

Grade 3 Term 1: CIVICS/GEO

Essential Question: How do culture and environment connect?

Purpose: The purpose of this unit is for students to think critically about maps and connect maps with different cultures' decisions to settle in specific areas.

Day	Activities	Resources
<p>Day 1 and Day 2</p>	<p>Introduce vocabulary: landform, area, region, landmark Read and discuss MyWorld Chapter 1 - lesson 1: Land and Water (pages 4-8) focusing on the 5 regions of the United States and the idea that states are grouped into regions based on their location and the landforms they share. Engage in small group activity: Research of the Regions Assign all students to one of the 5 US regions. Students will work with their region partners to research their assigned region and answer the following questions:</p> <ul style="list-style-type: none"> ● Which states are in my region? ● What is the climate of the region? ● What landforms are found in my region? ● What landmarks are found in my region? 	<p>MyWorld Chapter 1 - lesson 1: Land and Water</p> <p>Research of the Regions resources</p> <ul style="list-style-type: none"> ● Vocabulary ● Regions maps ● The Northeast ● The Southeast ● The Midwest ● The Southwest ● The West
<p>Day 3: Cherokee</p> <p>Day 4: Iroquois</p> <p>Day 5: Pequot</p>	<p>Introduce vocabulary: customs, confederacy, reservation, government Read and discuss MyWorld Chapter 3 - lesson 1: America's First People (pages 88-92) focusing on how the Native Americans used the natural resources in their region to meet the needs of their tribe. Each day, use the slide show, related articles and map activity to complete the America's First Peoples organizer. Upon completion of organizer, have students compare and contrast the three tribes using academic vocabulary. Example: The Cherokee and the Iroquois settled in different regions, however they both used trees to build their homes. Comparing and contrasting Native American homes</p>	<p>America's First Peoples slide show</p> <p>Cherokee Map Activity Cherokee People GO</p> <p>Iroquois Fact Sheet Iroquois Map Activity</p> <p>Pequot Info Page Five Tribes of CT</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Competencies Scored</p>	<p>Teachers should develop success criteria for the week. An example of some success criteria:</p> <ul style="list-style-type: none"> ● I can use a variety of geographic representations when making connections between a place, its features, and its influence on settlement ● I can make connections and draw conclusions about culture and environment ● I can make connections and draw conclusions about population and movement 	

Competencies Scored

Teachers should develop success criteria for the week. An example of some success criteria:

- I can explain how and why rules and laws are created
- I can identify and explain how civic virtues and democratic principles influence people, both past and present
- I can draw conclusions about how policies shape and influence a society, and how a society can influence policy
- I can describe how people have tried to improve their communities over time