 13 colonies organized in regards to geography? What distinct weather, water	Week 20- I can explain the challenges met by the Jamestown settlement and their relationship with the Powhatan. I can examine the life of Pocahontas compared to common misconceptions. I can explain and differentiate between indentured servitude and slavery. I can explain how Jamestown was a successful colony. Week 21- I can explain the reasons for the settlement of the Massachusetts Bay and Plymouth colonies I can explain the details of the Mayflower Compact. I can explain the difference between a Pilgrim and a Puritan. Week 22- I can describe the diversity of each area of the 13 colonies. I can examine how the natural environment has changed over time through development and industry. I can describe differences in areas along the Appalachian	(through Clever.com)-, images, video, Board Builder, etc... Britannica Launch Packs- (through Clever.com)- search by topic for images, maps, videos, and articles Google Earth- www.google.com/earth/education (use Chrome) games, activities, guiding questions, street view images, voyager, etc... of places around the world mapsofworld.com- political, physical, historical, city, and many other maps of continents, countries, cities, etc... mapmaker.nationalgeographic.org- multiple map types, satellite images with layers that can be added and removed National Archives http://www.archives.gov/education educator resources, working with primary sources activities Library of Congress http://www.loc.gov/ Search by topic for Smithsonian Learning Lab https://learninglab.si.edu/ search by topic for digital content and resources Digital History http://www.digitalhistory.uh.edu/index.cfm primary source documents, articles, timelines, links etc... beginning
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3.27-Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement	immigrate	sources, natural resources, and crops were found in each area? Where is the Appalachian trail found?	trail, especially in Tennessee.	with the First Americans
	Week 23-mercantilism, indentured servant, colonist, colony, slavery	Week 23- How did the values and ideals present during the colonial period influence the U.S. and the world today? How are the people that want to come to America today similar and different from those who came three hundred years ago? Do you think that people who came in colonial times found life better or worse than their homelands? Why?	Week 23- I can compare and contrast the multiple reasons that people came to the 13 colonies. I can compare and contrast various accounts of people who settled in the 13 colonies.	
3.28-Identify representative assemblies and town hall meetings as early democratic practices during the colonial period	Week 24-democracy, Colonial America, settlers, legislative assembly, colony, colonists	Week 24- In what ways have citizens contributed to the growth of democracy in America? Why is democracy important in America? What types of decisions did the legislative assembly make in Colonial America? What is the difference between a direct and representative democracy? Who was/was not allowed to vote in Colonial America? Why is having a democratic process important?	Week 24- I can identify the origins of the American democratic process. I can identify the ways that decisions were made in Colonial America and who could participate in the democratic process. I can identify the types of decisions made during representative assemblies and town hall meetings. I can explain why having a democratic decision making process is/was important.	



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Q4-European Exploration and Early North American Settlements				
Standards	Vocabulary	Guiding Questions	Learning Outcomes	Content

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<u>Q4-European Exploration and Early North American Settlements</u> 3.29-Explain the cooperation that existed between colonists and American Indians during the 1600's and 1700's, including: fur trade, military alliances, treaties, and cultural exchanges 3.30-Examine how long hunters (ex. Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains 3.31-Describe life on the Tennessee frontier and reasons why settlers moved west 3.14-Compare natural resources within	Week 25-fur trade, military alliance, treaty, cultural exchange, indentured servant, drought, colonist, wampum belt Week 26-long hunters, settlers, cabin, statehood, creek, hunting, fishing, farming, 13 colonies, barn, game Week 27-Westward Expansion, Conestoga wagon, craftsman, folktales, pioneers, frontier Week 28-	Week 25- How did relationships between American Indians, colonists and settlers influence the U.S. and the world today? How did the colonists view American Indians differently than we do today? Why were the American Indians often treated poorly by the Europeans? Who was Squanto and how was he important? How did the fur trade impact American Indian cultures? Week 26- What are some of the important factors that led to early settlers moving further west to settle down, build homes, and towns? Who was William Bean and what types of things did he do to make it easier for settlers to move to Tennessee? Who was Daniel Boone and why was his life so important to settling early Tennessee? When did Tennessee officially become a state? Week 27- How did the pioneers' westward journeys impact the growth of the United States? How do you think the U.S. would be different if Westward Expansion hadn't occurred?	Week 25- I can compare and contrast multiple accounts of the American Indian and colonists' relationships. I can explain how the fur trade impacted American Indian and European interaction. I can explain how treaties were used between American Indian tribes and colonists. Week 26- I can examine how long hunters (William Bean and Daniel Boone) and the role they played in settling Tennessee. I can examine the difficulties settlers encountered during life in the late 1700's in Tennessee. Week 27- I can describe the life of pioneers during the Westward Expansion era and reasons they moved west. I can compare and contrast Davy Crockett and Chief John Ross with previously discussed pioneers.	<u>Social Studies Weekly:</u> Week 25-Relations Between Colonists and American Indians Week 26-Heading West with William Bean and Daniel Boone Week 27-The Tennessee Frontier Week 28-Natural Resources and Finished Products Week 29-Tennessee Imports and Exports Week 30-The Law of Supply and Demand Week 31-Skateboards and Cotton Candy Week 32-Finding a New Home <u>Social Studies Weekly Online: (log on through clever)</u> <u>www.studiesweekly.com/online</u> <i>*Use this site to find additional bonus source materials, including audio, video images, as well as the weekly supplements, quizzes, tests and activities.</i> <u>Other resources:</u> TN History for Kids- <u>http://www.tnhistoryforkids.org/</u> Search by for images, videos, quizzes and information on TN geography, history, civics and people and order booklets matching state standards by grade level Discovery Education- (through Clever.com)-, images, video, Board Builder, etc... Britannica Launch Packs-
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the three grand divisions of Tennessee, and trace the development of a product from natural resources to a finished product	natural resource, forest, timber, lumberjack, sawmill, beetle, kiln, seal, lumber	Week 28- How does the local environment affect the way people select items to sell or trade? What are some examples of natural resources and what and made products can they be turned into? What types of wildlife are considered invasive species? How are the colors and stars on the Tennessee flag representative of our state?	Week 28- I can explain how natural resources become finished products. I can compare natural resources found in the three Grand Divisions of Tennessee. I can explain how invasive species and other wildlife can damage natural resources. I can explain how the Tennessee flag is a symbol of our state.	(through Clever.com)- search by topic for images, maps, videos, and articles Google Earth- www.google.com/earth/education (use Chrome) games, activities, guiding questions, street view images, voyager, etc... of places around the world mapsoworld.com - political, physical, historical, city, and many other maps of continents, countries, cities, etc... mapmaker.nationalgeographic.org - multiple map types, satellite images with layers that can be added and removed National Archives http://www.archives.gov/education educator resources, working with primary sources activities Library of Congress http://www.loc.gov/ Search by topic for Smithsonian Learning Lab https://learninglab.si.edu/ search by topic for digital content and resources Digital History http://www.digitalhistory.uh.edu/index.cfm primary source documents, articles, timelines, links etc... beginning with the First Americans
3.15- Interpret a chart, graph, or resource map of major imports and exports in Tennessee	Week 29- import, export, flowchart, Shanghai, livestock, convey, education, separate, mock	Week 29- What is the difference between imports and exports? How can dealing with other countries on imports and exports help Tennessee businesses grow and expand? What could we learn from the import and export business in China? How can using charts and graphs make sharing information easier?	Week 29- I can identify imports and exports in Tennessee. I can interpret import and export charts. I can explain how imports and exports from China impact American businesses. I can explain the impact that Tennessee crops have on other areas.	
3.16- Describe how scarcity, supply, and demand affect the prices of products	Week 30- equilibrium, price, scarce, expensive, law, principle capital, crash, demand, trend	Week 30- What is supply and demand and how does it affect our everyday lives? What kinds of things do people need and what do they want? What is inflation and why does it happen? What are examples of capital resources and how are they vulnerable to supply and	Week 30- I can describe supply and demand and the role it plays in the economy. I can describe how scarcity of capital resources can cause a domino effect.	

3.17-Compare and contrast how goods and services are exchanged on local and regional levels	Week 31- producer, consumer, currency, supply, demand	demand? Week 31- What is bartering and how did it lead to the use of money? How did the use of money lead to exchanging goods more on a local vs. regional level? How does the high demand of goods affect the supply and price? Why is it important for individuals to be interdependent on each other and how does this improve a community?	Week 31- I can compare and contrast using money and bartering. I can compare and contrast how goods and services are exchanged on a local and regional level. I can describe interdependence and why it is important.	
3.18-Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication	Week 32- budget, community, wants, needs, cost of living, expense	Week 32- How does a person decide if something is a need or a want? How do a person's needs and wants change over time? What are some ways that people change the environment? How does the environment change people? How has technology changed the way we interact with the environment? Why should you consider cost of living expenses when moving to a new city?	Week 32- I can examine the difference between needs and wants when making a purchase. I can analyze how people interact with their environment to satisfy basic needs and wants. I can compare and contrast the cost of living in various cities in Tennessee.	



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