

Grade 3 Social Studies Curriculum

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **Academic Year**
Status: **Published**

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Statement Of Purpose

The enclosed social studies curriculum is intended for third-grade students. Students will begin the curriculum by applying prior knowledge of maps to identify the five major regions of the United States. Through this study, the students will learn the states and landforms found in each, as well as the natural resources and climate. Students will also learn that Native Americans were the first people to inhabit the continent of North America. Using information learned about landforms, natural resources, and climate, the students will have a better understanding of why the Native Americans chose their new homeland. Next, students will explore how The Age of Exploration opened up a new world to Europe. The students will learn the reasons why these expeditions took place. They will focus on four main explorers, identifying their countries of origin and their ending location. The students will apply the reasons for travel to each man, building a catalog of facts in the form of maps, notes, and artwork. Students will also incorporate prior knowledge of Native Americans and will make a connection between the first inhabitants of the United States and those who followed. Students will understand the hardships and successes the first settlers faced in North America. They will learn to order the events through use of a timeline. The known names of the colony will be studied, noting their major accomplishments and how they helped the colony. The relationship with the Native Americans of the region will also be studied, with an emphasis on how this group helped and hurt the colony. The history of slavery will be introduced and discussed from the colonists' point of view. Finally, the effect of the success at Jamestown will be identified with the mapping of the original 13 colonies. Students will work to learn about citizens and how to become a citizen. Students will also learn about the challenges faced while trying to become a citizen. Students will learn about climate change and how climate change affects the citizens of the United States.

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Unit 1 - Regions of the U.S.

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

In this unit, students will apply prior knowledge of maps to identify the five major regions of the United States. Through this study, the students will learn the states and landforms found in each, as well as the natural resources and climate. Once these concepts are introduced, their connection to our country's economy will be explained. Students will incorporate research skills into their study of the five regions. Through this research, they will identify the many cultures that comprise our country, journeying back to the continents from where these cultures came. The students will once again turn to prior knowledge of the continents and globes, expanding this knowledge through the use of lines of latitude and longitude for locating purposes.

Enduring Understandings

- The five regions of the United States consist of a variety of landforms, resources, and cultures.
- The grid-like nature of latitude and longitude allow for easy location of specific places on Earth.
- Climate is often the determining factor in regional economic success.
- The United States is a land of many cultures that strive to come together as one nation while maintaining their own heritage and individuality.

Essential Questions

- What tools are helpful to use when locating places on a map or globe?
- Why are the regions named as they are?
- How are the climates in the different regions the same? How are they different?
- What can we learn from other cultures?
- What are the important elements of a map?
- Why are there so many different types of maps?
- What challenges does the Midwest face?
- What is life like in the Northeast?
- How has the Southeast changed over time?

- What is unique about the Southwest's landforms?
- What factors changed landscape?
- Who lives in the West?

Summative Assessment and/or Summative Criteria

- Map Worksheet quizzes - worksheet generator linked in unit plan
- Kahoots - linked in websites
- Region Research Project
- Divide class into 5 groups and assign each group a region of the US. Students will research the following aspects of their assigned region:
 1. history
 2. people
 3. climate
 4. natural resources

Each group will present their research project to the class.

- Writing - Essay

Students will write an essay comparing and contrasting two regions in the United States. They will gather facts on a Venn diagram and will then create paragraphs based on the information.

Resources

Resources

Vocabulary:

- map key
- legend
- key

- orient
- scale
- compass rose
- cardinal directions
- ordinal directions
- latitude
- longitude
- Equator
- Prime Meridian
- parallel
- hemisphere
- coordinates
- region
- climate
- natural resources
- landform
- culture

Books:

- Map Skills by Matthew Frank
- The Northeast by Stephanie Cohen
- The Southeast by Ann Rossi
- The Midwest States by Julia Schaffer
- The Southwest by Sarah Glasscock
- The Pacific Northwest by Laura Shallop

Websites:

- [True Flix \(Information Literacy - Reading Maps\)](#)
- [True Flix US Regions](#)
- [Map Videos](#)
- [Ducksters US Geography](#)
- [5 Regions of the United States](#)
- [ABC YA Latitude and Longitude Practice](#)
- [Maps and Coordinates Kahoot](#)

[Maps Kahoot](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 1 Reading Maps - Parts of a map and lines of latitude and longitude 5 Days	*SWBAT identify maps titles, symbols, and orientation. *SWBAT label a compass rose with cardinal and ordinal directions. *SWB introduced to the concept of longitude and latitude. *SWBAT locate places on Earth using longitude and latitude. *SWBAT explain the scale used on a map.	Scholastic Trueflix - Reading Maps *Watch the video to introduce Reading Maps *Discuss Chapter 1 - Making Sense of Maps to notice map titles, symbols, and orientation *Chapter 2- Finding Directions- Create a compass rose and practice labeling directions *Chapter 3- Longitude and Latitude - Understand a map is divided into hemispheres and coordinates refer	Discovery Education - Reading Maps Teachers Guide - Assessment Longitude and Latitude worksheet generator - Kahoots (linked above in website section)

to lines of latitude and longitude.

*Chapter 4 -
Reading the
Legend-
Understand the
legends, color,
scale, and
landmarks
included on maps

*Chapter 5 -
Online Maps -
Understand online
maps and how
they change

*Additional
Information on
maps - [Scholastic
Trueflix - Types of
Maps](#)

* Classroom
activity:
Working in small
groups, ask groups
to locate the Table
of Contents on
pages 4 and 5 of
the eBook. Assign
one chapter to
each group. Have
every student in
each group write
their own question
and its answer on
any subject from
their group's
assigned chapter.
Questions should
be thoughtful, and
answers both
accurate and
complete.

When finished,
have volunteers
read their
questions and quiz
the class. Invite
students to discuss
the questions and
answers. Link to
activity download
below.

		Reading Maps - Lesson Plan	
Lesson 2 Geographic Regions of the United States - 20 days	*SWBAT identify the five geographic regions of the United States. *SWBAT list States found in each region. *SWBAT identify landforms as found in each region of the U.S. *SWBAT locate the natural resources found in each region. *SWBAT distinguish the purpose of each region. *SWBAT describe the climate in each region and how it differs throughout. *SWBAT compare/contrast each region.	Name the five regions of the United States and divide them on a U.S. map. Scholastic Trueflix - The Northeast - Identify the states in the region, the history, the people, climate, natural resources of the Northeast region of the U.S. Scholastic Trueflix - The Southeast - Identify the states in the region, the history, the people, climate, natural resources of the Southeast region of the U.S. Scholastic Trueflix - The MidWest - Identify the states in the region, the history, the people, climate, natural resources of the MidWest region of the U.S. Scholastic Trueflix - The SouthWest - Identify the states in the region, the history, the people, climate, natural resources of the SouthWest region of the U.S. Scholastic Trueflix - The West - Identify the states in the region, the history, the people, climate,	Labeled regions of the US Regions of the United States worksheet Regions of the USA fill in map Regions of the US Map Southeast Region Map Southwest Region Map West Region Map Midwest Region Map Northeast Region Superstar Worksheets Summative assessment: Region Research Project Divide class into 5 groups and assign each group a region of the US. Students will research the following aspects of their assigned region: 1. history 2. people 3. climate 4. natural resources Each group will present their research project to the class.

		natural resources of the West region of the U.S.	
		Compare and contrast the 5 different regions.	

ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions.

Special Education- Provide vocabulary cards with visual representations, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills.

Gifted Students- Create a travel log of a trip taken to one of the five regions. List states and cities visited,

along with interesting landforms and sites. This log will include features of informational text.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D.3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 2 - Native Americans and Our First Communities

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

Native Americans were the first people to inhabit the continent of North America. They chose areas to put down roots based on the resources they could use. They were very much the same, being storytellers and respecting nature and the animals that inhabited the land they occupied. These groups were also very different because of the individual culture each nation created. In this unit, students will learn about the different Native Americans and the cultural regions they inhabited. They will apply their knowledge of the continents and regions to their study of the path of migration and settlement of the first communities. Using information learned about landforms, natural resources, and climate, the students will have a better understanding of why the Native Americans chose their new homeland. Research will once again advance the students' knowledge, through the study of specific Native American groups.

Enduring Understandings

- Early inhabitants of the Americas were nomads who traveled from Asia following their food source.
- The Native Americans created communities around the natural resources they found.
- Native Americans were hunters, gatherers, farmers, and fisherman based on where they settled.
- Native American cultures were varied.
- While the groups were different, each shared a respect for nature.

Essential Questions

- Why did the early Americans leave Asia and travel to North America?
- How are the regions of the United States grouped for the Native Americans?
- What is the reason the different groups of Native Americans chose the areas in which they settled?
- How are the different Native American groups alike? How are they different?
- How did the Native Americans use legends to explain their history?
- How has Apache culture changed?
- How did the horse change the Comanche way of life?
- What's it like to live in the frozen Arctic?

- What is the Iroquois League?
- What made Pueblo life unique?
- What is a vision quest?

Summative Assessment and/or Summative Criteria

- Scholastic TrueFlix - Show what you know quizzes
- Scholastic Trueflix - Word Match
- Scholastic Trueflix - Project Ideas

(all are linked in unit plan)

[Project - Apache Culture Then and Now](#)

[Project - Comanche warriors](#)

[Project - Inuit Survival Kit](#)

[Project - Iroquois Society](#)

[Project - Pueblo Life](#)

[Project - Sioux Sacred Places and Historic Events](#)

Resources

Vocabulary

- history
- land bridge
- migration
- nomad

- Native Americans
- community
- the Apache
- bison
- teepees
- wickiups
- the Comanche
- mobile
- tradition
- moccasins
- breechcloth
- the Inuit
- tundra
- harpoon
- anorak
- kammok
- the Iroquois
- wampum
- longhouse
- clan
- the Pueblo
- drought
- mesa
- adobe
- the Sioux

Books:

- Native Americans by Jeri Cipriano
- Native Americans of the Southwest by Ann Rossi
- The Legend of the Indian Paintbrush by Tomie DePaola
- The Rough-faced Girl by Rafe Martin
- Raven by Gerald McDermott
- The Girl Who Loved Wild Horses by Paul Goble
- Buffalo Woman by Paul Goble

Websites:

- [Apache Tribe Then and Now](#)
- [Apache culture](#)
- [Ducksters Apache](#)
- [Comanche museum and virtual tour](#)
- [The Comanche and the Horse](#)
- [The Inuit: Find Out!](#)
- [Inuit Games](#)
- [Duckster's Inuit](#)
- [Iroquois clothing styles](#)
- [Ducksters Iroquois](#)
- [New York State Museum](#)
- [Ducksters Pueblo Tribe](#)
- [Mesa Verde National Park](#)
- [Standing Rock Sioux Tribe](#)
- [Ducksters Sioux](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 1 Early Migration 2 days	SWBAT identify the migratory path of original Native Americans from Asia to North and South America. SWBAT understand that these nomadic people were the ancestors of Native Americans.	As a quick beginning, complete a KWL chart together about Native Americans. Have students express what they know and want to learn in this unit. Record answers on a class KWL chart. Students can place their copies in their notebooks. Introduce the vocabulary term <i>Native American</i>. Explain that the Native Americans were one of the first inhabitants of North and South America. Discuss the meaning of the word history, relating it to the early Americans. Watch the video, The First Americans, to introduce the migration of Native Americans from Asia to North America. Point out Asia, the Bering Strait (noting that there was once snow and ice here, hence the name Bering Land Bridge), and Alaska. Explain that these people “migrated” to new land. Review Slides on Native Americans. View Video: Land Bridge Social Studies	Native American KWL Chart Slides: Different Tribes, Different Times Bering Land Bridge Land Bridge Comprehension Reading A Z pack: How were early Native American cultures connected to the land on which they lived?

		Standards & Resources	
Lesson 2 Native Americans in the Five Regions of the United States 2 days	SWBAT hypothesize as to why different groups created communities where they did. SWBAT match Native American groups to their regions.	Have students offer opinions as to why some Native Americans decided to stop wandering while others kept moving. Introduce the word <i>community</i> and explain that the Native Americans created the first communities and were, therefore, the first citizens. Begin discussion of the different Native American regions in the United States. Relate these cultural regions to the five regions learned in Unit 1. Watch video Native American History for Kids	Ducksters- Native American Tribes and Regions Ducksters Quiz
Lesson 3 Native American Culture 20 days	SWBAT describe the culture, homes, and activities of Native Americans in each region. SWBAT compare and contrast different Native American groups.	Review the meaning of the word <i>culture</i>. Have the students name what comprises culture. Explain that these regions were considered cultural groups. Scholastic TrueFlix - The Apache Watch Video to introduce the Apache. Discuss the history of the Apache, how they lived, where they lived, and their culture. Discuss how the Apaches live today. Scholastic TrueFlix - The Comanche Watch Video to introduce the Comanche. Discuss the history of the Comanche, how	Native American crossword puzzle Native American word search Apache Assessment Apache word match Comanche Assessment Comanche word match Inuit Assessment Inuit word match Iroquois Assessment Iroquois word match Pueblo Assessment Pueblo word match Sioux Assessment Sioux word match

they lived, where they lived, and their culture. Discuss how the Comanche live today.

[Scholastic TrueFlix -](#)

[The Inuit](#) Watch Video to introduce the Inuit. Discuss the history of the Inuit, how they lived, where they lived, and their culture. Discuss how the Inuit live today.

[Scholastic TrueFlix -](#)

[The Iroquois](#) Watch Video to introduce the Iroquois. Discuss the history of the Iroquois, how they lived, where they lived, and their culture. Discuss how the Iroquois live today.

[Scholastic TrueFlix -](#)

[The Pueblo](#) Watch Video to introduce the Pueblo. Discuss the history of the Pueblo, how they lived, where they lived, and their culture. Discuss how the Pueblo live today.

[Scholastic TrueFlix -](#)

[The Sioux](#) Watch Video to introduce the Sioux. Discuss the history of the Sioux, how they lived, where they lived, and their culture. Discuss how the Sioux live today.

Have the students discuss how the Native Americans used their natural resources for

ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Suggested Modifications for Special Education, ELL and Gifted Students

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Special Education- Provide vocabulary cards with visual representations, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills.

Gifted Students- Students will research a specific Native American group and create a diorama to represent the information learned.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3 - European Explorers

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **5 weeks**
Status: **Published**

Summary of the Unit

The Age of Exploration opened up a new world to Europe. Fearless men dared to travel into the unknown waters for riches, land, faith, and a new passage way to the Far East. In this unit, the students will learn the reasons why these expeditions took place. They will focus on four main explorers, identifying their countries of origin and their ending location. The students will apply the reasons for travel to each man, building a catalog of facts in the form of maps, notes, and artwork. Once the background for each explorer has been set, the students will travel with them to North American and will identify successes and failures in the New World. Students will also incorporate prior knowledge of Native Americans and will make a connection between the first inhabitants of the United States and those who followed.

Enduring Understandings

- European explorers depended on sponsors for their expeditions.
- Exploration changed the world for the people of Europe.
- The Age of Exploration affected the Europeans and Native Americans in good and bad ways.
- The Age of Exploration was an important part of our country's history.
- Present day historians have expressed that the early settlement of North American can be seen from many different points of view.

Essential Questions

- What is the motivation people have to explore?
- Why are explorers important in history?
- How did technology help in the cause of exploration?
- What problems did the explorers encounter in the new world?
- How did the explorers change the lives of the Native Americans?

Summative Assessment and/or Summative Criteria

- Explorer Quiz - [Online Quiz](#)
- Explorer Map Project - [Recreate the Explorers' Routes](#)
- Culmination Project (explained in detail in lesson 8 of unit plan)

Resources

Vocabulary:

- Age Of Exploration
- explore
- explorer
- territory
- settlers
- sponsor
- voyage
- route
- navigation
- compass
- Northwest Passage
- barter
- settlement
- grid map

Books:

- Encounter by Jane Yolen
- The Discovery of the Americas by Betsy and Giulio Maestro
- Explorers Who Got Lost by Diane Sansvere-Dreher

- History News: Explorers News by Michael Johnstone
- Explorers of North America by Christine Taylor-Butler
- Explorers of the New World: Discover the Golden Age of Exploration by Carla Mooney
- You Wouldn't Want to Sail with Christopher Columbus: Uncharted Waters You'd Rather Not Cross by Fiona MacDonald
- A New Coat for Anna by Harriet Ziefert

Websites:

- [Exploration of America](#)
- [Ducksters Explorers](#)
- [New World Explorers](#)
- [Early Explorers for Kids](#)
- [Explorers and Explorations](#)
- [Explorers video](#)
- [BrainPop Christopher Columbus](#)
- [European Explorers](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 1 The Beginning of Exploration 1 day	SWBAT locate the seven continents and 5 oceans. SWBAT name the countries found in Europe that produced the most well-known explorers.	Review the continents and oceans. Students can practice locating and labeling the continents and oceans in the slides and on a worksheet. Review that many of our ancestors came from certain countries. Explain that we will be focusing on the	Early Explorers and Map Skills Slides Continents and Oceans Labeling map

		continents of Europe and North America.	
Lesson 2 Who and Why of Exploration 3 Days	SWBAT name countries found in Europe that produced the most well-known explorers. SWBAT discuss the reasons why exploration took place.	Begin discussion about European exploration to the Americas. Introduce the vocabulary word <i>explore</i> and begin the anchor chart. Next, introduce the word <i>explorer</i>. Use the slides 1 and 2 as an introduction to exploration. Refer back to the continents North America and Europe. Students can browse "Ducksters Explorers" to identify a number of explorers who set out on different expeditions. Students can see which European countries explorers sailed under. Students can share with the class what they learned from "Ducksters Explorers". Ask the question, "Why would someone want to leave their safe home to explore the unknown?" Students will turn and talk with partners. Refer back to the Four Explorers slides. Begin the discussion of the explorers' motives. Explain that they left for many reasons. 1. Adventure. 2. To look for riches. 3. To make new discoveries. 4. To spread their religion. Ask students which they think was the most important to the explorers and why. Since it was expensive to go on these expeditions, the men had to find someone to pay their way.	Four Explorers Slides Ducksters Explorers

		Introduce the word <i>sponsor</i> and add it to the anchor chart. Explain that sponsors were rich and powerful, usually the king of queen of a country.	
Lesson 3 Four Famous Explorers 5 days	SWBAT identify four famous explorers from Europe.	Continue discussion of exploration by introducing four famous European explorers. Use slides for information. Students will gather information on graphic organizers to be place in their notebooks. Students can also view videos on each of the 4 explorers. Students can complete the online quiz on the 4 explorers. Also, students can research additional explorers and complete graphic organizers about those explorers.	Four Explorers Slides Cartier video Columbus video Newport video Ponce de Leon video Pocket Facts Organizer Online Quiz Additional Explorers slides and information Digital Flipbook and graphic organizer Graphic Organizer printable
Lesson 4 Tracing an Explorer's Route 3 days	SWBAT apply knowledge of maps. SWBAT understand how grid maps are used to find locations. SWBAT demonstrate understanding of the path to European exploration of North America.	Introduce the term <i>grid map</i>. Watch the grid map video. Looking at the Explorer Map, trace the routes each explorer traveled. Use information from graphic organizers to match starting and ending points for each explorer. Have students complete the bottom section for practice with using a grid map. Have students create a map that shows the path the European explorers studied.	Grid map video ABCya grid map game Explorers Map Project: Recreate the Explorers' Routes
Lesson 5 Navigation and Technology 4 days	SWBAT identify technology used by the early explorers. SWBAT use prior knowledge of cardinal and intermediate directions to create a compass.	Review vocabulary word <i>technology</i> (anything someone makes out of available resources in order to make a chore easier to perform). One example of technology we use today is the computer. Have students offer more	Where on Earth Are You? Compass Activity

		examples of technology. Explain that the early explorers used special technology to help them reach their destination. Some of these tools were the special ships they sailed in, and the tools they used for navigation. Some examples are the astrolabe, crosstaff, quadrant, and the compass. Ask the students if they recognize any of these tools. Work together and read and discuss "Where on Earth are You?", an informational piece about the compass rose and map. Work together to answer the questions, looking back in the passage to prove all answers. The students will then work independently to create a compass as a review of cardinal and intermediate directions.	
Lesson 6 Using Natural Resources to Survive 3 days	SWBAT explain how geography helped and hurt the early explorers.	Have the students review the geography of the northeastern and southeastern regions of the United States (mountains coastal plains, rivers, forests). Discuss how the early explorers used these features. Divide the class into two groups according to whether they felt these features helped or hurt the explorers. The students must be prepared to defend their choice using information learned previously. (example - fertile soil for planting, rivers full of fish, forests full of animals and wood, mountains hindered travel west.)	A New Coat for Anna video Bartering Game Brainpop Columbian Exchange

		Refer back to “Why Explore?”, reviewing the four reasons for exploration. Focus on finding riches. Explain that a major reason why European explorers set out for a new world was a desire for riches. Ask what riches the explorers hoped to find (gold). It was trade that proved to be their way to riches. Review the word <i>trade</i>. Explain that many explorers hoped to find an easy way to Asia where silk and spices were traded. What explorers found were Native Americans who had much to offer in the form of crops like corn, sugar, and tobacco. Northern settlers also thrived on fur trade. Introduce the word <i>barter</i>, explain that barter is a synonym for trade. Watch BrainPop video on the Columbian Exchange. To practice and reinforce trade, play the Bartering Game in small groups.	
Lesson 7 Problems between the European Explorers and Native Americans 2 days	SWBAT list the problems between the Native Americans and the European Explorers	Review who was in North Americans before the European explorers arrived. Pose the following scenario: You are in your bedroom and your sibling comes in and starts touching your stuff and taking your things. Then they announce that they are claiming your room as their own. You can stay, but you have to follow their rules, and you will not have as much space as before. Ask students to think about how they would feel. Have students use a thumbs up or thumbs down to express their	

		feelings. Allow students to share reasons why. Explain this is what happened to the Native Americans who were living in the areas when the explorers arrived. Review what the students know about the explorers and what happened with the Native Americans when they arrived. Decide if there were more positive or negative interactions. The explorers brought their cultures to the New World. They were different because of the food they ate, the clothes they wore, the language they spoke, the religions they practiced, and the weapons they used. They had different cultures.	
Lesson 8 Wrap up 5 days	SWBAT evaluate and apply knowledge learned in this unit to create a slide presentation summarizing information about a specific explorer.	Explorer Culmination Project: Students will collaborate to complete a six slide Google slide presentation on an explorer of their choice. Slide 1: Title slide • explorer name • student names • picture of explorer Slide 2: Introduce your explorer • Where and when the explorer was born? • What exploration is he famous for? • picture of flag of country where he was born Slide 3: Where did your	Explorer Jeopardy

		explorer go? • Where and when did your explorer go on his first voyage? • What interesting things happened to your explorer on his voyage? • What was it like on the ship? Slide 4: Map of Exploration • Create a map that shows the routes your explorer took • Include starting point, destination point, continents and oceans, compass rose, and key Slide 5: Other interesting facts • Include any other interesting facts about your explorer that did not fit on the other slides Slide 6: Conclusion/What did you learn? • How did your explorer affect life today?	
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ELA.L.VL.3.2

Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

ELA.RI.CR.3.1

Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

ELA.SL.PE.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas

	and expressing their own clearly.
ELA.SL.PI.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions.

Special Education- Provide vocabulary cards with visual representations, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills.

Gifted Students- Write an entry in the Captain's Log. Students will draw from prior knowledge of physical features, latitude, longitude, continents, and climate to write their historical fiction. [Captain's Log](#)

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4 - Early Colonization

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **6 weeks**
Status: **Published**

Summary of the Unit

Explorers from Europe opened the door to North America. England chose to further explore the New World with the hope of expanding her shores. What began with an attempt to settle in the Roanoke area became a success with Jamestown. Once this colony was solidified, England began to expand her hold on North America. In this unit, students will understand the hardships and successes the first settlers faced in North America. They will learn to order the events through use of a timeline. The known names of the colony will be studied, noting their major accomplishments and how they helped the colony. The relationship with the Native Americans of the region will also be studied, with an emphasis on how this group helped and hurt the colony. The history of slavery will be introduced and discussed from the colonists' point of view. Finally, the effect of the success at Jamestown will be identified with the mapping of the original 13 colonies.

Enduring Understandings

- It was difficult to settle Jamestown for many reasons.
- Captain John Smith was a major leader in Jamestown.
- The Native Americans of the region and the Jamestown colonists weathered positive and negative turns to their relationships.
- The introduction of tobacco to the colonists proved to be a turning point for the colony, bringing in great profit.
- Jamestown became dependent on the slaves brought in to work with the tobacco.

Essential Questions

- Why did the English begin to create colonies in the New World?
- How did they choose the location of Jamestown?
- What hardships did the Jamestown colonists endure?
- What relationship did the Jamestown colonists and Powhatan Indians share?
- How did the arrival of slaves change the colony, present and future?

Summative Assessment and/or Summative Criteria

- Quiz - [Roanoke Quiz](#)
- Quiz - [Jamestown Quiz](#)
- Writing Project - [Letter from Jamestown](#)
- Writing Project - [Would You Want to be an American Colonist?](#)

Unit 4 Assessment - [Unit 4](#)

Resources

Vocabulary:

- Century
- Timeline
- Period
- Roanoke
- Virginia Company
- Charter
- Bay
- Coastal plain
- Colony
- Colonist
- Slavery

Books:

- Roanoke: The Lost Colony - An Unsolved Mystery from History by Heidi E. Y. Stemple
- The Jamestown Community by Deanne Kells
- Discover Jamestown by Barbara Brannon

- 1607: A New Look at Jamestown by Karen Lange
- Surviving Jamestown by Gail Langer Karwoski
- Jamestown Journey (Chester the Crab's Comix with Content) by Bentley Boyd
- Captain Christopher Newport by A. Bryant Nichols, Jr.
- Christopher Newport: Jamestown Explorer by Sharon Solomon

Websites:

- [Colonial America Timeline](#)
- [Daily Life on the Farm](#)
- [Housing and Homes](#)
- [Food and Cooking](#)
- [Jobs, Trades & Occupations](#)
- [Women's Roles](#)
- [Pocahontas](#)
- [John Smith](#)
- [Thirteen Colonies](#)
- [The Mayflower](#)
- [American Colonies PowerPoint](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Lesson 1: England begins to colonize the New World 3 days	SWBAT demonstrate an understanding of the exploration of the New World. SWBAT infer what happened to the Roanoke settlers.	Introduce the unit by reviewing the reasons explorers from Spain, France, and England wished to explore North America (adventure, riches, land, religion).	The Lost Colony of Roanoke Roanoke Roanoke: The Lost Colony Worksheet What happened to the Lost Colony? video

		Begin discussion of colonization with the introduction of the first attempts at creating a permanent settlement. Using the Lost Colony of Roanoke slides and Roanoke slides, explain that two explorers who accompanied Sir Walter Raleigh to North America found the region that was to be home of the first settlement, Roanoke. Discuss the brief history of Roanoke. Have students turn and talk to explain why it is not considered the first permanent colony in America. Complete the worksheet on Roanoke as a formative assessment grade.	Worksheet for video Ducksters - Roanoke Ducksters - Roanoke Quiz
Lesson 2: Jamestown - the first permanent colony 6 days	SWBAT identify Jamestown as the first permanent colony in the New World. SWBAT list reasons why the settlers chose the area of Jamestown. SWBAT name the natural resources of the region.	Pose the following situation: "King James has given you a charter to create a colony in the New World. You are very excited and begin to plan your trip. You have a ship, navigation tools, and have mapped a route. What else do you need to take?" Have the students offer ideas that would be needed for a trip across the ocean that will last about four months. Encourage them to think as if they were traveling. Create a list on a chart. When done, discuss the list, crossing off items that would not be on the ships. Introduce the landing of English in Jamestown. Share a	Jamestown video Jamestown Interactive Slides Jamestown Interactive Unit Jamestown: Historic Settlement worksheet Ducksters - Jamestown Jamestown - The New World slides Jamestown - Life in the Virginia Colony Jamestown Colony questions More Jamestown questions

		map of Jamestown with the students. Locate the James River, Chesapeake Bay, Atlantic Ocean, and Jamestown. Explain that the colonists came to the New World for riches, land, and religious freedom. Explain that once there, the settlers chose the spot they did for their settlement because of the natural resources of the region. Have the students offer the type of resources they might have found. Add these to the anchor chart. Ask the students to name what group of people were in North America before the explorers. Explain that the Native Americans were wary of the colonists, but helped with farming and offered food at first. That changed when the Native Americans realized the colonists were taking more land. Differing cultures also caused friction. Use Jamestown slides to discuss settlements of the Jamestown Colony.	
Lesson 3: Jamestown Struggle 10 days	SWBAT discuss how prepared the early colonists were for the New World.	Continue discussion on the settling of Jamestown by introducing the big names of the colony. Introduce John Smith as the leader of the Jamestown colonists. Explain his importance to a colony comprised of mostly gentlemen who weren't trained	Jamestown Colony Slides Jamestown Struggles slides Jamestown Colony worksheet On the Trail of John Smith Game Powhatan slides Powhatan Timeline info Powhatan People of America-resource

to do labor. When he took control, things began to change.

John Smith also developed a relationship with the Powhatan. They knew the land and the farming and the colonists had goods that the Native Americans wanted. The Powhatan traded food with the settlers, in exchange for tools, pots, and copper. He developed a friendship with Pocahontas, the Chief's daughter.

Introduce Chief Powhatan as the leader of the Native Americans in the area. Explain that the Powhatan chose this area for the same reason that the colonists settled there: natural resources. The colonists depended on the Powhatan because they knew how to use the land properly. Students can complete the Powhatan Cloze Activity independently to review and reinforce what has been learned about Native Americans.

The Jamestown colonists struggled again in 1609. The colony survived the starving time, but many died of sickness and hunger. In 1612, John Wolfe arrived and discuss how he helped Jamestown by planting a new type of tobacco that

[Powhatan Cloze Activity](#)

[Ducksters - Pocahontas](#)

[Trouble at Jamestown](#)

[Jamestown Quiz](#)

		brought money and supplies to the colony. John Smith had developed a relationship with the Powhatan which led to help with farming and trade. In 1614, John Rolfe strengthened the relationship by marrying Pocahontas, daughter of Chief Powhatan.	
Lesson 4: Slavery comes to Jamestown 2 days	SWBAT analyze the growth of slave labor. SWBAT identify the varying cultures introduced to the New World.	Pose the question "What do you think was the biggest problem Jamestown Colony faced." Explain that the major problem they faced was their lack of desire to work. Discuss how this hurt the colony. The tobacco crops were very profitable but they lacked the manpower to harvest. Introduce the vocabulary word <i>slavery</i>. Discuss slavery and how in 1619, Africans began to arrive in Jamestown as slaves. Discuss how men and women were brought to Jamestown against their will as indentured servants. When their period of indentureship was complete, they were not released from their contracts and were considered "owned."	Ducksters - Slavery in Colonial America The Arrival of Women and Africans in Jamestown slides NPS - Africans at Jamestown
Lesson 5: Apply Knowledge of Jamestown 3 days	SWBAT apply knowledge of Jamestown. SWBAT compose a friendly letter.	Encourage students to visit Jamestown on Discovery Education. Students will pretend that they are colonists in Jamestown who are writing letters home to England. They will compose a friendly letter using	Letter from Jamestown

		facts and information learned in the unit. Once finished, students will edit, revise, and proofread to publish. This may be used as a summative assessment.	
Lesson 6: Colonization Continues 1 day	SWBAT locate each of the thirteen colonies.	Using a map of the original 13 colonies, have students color colonies according to map key.	The Thirteen Original Colonies worksheet Ducksters - Thirteen Colonies Thirteen Colonies slides Trueflix - Thirteen Colonies
Lesson 7: Review and test 3 days	SWBAT demonstrate an understanding of concepts and skills learned in Unit 4.	As a review before the test, students can play <i>Jamestown - Rags to Riches</i> . This game is similar to the game <i>Who Wants to Be a Millionaire</i> in that you answer a question and earn money. This activity can be played as a group or independently.	Jamestown - Rags to Riches game Unit 4 Word Cards Unit 4 Test

ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

Suggested Modifications for Special Education, ELL and Gifted Students

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English Language Learners- Provide picture cards with relevant vocabulary, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions.

Special Education- Provide vocabulary cards with visual representations, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills.

Gifted Students- Students will work on a research project on one of the 13 colonies. The students will work to research and create a flipbook of information on one of the early colonies. [Colonial Flipbook](#)

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
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Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 5 - Creating Good Citizens

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **3-4 weeks**
Status: **Published**

Summary of the Unit

America could not survive without its citizens. Students will work to learn about citizens and how to become a citizen. Students will also learn about the challenges faced while trying to become a citizen. Students will also learn about climate change and how climate change affects the citizens of the United States.

Enduring Understandings

- A successful country depends on involved citizens fulfilling their responsibilities.
- Communities are strong when citizens become active within them.
- People settle in certain regions for many reasons.
- People make decisions based on their needs, wants, and availability of resources.
- Our American legacy incorporates history and cultural differences.

Essential Questions

- What makes a good citizen?
- How important are laws in a community?
- Why are certain regions more populated than others?
- What is the difference between a want and a need?
- How does nature affect our economy?

Summative Assessment and/or Summative Criteria

- Lesson exit tickets
- Law Writing Project

- Climate Change posters

Resources

Vocabulary:

- Responsibility
- Law
- Urban
- Suburban
- Rural
- Population density
- Wants
- Needs
- Folktale
- National Park

Books:

- Citizens Who Made a Difference - by Carol Dombrowski
- We Live Here Too: Kids Talk about Good Citizenship - by Nancy Loewen
- Being a Good Citizen : A Book about Citizenship - by Mary Small
- Do Onto Otters - by Laurie Keller
- Book Fair Day - by Lynn Plourde
- Those Shoes - Maribeth Boelts
- Paul Bunyon Builds a Mighty Mountain - D.R. Anderson
- Pecos Bill and Sluefoot Sue - Amanda Jenkins
- John Henry - Carol Pugliano-Martin

Websites:

- [Brainpop Jr. - Rights and Responsibilities](#)
- [Kids in the House - How Laws are Made](#)
- [American Folktale Lists](#)
- [National Parks History](#)
- [Brief History of National Parks](#)
- [National Parks Webrangers](#)

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
How Have We Grown 1 day	SWBAT discuss how Americans have developed as citizens. SWBAT explain each citizen's responsibility to others, our government, and the environment.	Assign the video found on BrainPop, Jr. about citizen's rights and responsibilities as an introduction. Quickly review what a citizen is and who were the first, second and third citizens of what is now the United States (Native Americans, European explorers, original colonists). Briefly review what life was like for each group. Fast forward to present day and have the students name one citizen they know. Have students offer what life is like now and name some of the wonderful things they have because they are citizens of the United States. Explain that people work hard to come to this country and become citizens. Discuss reasons why someone would leave their country to make a life here. List the things a person needs to do to become a United States Citizen. Complete the "What does it take to become a citizen?"	Brainpop Jr. - Rights and Responsibilities Good Citizenship PowerPoint What does it take to become a U.S. citizen? worksheet Citizenship Scenario Cards Citizenship Reading Packet

		worksheet. Use the Good Citizenship PowerPoint to help discuss what makes a good citizen. Have students write one thing that makes a good citizen on a post it note as an exit ticket.	
Citizens Follow Laws 2 days	SWBAT explain each citizen's responsibility to others, our government, and the environment. SWBAT identify why citizens must follow laws.	As citizens of the United States, we have rights/responsibilities. Show video of children's rights and responsibilities and discuss. Have students brainstorm to complete a chart together as a class to identify our responsibilities towards others, our government, and the environment. Continue discussion of each citizen's responsibility by discussing the importance of laws. Have students give examples of different laws they know of and the consequences for not following them. Read aloud the story "The Kingdom with No Rules, No Laws, and No Kings" using slides. Have the students identify where laws are needed in the story and why. Students will write about a law they think should be followed.	"Children's Rights and Responsibilities" video The Kingdom with No Rules slides Law Writing Project
Wants and Needs 2 days	SWBAT review concepts of wants vs needs. SWBAT make connections and compare and contrast about wants vs needs.	Create an anchor chart that explains needs and wants. Review the slides on wants and needs. Students will create a list of wants and needs. Students will defend their choice. Refer to IRA The Can Man and Under the Lemon Moon	Anchor Chart - wants vs needs Wants and Needs slides Wants and Needs packet

		about needs and wants.	
Our National Legacy 5 days	SWBAT identify that the United States is composed of many diverse cultures. SWBAT discuss regional American folklore and how it, along with fictional characters within the story, helped form our national legacy.	Review the word culture. Have students name the parts of culture learned previously (language, food, clothing, dance, religion). Reference F and P IRA and Shared reading books about culture. These books have been read ongoing throughout the school year. Discuss that these cultures have helped to create an America that is diverse. Identify that along with these diverse cultures, America has folklore and has formed our national legacy. There are many types of American folklore. Remember that the Native Americans were storytellers, passing down their stories through the generations. Give examples of the many folktales in American history. Reference IRA folktales. Read a mentor text about Johnny Appleseed and complete the folktale activities. Another part of our national legacy is the National Park system. Being a good citizen means taking care of the environment. Introduce the term <i>national park</i>. Explain the history of the national park system. Revisit following laws and discuss what laws there could be to protect national parks. Have the students visit the National Park Service website and join Webrangers.	Fountas and Pinnel IRA books- In My Momma's Kitchen Sitti's Secrets Mooncakes Knots on a Counting Rope Storm in a Night Family Pictures The Keeping Quilt Tomas and the Library Lady Dumpling Soup Bintou's Braids Deep in the Sahara Crane Boy Crouching Tiger Nadia's Hands First Day in Grapes Gettin' Through Thursday Chin Chiang and the Dragon Dance Goal! Ruby's Wish The Patchwork Quilt Fountas and Pinnell Shared Reading: Three Days to Summer Light My Way Home Baseball for Bedros Callaloo Soup Folktale Activities for Johnny Appleseed Johnny Appleseed Close Reading Pack Johnny Appleseed Video Paul Bunyon Video Casey at Bat video National Park Slides National Parks worksheet National Park webpage
Climate and the economy 5 days	SWBAT discuss how weather and climate in the different regions of the county can	Discuss how many people are worried about climate change and how it is affecting our lives. Show the U.S. Environmental	Climate Change for Kids Climate Change video Kids Against Climate Change

	affect natural resources which affects citizens.	Protection Agency's video, <i>Climate Change Basics</i>. Create a chart with the class about what they KNOW about climate change and what they WONDER. Use the video to help guide the lesson. Ask students to share important facts they learned from the video. Introduce the class to the Kids against Climate Change webpage. Here they will gather additional information about climate change. The students can explore the website to answer the questions on the Climate Change worksheet. After exploring the different parts of the webpage, students can brainstorm ideas to help with climate change. Students can review the ideas of other students from the webpage. Students can work in partners to create posters to help make others aware about climate change and its effect on citizens.	webpage Climate Change Basics worksheet
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ELA.L.VL.3.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
ELA.RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
ELA.RI.MF.3.6	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
ELA.W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
ELA.SL.UM.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

*Consistent with individual plans, when appropriate.

English Language Learners- Provide picture cards with relevant vocabulary, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills, reduce amount of vocabulary words used, check for understanding often, repeat and clarify directions.

Special Education- Provide vocabulary cards with visual representations, hand movements to reinforce vocabulary words, study guides provided with pictorial representations, examples provided for higher-level thinking skills such as Venn diagrams and predicting activities, grouped with advanced students to reinforce skills.

Gifted Students- Students will work on writing a law. Students will brainstorm ideas of a new possible law they think we should have. Students can draft letters to Senators and Congress on writing the new law.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.