



Marietta City Schools

District Unit Planner

Grade 3 Social Studies

Theme	Unit 5: Exploration	Unit duration (Days)	15 - 30 Days
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GA DoE Standards

SS3H2 Describe European exploration in North America.

- Describe the reasons for and obstacles to the exploration of North America.
- Describe the accomplishments of John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- Describe examples of cooperation and conflict between European explorers and American Indians.

SS3G3 Describe how physical systems affect human systems.

- Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Information Processing Skills:

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Themes and Enduring Understandings:

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that where people live matters

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Human Environmental Interaction: The students will understand their actions influence the environment

Essential Questions

Factual—

How did explorers cooperate and clash with American Indians?

What beliefs on the part of European leaders helped spur exploration?

Who were the main explorers who came to the Americas?

Where did the explorers come from?

What leads explorers to explore the unknown?

In what ways did explorers adapt or fail to adapt to the environments they encountered?

Inferential—

How were explorers alike and different?

How were explorers the same and different from the American Indians they met?

How did the geography of Europe contribute to exploration?

How did the geography of North America help or hinder exploration efforts?

How did scarcity shape exploration?
How did the ideas and feelings of explorers help to shape their decisions to explore America?

Critical Thinking-

How can a person make history?
How can we discover the complex story of the explorers?
Whose story is history?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
explore hinder complex encountered clash obstacle cooperation adapt	scarcity exploration North America American Indians or Native Americans Europe European Explorers and locations: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

Assessments

Summative Assessment(s):

Exploration Assessment

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

* Teachers can access the Test Blueprint and Key via the grade-level Schoology Group.

Theme Based Writing Task and Rubric:

[Contact!](#) Demonstrate understanding of the impact of the European explorers on the lives of American Indians by creating a before and after T-Chart

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[Race to the West](#) After students complete research activities, they will demonstrate knowledge through participation in the Race to the New World Game. Students will write a newspaper article to highlight the achievements of the explorers. This can also be done through the eyes and thoughts of American Indians native to the lands these explorers conquered.

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Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Click [here](#) for GADOE Content Video (For Teachers only)

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[15-Day Plan: European Exploration of the Americas](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<p>SS3H2 Describe European exploration in North America.a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>	<p>Making History This layered inquiry approach (using visuals, primary sources, informational texts, and literary text) related to Christopher Columbus- Students will then use the model to present information about another explorer.</p>	<p>Use analysis sheets to guide inquiry; provide sentence starters, model the task with a familiar photo</p>
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<p>Recommended High Quality Complex Texts</p>		
<p><i>Encounter</i> by Jane Yolen <i>John Cabot</i> by Kristin Petrie</p> <p>Discovery Education Videos</p> <p>Early Explorers: The Age of Exploration and Discovery DE Video</p> <p>Early Settlers The Era of Colonization DE Video segments related to explorers</p>		