



#6 By the Sea WWAIPAT (23-24)

Duration: 6 Weeks, 2 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, Science, English

Grades: 3

Planning



Transdisciplinary theme

Where we are in place and time

Transdisciplinary theme focus

- orientation in place and time



Central idea

Geography can affect how people live



Learner profile attributes

Knowledgeable



Key concepts

Causation, Form



Related concepts

Concepts

- **Causation:** employment
- **Form:** geography, location



Lines of inquiry

- The geographic features of regions (geography, form)
- The impact of geography on people in a community (employment, causation)

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- How location is represented and determined (location, form)
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Approaches to learning

Thinking Skills

Thinking Skills

Thinking Skills (General)

Teaching the ATL skills

SEL - Safer Smarter Kids



Learning goals and success criteria

Priority standards:

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

- description of how physical or cultural characteristics (population, diversity, economics, trade, language) have changed over time with two specific details

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

- example of how the geographic feature hinders or support the distribution of people, goods and ideas, cause and effect with reasonable example

the geographic features of regions

- example of how the geographic feature hinders or support the distribution of people, goods and ideas,

The impact of geography on people in a community (GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.)

- explanation of culture and how living there impacts people -population, diversity, economics, trade, language,
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How location is represented and determined (GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.)

- explanation of the geography has changed over time
- Listen to student discussion about geographic features when they were looking at different maps to evaluate precise vocabulary and accurate meaning

- Listen to student discussions during google earth learning engagements as they look at different features and how the water parts connect and evaluate precise vocabulary and accurate meaning



Subject standards

Social Studies

Economics

Exchange and Markets

- ECO 3.3 - Explain why individuals and businesses specialize and trade. *(ECO 3.3)*

Geography

Human Population: Spatial Patterns and Movement

- GEO 3.7 - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas *(GEO 3.7)*
- GEO 3.8 - Explain how human settlements and movements relate to the locations and use of various natural resources *(GEO 3.8)*

Human-Environment Interaction: Places, Regions and Culture

- GEO 3.4 - Explain how culture influences the way people modify and adapt to their environments. *(GEO 3.4)*
- GEO 3.6 - Describe how environmental and cultural characteristics influence population distribution in specific places or regions. *(GEO 3.6)*
- GEO 3.5 - Explain how the cultural and environmental characteristics of places change over time. *(GEO 3.5)*

Geographic Representations and Spacial Views of the World

- GEO 3.3 - Use maps of different scales to describe the locations of cultural and environmental characteristics. *(GEO 3.3)*
- GEO 3.1 - Construct maps and other graphic representations of both familiar and unfamiliar places. *(GEO 3.1)*

English

Reading: Informational Text

Craft and Structure

- CCSS.ELA-LITERACY.RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. *(CCSS.ELA-LITERACY.RI.3.4)*

Writing

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.3.7 - Conduct short research projects that build knowledge about a topic. *(CCSS.ELA-LITERACY.W.3.7)*
- CCSS.ELA-LITERACY.W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. *(CCSS.ELA-LITERACY.W.3.8)*

Science

Earth and Human Activity

Engaging in Argument from Evidence

- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.



Connections: Transdisciplinary and past

Library- Literature that will be introduced- Homes on the Move By- Jake Barber, Living in Cities By-Neil Morris, Life in a Fishing Community By- Helene Boudreau, City Homes By- Nicola Barber, Mountain Homes By- Nicola Barber, Island Homes By- Nicola Barber, Village Homes By- Nicola Barber,Who's Who in a School Community By- Jake Miller Who's Who in a NeighborhoodBy- Jake Miller,Who's Who in a Rural CommunityBy- Jake Miller,Who's Who in a Suburban CommunityBy- Jake Miller. Students will create posters in small groups aftermaking a selectionbetween a rural or suburban community. Each poster will have specific information that needs to be addressed and each team will create a picture in order to show their understanding of that community and its characteristics.

Implementing



Learning experience library



Days 9-10: Trade impacts what we have available in a community

Amy Rios

Topic: Trade impacts what we have available in a community

1. When you trade something, what does it mean?
2. Look at objects in the classroom (for example, our computers are from China; Composition Books from Egypt; tape is made in USA; clothing) and explore where they're from.
2. Locate countries onmap.
3. What's for lunch (or breakfast or dinner?)Look for the place of origin of a food item. What is the food? Where did it come from?
4. Locate countries objects came from onmap
5. Explore trade maps (linked below)
- 6.The World of Trade is an IRA book (for connection purposes)
7. Explore trade routes:<https://www.youtube.com/watch?v=5NvjOpaCHI0>



Field Trip at Ocean Beach to observe different bodies of water

Amy Rios

Review of Day 4/5 lesson on walking field trip;

Explore on Google Earth

Topic:names anddescriptionof water features

Teaching point:Inquirers use observation and thinking skills to determine common characteristics and patterns.

Encourage studentstodiscussthe differentwater features they have been learning about in class

-have them share the name and the water features

-(how do you describe it? What characteristics?) Students break into small groups and look at different water features and use their observation and thinking skills to figure out what is in common

-what makes a ___a___. Tell them to look at both the land and the water since without the land the water would just go everywhere.

Have students closely observe and discuss what is the form of that type of water. Ocean Beach to seedifferent bodies of water. vocabulary: bay, harbor, atoll, island,etc)



Day 8: Water Features

Amy Rios

Topic: Name and describe water features

1. Review 7 continents (You can visit the map outside the music room)
2. Brainstorm bodies of water
3. Google Earth: start with the school and zoom out to show Thames River and then keep zooming out to see it empty into the ocean, etc.
4. Visit reading rooms to look out the window at Thames: notice ships, etc
(*See-Think-Wonder*)

Optional field trip to Ocean Beach to see different bodies of water



Create/Share - Pebble Go Population Concentrations

Amy Rios

Activity sheets to create a book.



Epic Book List - Geography

Amy Rios



Days 2-7: Why people live near the water and how it affects their life

Amy Rios

Topic 1: Why people live near the water and how it affects their life

Teaching point: Inquirers use their background knowledge and thinking skills to learn more about a topic.

Brainstorm - Do "Living Near the Ocean" as a whole group. Discuss:

Why do so many people live near the sea?

How does living near the sea impact how people live?

What are things that people can do or happen in only in places that are near the sea or water?

What do people do for work that are specific to that area?

What is the weather like?

Think about what you know about other parts of the world.

On subsequent days, explore other regions (mountains, deserts, plains, islands, polar regions, rainforests; cities, suburbs, small town/rural areas). Don't forget the videos on Pebble Go, too!

Use activities (*Share What You Know* worksheets) as formative assessments along the way. There is one for each region.

Teacher notes

Go into Pebble Go, then Social Studies, then People and the Environment. Explore "Living Near the Ocean" together and then let explore the other places on their own.



Provocation 1: Megacity Map

Amy Rios

Topic 1: why people live near the water

Teaching point: Inquirers observe, make inferences, and generate questions about a topic.

Megacity map inquiry:

Use the list of megacities and Google Earth to explore:

-Hopefully some kids notice that most are near the ocean

Share-to create class *See-Think-Wonder* chart (*What do you see? What do you think? What do you wonder?*)

See think wonderstructure: 2-3 minutes per megacity
-hopefully notice that most are by the ocean
-some questions about why do so many people live near the ocean-
At the end of this lesson students should be able to understand that:
- many megacities are located on or near the ocean
- many of the world's people live near the ocean



Days 11-12: New London by the sea

Amy Rios

Topic: New London past and present

Photo splash-see think wonder: look at photos of the New London area. *See-Think-Wonder*

What kind of businesses do you notice? (Millstone, EB, Pfizer, Sub-base)

What kind of work do the people do?

Are there any businesses or work related to the sea?

Are the work/business opportunities today similar too or different from those in the past?

Video: New London History Photos https://www.youtube.com/watch?v=u_fVzBxhCEU

Whale Row walking field trip

New London past & present timeline creation: Use the thumbnail photos and a large piece of paper to create a timeline showing different images of New London history-could be small group work

What jobs in the past and present have people in New London had?

Which jobs are related to the sea?

How did/does the sea affect New London and the people who live(d) here?

How has New London changed over time?

Reflection: How do businesses from the past connect to businesses still in our community?



Resources

-  [G3 WWAIPAT Puentes Book Collection on Epic](#)
-  [WWAiPAT - By the Sea Book Collection on Epic](#)
-  ["LEGO Masters" Season 1 "Mega City Block": World-Building.\[Preview\]](#)
-  [PebbleGo](#)
-  [World Map of fruits and vegetables](#)
-  [Origin of crops | CIAT Blog](#)
-  [PebbleGo](#)
-  [Animation: World's Largest Megacities by 2100](#)
-  [Urbanisation and the rise of the megacity | The Economist](#)
-  [TaskForce MegaCities](#)
-  [Megacity](#)