ACKNOWLEDGEMENTS

Prince George’s County Public Schools wishes to thank the following professionals who worked on the Third Grade Curriculum Framework Progress Guide for Social Studies under the direction of the Social Studies Office:

Betsy Bratek
Christina Doepel
Jennifer Palmer
Sandra Rose
Stacey Brown

We would also like to thank the entire K-5 Curriculum Focus Group.
**Communities**

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Communities, Third Grade

Introduction

This Social Studies Curriculum Framework Progress Guide is aligned with the Social Studies Voluntary State Curriculum (MSC) prepared by the Maryland State Department of Education (MSDE). An explanation of the Maryland State Curriculum and the five Social Studies standards is as follows:

The Maryland State Curriculum

The Maryland MSC defines what students should know and be able to do at each grade level, Pre-Kindergarten through Grade Eight, in all four content areas. The MSC is the document that aligns the Maryland Content Standards and the Maryland Assessment Program. Prince George’s County’s Social Studies curriculum documents are formatted so that each begins with content standards or broad, measurable statements about what students should know and be able to do. Indicator statements provide the next level of specificity and begin to narrow the focus for teachers. Finally, the objectives provide teachers with very clear information about what specific content should be taught.

The Six Social Studies Standards

1.0 Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

2.0 People of the World and Nations: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States and the World through both a multicultural and historic perspective.

3.0 Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

4.0 Economics: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

5.0 History: Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

6.0 Social Studies Skills and Processes: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.
PLANNING AND OBSERVATION GUIDE SOCIAL STUDIES (K-12)

Social Studies instruction should reflect teacher planning, knowledge, organization, classroom management and climate, instructional delivery and assessment. Time frames for instruction vary and are dependent upon the particulars of the instructional activity. The planning and observation guide is included to assist Social Studies teachers in the planning and observation process.

A Guide for Using this Curriculum Framework Progress Guide

- A planning and pacing guide as well as a calendar are provided to assist teachers with staying on pace to reach all of the instructional concepts.

- A comprehensive list of all the MSC reading standards addressed in the Social Studies classroom is included for reference and use. Many of the reading standards are imbedded within the Social Studies Curriculum and ought to be utilized as part of the learning process.

- This guide is arranged by units. Each unit has a “lesson framework” or skeleton for every lesson within that unit. Teachers can then take the information given in the frameworks to create their own lesson plans. Each unit contains three completed lesson plans to be utilized as models for incorporating the standards, resources, instructional modifications, and assessments in the lesson planning process. It is not expected that every resource given on the framework will be used. The teacher may “pick and choose” the resources that are best for the students in their classroom.

Pacing Calendar

Important Information about the Social Studies Pacing Calendar

- Please note that the design of the pacing calendar has changed for the school year. There is one page for each quarter of the school year.

- There are many different schedules in elementary schools. Included in this Curriculum Framework Guide is a pacing calendar is based on the current recommended time allotments of teaching Social Studies for forty-five minutes every other day in grades kindergarten through grade five. If your school uses a different schedule and you need assistance in creating a pacing calendar specifically for your school, please contact the Social Studies Office.

- Within the calendar, the days marking the beginning and end of each unit are shaded.
Communities

Pacing Guide

Introduction: Geography

Lesson 1: The Five Themes of Geography (2 Sessions)
Lesson 2: Map and Globe Skills (3 Sessions)

Unit One: Our Community

Lesson 3: Unit Introduction (1 Session)
Lesson 4: Communities (1 Session)
Lesson 5: Citizenship Skills—Respect in a Community (1 Session)
Lesson 6: United States Community (1 Session)
Lesson 7: World Communities—People in Africa (1 Session)
Lesson 8: A Rural Community (1 Session)
Lesson 9: A Suburban Community (1 Session)
Lesson 10: An Urban Community (3 Sessions)
Lesson 11: Classify (1 Session)
Lesson 12: Unit Review (1 Session)

Unit Two: Where are Communities?

Lesson 13: Unit Introduction (1 Session)
Lesson 14: What is Your Community's Environment? (2 Sessions)
Lesson 15: Living in Different Climates (2 Sessions)
Lesson 16: Communities and Resources (2 Sessions)
Lesson 17: A Mountain Community (1 Session)
Lesson 18: A Water Community (1 Session)
Lesson 19: World Climate Regions (1 Session)
Lesson 20: A Crossroads Community (1 Session)
Lesson 21: Citizenship Skills—Leading People to Freedom (1 Session)
Lesson 22: Unit Review (1 Session)

Unit Three: Communities at Work

Lesson 23: Unit Introduction (1 Session)
Lesson 24: Earning, Spending, Saving, and the History of Money (3 Sessions)
Lesson 25: Citizenship Skills—Giving to the Community (1 Session)
Lesson 26: Choosing Wisely and Making A Decision (3 Sessions)
Lesson 27: A Community Business (3 Sessions)
Lesson 28: Using Resources (3 Sessions)
Lesson 29: Depending on Others—Scarcity and Interdependence (3 Sessions)
Lesson 30: A World of Trade—Around the World (3 Sessions)
Lesson 31: Unit Review (1 Session)
Unit Four: People in Communities 12 Sessions

Lesson 32: Unit Introduction (1 Session)
Lesson 33: Moving to a New Community (1 Session)
Lesson 34: Learning New Customs (1 Session)
Lesson 35: Citizenship Skills—A Country for Everyone (1 Session)
Lesson 36: Where Did They Come From? (2 Sessions)
Lesson 37: Celebrating Cultures—Dancing to Celebrate Cultures (2 Sessions)
Lesson 38: Celebrating a Community’s Past (1 Session)
Lesson 39: Celebrations Across Our Nation (1 Session)
Lesson 40: N’cwala, an African Thanksgiving (1 Session)
Lesson 41: Unit Review (1 Session)

Unit Five: History of Communities 19 Sessions

Lesson 42: Unit Introduction (1 Session)
Lesson 43: Explorers Come to North America (1 Session)
Lesson 44: A Spanish Community—Cadiz, Spain (2 Sessions)
Lesson 45: A French Community (1 Session)
Lesson 46: Who Owns the Land? (1 Session)
Lesson 47: An English Community (2 Sessions)
Lesson 48: Transportation Over Time (3 Sessions)
Lesson 49: Communication Over Time (3 Sessions)
Lesson 50: Citizenship Skills—Students of West Columbia, South Carolina (1 Session)
Lesson 51: Inventions Over Time (2 Sessions)
Lesson 52: Medicine Improves Over Time (1 Session)
Lesson 53: Unit Review (1 Session)

Unit Six: Governments 20 Sessions

Lesson 54: Unit Introduction (1 Session)
Lesson 55: Governments in the Past—The Magna Carta and the United States Constitution (2 Sessions)
Lesson 56: Biography: William Bradford (1 Session)
Lesson 57: United States Government (3 Sessions)
Lesson 58: Ancient Rome and Washington D.C. and Citizenship in History (3 Sessions)
Lesson 59: Being a Good Citizen (1 Session)
Lesson 60: Community Services (1 Session)
Lesson 61: Understanding Latitude and Longitude (1 Session)
Lesson 62: Community Leaders (2 Sessions)
Lesson 63: Citizenship Skills—An Honest Man (1 Session)
Lesson 64: State Government (1 Session)
Lesson 65: Biography—Meet Jimmy Carter (1 Session)
Lesson 66: The Founding of Athens and Rome (Literature—Mythology) (1 Session)
Lesson 67: Unit Review (1 Session)
The Social Studies curriculum includes a myriad of content in an integrated approach. The design of the curriculum allows teachers to deliver content that will help build on skills students need as developing learners and prepare students to be aware and ready to emerge as college and career ready citizens. Throughout the curricula documents, the following symbols are embedded to identify lessons that incorporate the following standards, strategies and goals to achieve delivery of instruction to prepare students to proceed to the next level of learning and ultimately prepare active citizens in our changing society.

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**MTS - Maryland Technology Literacy Standards for Students**

http://www.marylandpublicschools.org/MSDE/programs/technology/techstds/ Click on the link to view each set of standards by grade level and objectives. These standards define what students, teachers and administrators need to know and be able to do using technology.

**Standard 1.0 – Technology Systems**: Develop foundations in the understanding and uses of technology systems

**Standard 2.0 – Digital Citizenship**: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety

**Standard 3.0 – Technology for Learning and Collaboration**: Use a variety of technologies for learning and collaboration

**Standard 4.0 – Technology for Communication and Expression**: Use technology to communicate information and express ideas using various media formats

**Standard 5.0 – Technology for Information Use and Management**: Use technology to locate, evaluate, gather, and organize information and data.

**ETM - What are the goals of Education That Is Multicultural and Achievement in Maryland?**

Education That Is Multicultural and Achievement (ETMA) is a process which involves schools and communities working to fulfill the following goals:

- To prepare students to live, learn, interact, work, and participate productively in our multicultural democratic society
- To promote student achievement through the use of resources and classroom practices that reflect the diversity and commonalities of students, cultural groups, and communities
- To provide pre-kindergarten through 12th grade curriculum and instruction that enable students to demonstrate an understanding and appreciation of the contributions of cultural groups in Maryland, the United States, and the world
- To foster respect for individuals regardless of diversity factors including but not limited to region, socio-economic status, race, disability, national origin, and gender
- To eliminate achievement gaps related to diversity factors
CCR—College and Career Readiness allow students to explore a wide range of career options and to apply academic and technical skills in a career area. The curriculum goals focus on helping students to gain a better understanding of the world of work and what is required to prepare for a career. Embedded lessons help students plan for and pursue further information pertaining to education and careers.

FL—Financial Literacy—The Maryland State Curriculum for Personal Financial Literacy Education lays the foundation for a new generation of competent, confident, and financially literate citizens. It provides standards, indicators and objectives for use in local curricula—defining what students should know and be able to do.

**Standard 1—Make informed financially responsible decisions:** Students will apply financial literacy reasoning in order to make informed financially responsible decisions.

**Standard 2—Relate careers, education, and income:** Students will relate choices regarding their education and career paths to earning potential.

**Standard 3—Plan and manage money:** Students will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.

**Standard 4—Manage credit and debt:** Students will develop skills to make informed decisions about incurring debt and maintaining credit worthiness.

**Standard 5—Create and build wealth:** Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.

**Standard 6—Manage risks and preserve wealth:** Students will develop financial planning skills to minimize financial setbacks.

SS—Study Skills are infused within the curriculum. The guide focuses on developing the study skills and academic skills necessary for success in the classroom and beyond. Students will practice skills such as note taking, organization, time management, and test-taking to improve academic skills in the following areas: social studies content, reading, writing, public speaking, and critical thinking. The following are the AVID standards applicable to Social Studies.

**Standard #1:** Students will integrate processes of thinking, communication, leadership and management in school, family, career and community settings.

**Standard #2:** Students will evaluate the impact of today's choices on their future success. Students will develop strategies to fulfill personal and academic goals.

**Standard #4:** Students will develop basic skills, tools, and personal qualities needed for success in school, family, career, and community settings.

**Standard #5:** Students will demonstrate management of their own resources to become independent, contributing, and responsible students, employees, and family members. Students will be proficient in writing across the curriculum in order to write clear, coherent, and focused essays that exhibit awareness of audience and purpose and contain formal introductions, bodies of supporting evidence and conclusions.

**Standard #6:** Students will develop cross curricular reading skills.

**Standard #7:** Students will evaluate the content of oral communications and deliver focused, coherent presentations that convey a clear interpretation of ideas and unity in relations to purpose and audience.

EL—Environmental Literacy will allow students to investigate and analyze environmental issues ranging from local to global perspectives and develop and implement a local action project that protects, sustains, or enhances the natural environment. Embedded lessons help students plan for and pursue further information pertaining to environmental literacy.
## Identified Inclusions for Social Studies Curricula

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## Identified Inclusions for Social Studies Curricula

### UNIT 3: Communities at Work – Economics

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1.0 Political Science: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.

(PreK-3 Standard) Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

A. The Foundations and Function of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
   a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order
   b. Explain the consequences of violating rules and laws
   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government

2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen.
   a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
   b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

3. Indicator begins in Grade 4

B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.
   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council
   b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts

2. Analyze the role of individual and group participation in creating a supportive community.
   a. Explain the decision making process used to accomplish a community goal or solve a community problem
   b. Explain the roles and responsibilities of effective citizens in a political process
   c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

C. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community.
   a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

2. Indicator Begins in Grade 4

3. Indicator Begins in Grade 5
2.0 Peoples of the Nations and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

(PreK-3 STANDARD) Students will understand how people in Maryland, the United States and around the world are alike and different.

A. Elements of Culture

1. Analyze and describe elements of a multicultural setting
   a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language
   b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

B. Cultural Diffusion

1. Identify and describe how individuals and groups share and borrow from other cultures
   a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

2. Indicator Begins in Grade 4

C. Conflict and Compromise

1. Analyze how groups of people interact
   a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members
   b. Analyze how different points of view in school and community situations may result in compromise or conflict

3.0 Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

(PreK-3 Standard) Students will use geographic concepts and processes to understand location and its relationship to human activities

A. Using Geographic Tools

1. Use geographic tools to locate and construct meaning about places on Earth
   a. Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps
   b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, legend/key, date, and author
   c. Identify the location of communities, major cities in Maryland, and United States and the world using globes, maps, and atlases

B. Geographic Characteristics of Places and Regions

1. Compare places and regions around the world using geographic characteristics
   a. Compare places and regions using geographic features
   b. Define population distribution as the number of people who live in a place
   c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
   d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments
C. Movement of People, Goods and Ideas

1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
   a. Define networks as systems of transportation and communication between places
   b. Explain how transportation and communication networks connect places, people, and ideas
   c. Identify reasons for the movement of people from one community or region to another

D. Modifying and Adapting to the Environment

1. Explain how people modify, protect, and adapt to their environment
   a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
   b. Describe why and how people make decisions about protecting the environment
   c. Compare ways that people adapt to the environment for food, clothing, and shelter

4.0 Economics: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

(PreK-3 Standard) Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

A. Scarcity and Economic Decision-making

1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
   a. Explain why people must make economic choices
   b. Identify and apply the steps in the decision-making process
   c. Identify the opportunity cost of a choice or decision

2. Examine the production process
   a. Explain how producers make choices because of limited natural, human, and capital resources
   b. Give examples of when limited resources affect the decisions producers make
   c. Describe steps in the production process to produce a product
   d. Explain how specialized work results in increased production

3. Examine how technology affects the way people live, work, and play
   a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
   b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

4. Indicator Begins in Grade 4

B. Economic Systems and the Role of Government in the Economy

1. Describe different types of markets
   a. Identify markets that are not face-to-face meetings, such as Internet shopping or catalog shopping
   b. Describe how countries around the world trade in the global market
2. Identify **goods** and **services** provided by the government and paid for by **taxes**
   a. Classify **goods** and **services** according to who produces them such as the government, business, or both

3. Describe how consumers acquire **goods** and **services**
   a. Develop a **budget** indicating income and expenses
   b. Develop a plan that shows how money is obtained, such as selling things, getting a gift, and getting allowance

**5.0 History:** Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

(PreK-3 Standard) Students will use historical thinking skills to understand how individuals and events have changed society over time.

**A. Individuals and Societies Change over Time**

1. Examine differences between past and present time
   a. Develop a timeline of events in the community
   b. Explain the relationship among events in a variety of timelines

2. Investigate how people lived in the past using a variety of sources
   a. Collect and examine information about people, **places**, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents
   b. Compare family life in the local community by considering jobs, communication, and transportation

**B. Emergence, Expansion and Change in Nations and Empires**

1. Indicator Begins in Grade 6
2. Indicator Begins in Grade 5
3. Indicator Begins in Grade 6
4. Indicator Begins in Grade 6
5. Indicator Begins in Grade 6

**C. Conflicts between Ideas and Institutions**

1. Indicator Begins in Grade 4
2. Indicator Begins in Grade 4
3. Indicator Begins in Grade 4
4. Indicator Begins in Grade 4
5. Indicator Begins in Grade 8
6.0 **Social Studies Skills and Processes**: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

**A. Read to Learn and Construct Meaning about Social Studies**

1. Use appropriate strategies and opportunities to increase understandings of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

2. Use strategies to prepare for reading (before reading)
   a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features
   b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons
   c. Set a purpose for reading the text
   d. Ask questions and make predictions about the text
   e. Make connections to the text using prior knowledge and experiences

3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)
   a. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning
   b. Reread slowly and carefully, restate, or read on and revisit difficult parts
   c. Use a graphic organizer or another note-taking technique to record important ideas or information
   d. Look back through the text to search for connections between and among ideas
   e. Make, confirm, or adjust predictions about the text
   f. Periodically summarize or paraphrase important ideas while reading
   g. Visualize what was read for deeper meaning
   h. Explain personal connections to the ideas or information in the text

4. Use strategies to demonstrate understanding of the text (after reading)
   a. Identify and explain what is directly stated in the text
   b. Identify, paraphrase, or summarize the main idea of the text
   c. Determine and explain the author’s purpose
   d. Distinguish between facts and opinions
   e. Explain whether or not the author’s opinion is presented fairly
   f. Explain what is not directly stated in the text by drawing inferences
   g. Confirm or refute predictions made about the text to form new ideas
   h. Connect the text to prior knowledge or personal experiences
   i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge

**B. Write to Learn and Communicate Social Studies Understandings**

1. Use informal writing strategies, such as journal writing, note taking, quick writes, and graphic organizers to clarify, organize, remember and/or express new understandings
   a. Identify key ideas
   b. Connect key ideas to prior knowledge (personal experience, text, and world)
2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters and summaries to inform
   a. Identify form, audience, topic, and purpose before writing
   b. Organize facts and/or data to support a topic
   c. Provide introduction, body, and conclusion
   d. Cite sources of information

3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade
   a. Identify form audience, topic and purpose
   b. State a clear opinion or position
   c. Support the opinion or position with facts and/or data

4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)
   a. Address the topic
   b. Provide accurate information
   c. Support topic with appropriate details
   d. Incorporate Social Studies knowledge

C. Ask Social Studies Questions

1. Identify a topic that requires further study
   a. Identify prior knowledge about the topic
   b. Pose questions the about the topic
   c. Formulate research questions
   d. Develop a plan for how to answer questions about the topic

2. Identify a problem/situation that requires further study
   a. Define the problem/situation
   b. Identify prior knowledge about the problem/situation
   c. Pose questions about the problem/situation from a variety of perspectives
   d. Pose questions that elicit higher order thinking responses
   e. Formulate simple research questions
   f. Develop a plan for how to answer questions about the problem/situation

D. Acquire Social Studies Information

1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied
   a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and Web sites
   b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective
   c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories

2. Engage in field work that relates to the topic/situation/problem being studied
   a. Gather data
   b. Make and record observations
   c. Design and conduct surveys and oral histories
E. Organize Social Studies Information

1. Organize information from non-print sources
   a. Prioritize information gathered according to importance and relevance
   b. Distinguish factual from fictional information
   c. Find relationships between gathered information
   d. Display information on various types of graphic organizers, maps, and charts
   e. Categorize information obtained from surveys and field work

2. Organize information from print sources
   a. Prioritize information gathered according to importance and relevance
   b. Distinguish factual from fictional information
   c. Find relationships between gathered information
   d. Construct various types of graphic organizers, maps, and charts to display information

F. Analyze Social Studies Information

1. Interpret information from primary and secondary sources
   a. Interpret information in maps, charts and graphs
   b. Interpret information from field studies and surveys
   c. Analyze a document to determine point of view
   d. Analyze the perspective of the author
   e. Identify the bias and prejudice

2. Evaluate information from a variety of sources
   a. Compare information from a variety of sources
   b. Compare information to prior knowledge
   c. Determine the reliability of the document

3. Synthesize information from a variety of sources
   a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details

G. Answer Social Studies Questions

1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources
   a. Present Social Studies information in a variety ways, such as mock trials, simulations, debates, and skits
   b. Engage in civic participation and public discourse

2. Use historic contexts to answer questions
   a. Use historically accurate resources to answer questions, make predictions, and support ideas
   b. Explain why historic interpretations vary and are subject to change
   c. Construct a sound historical interpretation

3. Use current events/issues to answer questions
   a. Summarize the main points of an issue explaining different viewpoints
   b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions
   c. Identify and formulate a position on a course of action or an issue
   d. Propose and justify solutions to Social Studies problems
MSC Reading/Language Arts Standards and Indicators Addressed in the Social Studies Classroom

The following third grade reading standards and indicators are taught and reinforced daily throughout the Prince George’s County Public School’s Social Studies Program:

Standard 1.0 General Reading Processes

C. Fluency
   1. Read orally from familiar text at an appropriate rate
   2. Read grade-level text accurately

D. Vocabulary
   1. Develop and apply vocabulary though exposure to a variety of texts
   2. Develop a conceptual understanding of new words
   3. Understand, acquire, and use new vocabulary

E. General Reading Comprehension
   1. Develop comprehension skills through exposure to a variety of text
   2. Use strategies to prepare for reading (before reading)
   3. Use strategies to make meaning from text (during reading)
   4. Use strategies to demonstrate understanding of the text (after reading)

Standard 2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

A. Comprehension of Informational Text
   1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts
   2. Identify and use text features to facilitate understanding of informational texts
   3. Develop knowledge of organizational structure of informational text to understand what is read
   4. Determine important ideas and messages in informational texts
   5. Identify and explain the author’s use of language
   6. Read critically to evaluate informational text

Standard 3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

A. Comprehension of Literary Text
   1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts
   2. Use text features to facilitate understanding of literary texts
   3. Use elements of narrative texts to facilitate understanding
   4. Determine important ideas and messages in literary texts
   5. Read critically to evaluate literary text

Standard 4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

A. Writing
   1. Compose text using the prewriting and drafting strategies of effective writers and speakers
   2. Compose oral, written, and visual representations that express personal ideas, inform, and persuade
   3. Compose text using the revising and editing strategies of effective writers and speakers
   4. Identify how language choices in writing and speaking affect thoughts and feelings
   5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing
   6. Explain how textual changes in a work clarify meaning or fulfill a purpose
   7. Locate, retrieve, and use information from various sources to accomplish a purpose
Standard 5.0 Controlling Language: Students will control language by apply the conventions of Standard English in speaking and writing.

A. Grammar  
  2. Recognize, recall, and use basic elements of grammar to express ideas clearly
B. Usage  
  2. Comprehend and apply Standard English usage in oral and written language
C. Mechanics  
  2. Apply Standard English punctuation and capitalization in written language
D. Spelling  
  2. Apply conventional spelling in written language
E. Handwriting  
  1. Produce writing that is legible to the audience

Standard 6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

A. Listening  
  1. Demonstrate active listening strategies  
  2. Comprehend and analyze what is heard

Standard 7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

A. Speaking  
  1. Use organization and delivery strategies at an appropriate level
### Communities
Reading Strategies and Skills Planning and Pacing Guide

Please refer the Pacing Calendar for approximate dates of instruction.

- **Textbook Target Strategy**

#### Introduction

**Lesson 1: The Five Themes of Geography**

- **Reading Skills**
  - Compare and Contrast
  - Categorize

**Lesson 2: Map and Globe Skills**

- **Reading Strategies**
  - Draw Conclusions
  - Make Inferences

- **Reading Skills**
  - Compare and Contrast
  - Analyze Information

#### Unit One: Our Community

**Lesson 3: Unit Introduction**

- **Reading Strategies**
  - Draw Conclusions
  - Prediction

- **Reading Skills**
  - Main Idea and Details

**Lesson 4: Communities**

- **Reading Strategies**
  - Preview
  - Drawing Conclusions
  - Word Meaning

- **Reading Skills**
  - Main Idea and Details
  - Compare and Contrast
  - Analyze Information

**Lesson 5: Citizenship Skills—Respect in a Community**

- **Reading Skills**
  - Main Idea and Details

**Lesson 6: United States Communities**

- **Reading Strategies**
  - Preview
  - Drawing Conclusions

- **Reading Skills**
  - Main Idea and Details
  - Latin Roots
  - Compare and Contrast

**Lesson 7: World Communities**

- **Reading Strategies**
  - Preview
  - Context Clues
  - Make Inferences

- **Reading Skills**
  - Main Idea and Details
  - Compare and Contrast
  - Categorize
  - Summarize
  - Apply Information
Lesson 8: A Rural Community
   Reading Strategies
   Context Clues
   Preview
   Inferences
   Reading Skills
   Main Idea and Details
   Analyze Information
   Compare and Contrast

Lesson 9: A Suburban Community
   Reading Strategies
   Preview
   Inferences
   Drawing Conclusions
   Word Meaning
   Reading Skills
   Main Idea and Details
   Categorize

Lesson 10: An Urban Community
   Reading Strategies
   Preview
   Inferences
   Drawing Conclusions
   Reading Skills
   Main Idea and Details
   Latin Roots
   Compare and Contrast

Lesson 11: Classify
   Reading Strategies
   Draw Conclusion
   Reading Skills
   Classify
   Interpret Charts

Lesson 12: Unit Review
   Reading Strategies
   Vocabulary Development
   Reading Skills
   Main Idea and Details

Unit Two: Where are Communities?

Lesson 13: Unit Introduction
   Reading Strategies
   Make Inferences
   Reading Skills
   Compare and Contrast

Lesson 14: What is Your Community's Environment?
   Reading Strategies
   Drawing Conclusions
   Context Clues
   Preview
   Inferences
   Predictions
   Reading Skills
   Categorize
   Apply Information
   Compare and Contrast
   Main Idea and Details

Lesson 15: Living in Different Climates
   Reading Strategies
   Drawing Conclusions
   Preview
   Inferences
   Evaluate
   Reading Skills
   Compare and Contrast
   Apply Information
   Main Idea and Details
   Analyze Information
   Word Origins

Lesson 16: Communities and Resources
   Reading Strategies
   Drawing Conclusions
   Preview
   Inferences
   Reading Skills
   Latin Root
   Categorize
   Cause and Effect
   Main Idea and Details
   Analyze Information
   Apply Information

Lesson 17: A Mountain Community
   Reading Strategies
Lesson 18: A Water Community
Reading Strategies
Drawing Conclusions
Predictions

Reading Skills
Preview
Inferences

Suffixes
Main Idea and Details
Compare and Contrast

Point of View

Lesson 19: World Climate Regions
Reading Skills
Apply Information

Main Idea and Details
Summarize
Compare and Contrast

Lesson 20: A Crossroads Community
Reading Strategies
Drawing Conclusions
Preview
Predictions

Reading Skills
Evaluate
Modifiers
Categorize

Analyse Information
Main Idea and Details
Compare and Contrast

Lesson 21: Citizenship Skills—Leading People to Freedom
Reading Skills
Analyze Primary Sources

Main Idea and Details
Apply Information

Lesson 22: Unit Review
Reading Strategies

Vocabulary Development

Reading Skills
Main Idea and Details

Unit Three: Communities at Work

Lesson 23: Unit Introduction
Reading Strategies
Draw Conclusions

Make Inferences

Reading Skills
Compare and Contrast

Lesson 24: Earning, Spending and Saving
Reading Strategies
Preview
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Inferences
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Reading Skills
Sequence
Main Idea and Details
Apply Information

Contrast and Compare

Lesson 25: Citizenship Skills—Giving to the Community
Reading Skills

Main Idea and Details
Analyze Primary Sources
Lesson 26: Choosing Wisely
Reading Strategies
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Main Idea and Details
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Lesson 27: A Community Business
Reading Strategies
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Lesson 28: Using Resources
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Lesson 29: Depending on Others
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Lesson 30: A World of Trade
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Unit 4 People in Communities

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Make Inferences
Reading Skills
Compare and Contrast

Lesson 33: Moving to a New Community
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Preview
Reading Skills
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Compare and Contrast
Synonyms
Main Idea and Details
Lesson 34: Learning New Customs
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  Preview
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  Compare and Contrast
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  Drawing Conclusions

Lesson 35: Citizenship Skills—A Country for Everyone
  Reading Skills
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Lesson 36: Where did They Come From?
  Reading Strategies
  Preview
  Word Meaning
  Reading Skills
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  Apply Information
  Draw Conclusions
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Lesson 37: Celebrating Cultures
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  Word Meaning
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  Categorize
  Analyze Information
  Categorize

Lesson 38: Celebrating a Community’s Past
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Lesson 39: Celebrating Across Our Nation
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Lesson 40: N’cwalla, an African Thanksgiving
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Unit Five: History of Communities

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## Communities

### Materials List

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### Geography Introduction

#### Essential Vocabulary

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Lesson 1: The Five Themes of Geography

Estimated Time: 2 Sessions

Social Studies Content Standards

3.A. Using Geographic Tools
   1. Use [geographic tools] to locate and construct meaning about [places] on Earth
      c. Identify the [location] of communities, major cities in Maryland, and United States and the world using globes, maps, and atlases

3.B. Geographic Characteristics of Places and Regions
   1. Compare [places] and [regions] around the world using [geographic characteristics]
      a. Compare [places] and [regions] using [geographic features]
      c. Explain how [geographic characteristics] influence the ways people live and work and how population is distributed
      d. Describe how [geographic characteristics] of places and [regions] change over time such as deforestation, erosion, housing developments

3.C. Movement of People, Goods, and Ideas
   1. Describe how transportation and communication networks link [places] through the [movement] of people, [goods], and ideas
      a. Define networks as systems of transportation and communication between [places]
      b. Explain how transportation and communication networks connect [places], people, and ideas

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their [environment]
      a. Describe how people in a community modify their [environment] to meet changing needs for transportation, shelter, and making a living
      c. Compare ways that people adapt to the [environment] for food, clothing, and shelter

Suggested Student Objective: Students will use the Five Themes of Geography in order to study a place on earth.

Reading Strategies:

Reading Skills:

Analyze Text Features
Compare and Contrast
Categorize

United Streaming:

<table>
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<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
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</table>
| SE pp. H10-H11             | TE pp. H10-H11              | SR: Which of the following is NOT one of the five themes of geography?
|                            |                             | a. Location                                |
|                            |                             | b. Movement                                |
|                            |                             | c. [Climate]                               |
|                            |                             | d. Place                                   |

BCR: Compare and contrast the themes of Location and Movement. Use evidence from the text to support your answer. Possible answer: Geographers use both themes to study the earth. Movement studies the ways in which people, goods, and ideas move from one place to another. Location involves finding a relative or exact location of a place.

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes:
Sample Lesson provided
Includes SS
Lesson 1: The Five Themes of Geography, 2 Sessions

Overview

In this lesson, the students will gain an understanding of geography as the study of the earth. Geographers look at the earth in five different ways. These are the Five Themes of Geography. Each place on earth can be looked at using any of the five themes. The five themes are location, place, movement, region, and human/environment interaction (places and people change each other).

Social Studies Content Standards

3.A. Using Geographic Tools
   1. Use geographic tools to locate and construct meaning about places on Earth
      c. Identify the location of communities, major cities in Maryland, and United States and the world using a globes, maps, and atlases

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
      a. Define networks as systems of transportation and communication between places
      b. Explain how transportation and communication networks connect places, people, and ideas

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Reading Skills

Analyze Text Features Compare and Contrast Categorize

Objective

Students will use the Five Themes of Geography in order to study a place on earth.

Warm-Up

What do you think Geography means?
Introductory and Developmental Activities

- Use student answers to the warm-up question to have a class discussion on the definition of Geography. Lead the students to the correct definition. Have them write the correct definition on their warm-up paper or notebook.
- Distribute the Five Themes of Geography: Our School Graphic Organizer included with this lesson (write the name of your school in the center of the flowchart) to the students.
- Use the city of Chicago (Teacher’s Edition, pages H10-H11) as an example to explain the five themes of geography. Have the students copy the definitions onto their graphic organizer.
  - Location: the exact place where something can be found.
  - Place: identifies the natural and human features that make one place different from another place.
  - Movement: ways in which people, goods, and information move from one place to another
  - Places and People Change Each Other: people can change the environment and the environment can change people
  - Region: a large land area that have special features in common.
- Discuss each theme with the students using the questions in the teacher’s edition as a starting point.

Guided Practice Activities

- Using the bottom half of the Five Themes of Geography: Our School graphic organizer, model for the students how to complete the organizer by completing one of the themes. Be sure to explain the thinking process to the students as you complete the box.
- Complete another theme with the students. Call on several students to help you complete the box.

Independent Activities

- Students will complete the rest of the graphic organizer on their own.

Assessment

- Collect and grade the graphic organizer.
- Assign, collect, and grade the BCR included in the lesson framework.
- Exit Ticket.

Closure Activities

- Exit Ticket: Have the students draw a picture that illustrates one of the themes of geography.
Five Themes of Geography: Our School

Location:

Place:

Movement:

Places and People Change Each Other:

Region:

Elementary School
Exit Ticket

Directions: Choose one of the Five Themes of Geography we studied today. Write the theme on the line below. Draw a picture inside the light bulb to illustrate the definition of the theme.

Theme: ________________________________
### Geography Introduction

#### Lesson 2: Map and Globe Skills

**Social Studies Content Standards**

3. A. Using Geographic Tools

1. Use geographic tools to locate and construct meaning about places on Earth
   - a. Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps
   - b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, legend, key, date, and author
   - c. Identify the location of communities, major cities in Maryland, and United States and the world using globes, maps, and atlases

**Suggested Student Objective:** Students will identify different types of maps and elements of a good map in order to interpret and construct their own maps.

**Reading Strategies:**
- Draw Conclusions
- Make Inferences

**Reading Skills:**
- Compare and Contrast
- Analyze Text Features

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
  - A map scale is used to:
    a. help you to figure out the actual distance between two places.
    b. show which direction on a map is north, south, east, or west.
    c. explain the symbols on a map.
    d. divide one state or country from another.

| BCR:
  - Describe how a Political Map and a Physical Map are similar and different. Why would you need a Physical Map? Use information from the text to support your answer. Possible answer: Both maps show various locations, have titles, and Map Keys. A Political Map shows where cities are, borders and main bodies of water. A Physical Map has many of the same features as a Political Map; however, it shows landforms and all bodies of water. You would use a Physical Map to locate mountains, plains or deserts. |

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**

**Honors Extensions:**

**Notes:**
- Sample Lesson provided
- Includes SS
Lesson 2: Map and Globe Skills, Session Three

Overview

This is the last part of a lesson on map and globe skills. The students will create their own world map and their own United States map. Maps will include a simple grid system, title, compass rose, legend (key), date, and author.

Social Studies Content Standards

3.A. Using Geographic Tools

1. Use **geographic tools** to locate and construct meaning about **places** on Earth
   a. Describe the purposes of a variety of maps and atlases, such as transportation maps, **physical maps**, and **political maps**
   b. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, **legend/key**, date, and author
   c. Identify the **location** of communities, major cities in Maryland, and United States and the world using globes, maps, and atlases

Reading Strategies/Reading Skills

Draw Conclusions
Make Inferences
Compare and Contrast
Analyze Text Features

Objective

Students will examine different types of maps in order to construct and interpret their own world political map and their own United States physical map.

Warm-Up

What are two types of maps?

Introductory and Developmental Activities

- Review the previous sessions of this lesson with the students (H12-H20). The review covers the types of maps and elements of a good map.

Guided Practice Activities

- Use Outline Map, page 2. Make a transparency (can be printed from the Map Resources CD-ROM).
- Model for the students how to create political map on the overhead projector.
- Both maps should have a title, compass rose, simple grid system, **legend/key**, date, and author.
- Identify the following on the political map:
  
<table>
<thead>
<tr>
<th>North America</th>
<th>South America</th>
<th>Antarctica</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Asia</td>
<td>Africa</td>
</tr>
<tr>
<td>Europe</td>
<td>Pacific Ocean</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>Indian Ocean</td>
<td>Arctic Ocean</td>
<td>Southern Ocean</td>
</tr>
</tbody>
</table>

Independent Activities
• Have the students complete their physical map of the United States (Outline Maps, page 20).
• Refer to textbook pages R8-R11.
• Student maps should have a title, compass rose, simple grid system, legend/key, date, and author.
• Maps should include:
  
  - State Names
  - Appalachian Mountain Range
  - Central Plains
  - Mojave Desert
  - All Five Great Lakes
  - Pacific Ocean
  - Canada
  - Rocky Mountain Range
  - Great Plains
  - Interior Plains
  - Sonora Desert
  - Atlantic Ocean
  - Gulf of Mexico
  - Mexico

**Assessment**

• Assign, collect, and grade the BCR included in the lesson framework.
• Collect and grade both maps.
• Exit Ticket.

**Closure Activities**

• Have the students complete the Exit Ticket.
• After you have collected the Exit Tickets, have students verbally answer the question.
Exit Ticket

What are two reasons for using different types of maps?

1. 

2. 
Unit One:
Our Community
Unit One: Our Community

Essential Vocabulary

Lesson 3: Unit Introduction

cactus
coyotes
main idea
supporting details
idioms

Lesson 4: Communities

community
geography

Lesson 5: Citizenship Skills—Respect in a Community

respect
senior citizen

Lesson 6: United States Communities

location

Lesson 7: World Communities

culture

Lesson 8: A Rural Community

rural community

Lesson 9: A Suburban Community

suburban community

Lesson 10: An Urban Community

urban community
city
population
transportation

Lesson 11: Classify

classify

Lesson 12: Unit Review

All Vocabulary in Unit
### Unit One

**Estimated Time: 1 Session**

#### Lesson 3: Unit Introduction

**Social Studies Content Standards**

1. Use appropriate strategies and opportunities to increase understandings of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

**Suggested Student Objective:** Students will use literature in order to identify the main idea and supporting details.

**Reading Strategies:**
- Draw Conclusions
- Predict

**Reading Skills:**
- Analyze Text Features

**United Streaming:**
- Where Do You Live? (16:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 1-7</td>
<td>TE pp. 1-7</td>
<td>SR: What city is across the river from Mexico?</td>
</tr>
<tr>
<td></td>
<td>Poster 1 and 2</td>
<td>a. Bridgewater</td>
</tr>
<tr>
<td></td>
<td>WB pp. 1-2</td>
<td>b. Levittown</td>
</tr>
<tr>
<td></td>
<td>VW p. 1-8 (for the whole unit)</td>
<td>c. El Paso</td>
</tr>
<tr>
<td></td>
<td>Leveled Readers: The Places Where We Live (BGL)</td>
<td>d. Astoria</td>
</tr>
<tr>
<td></td>
<td>Why We Live Where We Live (OGL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Land and Water: How Geography Affects Our Community (AGL)</td>
<td></td>
</tr>
</tbody>
</table>

**SR:**
- What city is across the river from Mexico?
  - Bridgewater
  - Levittown
  - El Paso
  - Astoria

**BCR:**
- How would the people in El Paso, Texas travel to Juarez, Mexico?
  - Use information from the text to support your answer.
  - Possible answer: They would use a boat or a ship because the river is in between the two cities.

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**
See “ESL Support: Access Content,” TE p. 6

**Honor Extensions:**

**Notes:**
See TT pp. 1-7 for additional information about Locating Key Words, also use TTT 1 and 7.
See SSP pp. 2-21 for short-term and long-term projects, also contains dramas to be used during the unit.

**Includes SS**
Lesson 4: Communities

Social Studies Content Standards

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

5.A. Individuals and Societies Change over Time
   1. Examine differences between past and present time
      a. Develop a timeline of events in the community
      b. Explain the relationship among events in a variety of timelines

Suggested Student Objective: Students will interpret the text in order to define what a community is and describe the geography and history of a community.

Reading Strategies:
- Draw Conclusions

Reading Skills:
- Main Idea and Details
- Compare and Contrast
- Analyze Text Features

United Streaming:
How Communities are Alike and Different (15:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WB p. 3</td>
<td>a. a place where people live, work, and have fun</td>
</tr>
<tr>
<td></td>
<td>T 1</td>
<td>b. the study of the Earth and how people live on it</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 2-5</td>
<td>c. where something can be found</td>
</tr>
<tr>
<td></td>
<td>QS pp. 2-3</td>
<td>d. the way a group of people live</td>
</tr>
<tr>
<td></td>
<td>RAPS “ATIONS”, p. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;In Two Worlds&quot;, p. 2-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOC community, geography</td>
<td></td>
</tr>
</tbody>
</table>

SR:
Possible answer: Communities are places where people live, work, and have fun together. They are places where people make decisions about the future of their community. People in communities help each other. This way, people will feel safe to live in their community.

BCR:
Possible answer: Communities are places where people live, work, and have fun together. They are places where people make decisions about the future of their community. People in communities help each other. This way, people will feel safe to live in their community.

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 12

Modifications for ESOL Students:
See “ESL Support: Extend Language” TE p. 11
See “Meeting Individual Needs: Leveled Practice,” TE p. 12

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 12

Notes:
Includes EL
Lesson 4: Communities
Advanced Learners

Overview
In this lesson, students will examine differences between past and present time, develop a timeline of major events in their school community. Students will be familiarized with the ways in which historians use documents and artifacts to study the past. Photographs, letters, collections and other objects have stories to tell. Students will create time capsules using the guiding question; what will future historians in the want to learn about my time era?

Social Studies Content Standards
3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

5.A. Individuals and Societies Change over Time
   1. Examine differences between past and present time
      a. Develop a timeline of events in the community
      b. Explain the relationship among events in a variety of timelines

Reading Strategies/Reading Skills
Predict Main Idea and Details Make Inferences

Objective: Students will examine differences between past and present time order to develop a timeline of major events in their school community and create a time capsule.

Warm-up/Guiding Inquiry
- What were schools like? What is a document? How can you ‘read’ a document to learn about the past? What documents would you choose to teach others about yourself and your community?

Introductory and Developmental Activities
- Go over a timeline of events within the community in the last 20 years, show students pictures and documents to support and analyze the artifacts, apply warm up questions to the document set provided and discuss with students.
Guided Practice Activities

- In small groups, students examine **Photo-of Name of School (Year)** and create a Venn diagram to describe similarities and differences between schoolrooms then and now.
  
  1. Based on this photo, do you think school was different or the same in (Year) than it is today?
  2. Would you want to be a student from (Year) or a student today? Why?

- In large groups, students share responses. If possible, draw Venn diagram on blackboard and write in student responses.

Independent Activities

- Ask students to imagine that historians in the future want to learn about them. What documents and objects do students feel would best tell their stories?
- As a class, students will write a letter describing themselves and the purpose of this activity.
- Students will then develop a list of objects and documents to include in a time capsule (see student handout).
- The list should be developed as a class.
- **Teacher Note:** Time capsules can either be assembled individually or collectively depending on the teacher’s preference.
- Sample documents/objects might include: (*items marked with an asterisk should be mandatory)
  
  * photographs
  * student letters/explanations for artifacts
  * diaries
  * games/video games
  * fads (pokemon, crazy bones, Wimpy Harry book series etc.)
  * music (tapes, iPods, mp3 players, CDs, etc.)
  * clothing
  * candy (nerds, pop rocks m & m’s, etc.)
  * community map drawn by students (see page 178 for directions)
  * sporting equipment
  * collectibles (stamps, coins, baseball cards, comic books, etc.)
  * drawings
  * maps
  * newspapers
  * stories or legends
  * videos or DVDs

Assessment

- Lists can be shared in class the following day. Stress the reasoning for why objects or documents were selected and what these artifacts signify about their community.
- **Time capsules can either be assembled in class or kept at school, or students may work on them at home with their parents. (See attached directions for completing)**

Closure Activities

- Exit Ticket question: What will future historians learn about my time era?
Directions: Create a list of ten to fifteen objects and documents. Explain why you chose each item. What do you think the items will tell future historians? What does the item say about you and your classmates?

The contents of my time capsule are as follows:

1. ________________________ I picked this because ________________________________

2. ________________________ I picked this because ________________________________

3. ________________________ I picked this because ________________________________

4. ________________________ I picked this because ________________________________

5. ________________________ I picked this because ________________________________

6. ________________________ I picked this because ________________________________

7. ________________________ I picked this because ________________________________

8. ________________________ I picked this because ________________________________

9. ________________________ I picked this because ________________________________

10. ________________________ I picked this because ________________________________

11. ________________________ I picked this because ________________________________

12. ________________________ I picked this because ________________________________

13. ________________________ I picked this because ________________________________

14. ________________________ I picked this because ________________________________

15. ________________________ I picked this because ________________________________
Exit Ticket

What will future historians learn about my time era?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Tip: When making your time capsule, choose a container that will keep the contents cool, dark, and dry. Don't include food or drink.

Utilize the PowerPoint titled “Creating Your Time Capsule” by clicking on the hyperlink. (The PowerPoint can also be downloaded from the Elementary Social Studies e-Organization)

Step 1
1. Select the type of time capsule you want to use. One way to do it is to find a waterproof container that can withstand nature and construction. Make sure that you choose a site on the school property that will likely exist in the next 20 years. It is a good idea to select a date on which to open the time capsule—preferably within your lifetime. Keep a list and photos of the contents. Register your time capsule with the International Time Capsule Society by writing to them at: International Time Capsule Society, Oglethorpe University, 4484 Peachtree Road NE, Atlanta, GA 30319-2797.

Step 2
2. Size matters. Consider what size of time capsule to use based on what you will be putting in there. It's great for capturing a moment in history. Make sure before picking out your time capsule that you have a rough idea of what will be going into there, so you don't have to stuff all of your documents inside and they will appear nice when removed.

Step 3
3. Have students pick out from the class list the items that will be put in the time capsule. Include student letters and justification sheets for choosing the artifacts. Other items to consider for your time capsule are newspaper clippings, class timelines, photos, pictures drawn by children, a scrapbook, and many others. The list is limitless.

Step 4
4. When making a time capsule with your class, it's a great idea to take everyone’s picture and or hand prints. This can easily be done with some paint, such as acrylic paint. Have everyone press their hands in a thin layer of paint then push their hand flat onto a piece of paper. Let the paper dry before placing in the time capsule. Then when the time capsule is pulled, the size of 3rd graders can be compared to 3rd graders of the future.

Step 5
5. If you choose to bury your time capsule, dig a hole that can withstand weather and bury the time capsule as a class. Have students mark the occasion by writing articles about the event and a letter to the school with directions for when the class will return to open the time capsule. Students should request permission to return and get an official stamp of approval from the school community. Make a special mark to signify where you buried the capsule in order to locate it in the future.

Step 6
6. Most importantly, have fun while learning and preserving history!
Interdisciplinary Connection
Creating a historical narrative using an electronic timeline tool.

1. Distribute the historical pictures of a community to the students.

2. Ask students to examine the picture individually for a few minutes, jotting down on a piece of scratch paper or in their writer's notebooks any features or details that they notice.

3. Consulting their notes as necessary, students brainstorm about the possible events and characters this picture illustrates. As students share their ideas, place the words or phrases under headings such as Character, Setting, Situation, and Vocabulary (see photo analysis worksheet).

   This is especially helpful for nonnative speakers, who may need help with vocabulary and spelling. Of course, this step may be only oral for native speakers.

   Ask students to write from one character's point of view. They may write about the character's feelings and thoughts, tell the story that leads up to the picture, or narrate the events that follow. Encourage students not only to describe the picture but to create a story based on the documents and artifacts related to the event illustrated. Students can sketch out the sequence of events for their narratives using the as a pre-writing exercise Time Line Tool.

4. Remind students of the characteristics of narrative writing. You might write the information on a piece of chart paper or on the board so that writers can refer to the list while working.

   - Focuses a clear, well-defined incident or series of related events
   - Develops plot, character, and setting with specific detail
   - Orders events clearly
   - Uses description and dialogue as appropriate to develop setting and character
   - Shows events rather than just telling about them
   - Establishes and maintains a tone and point of view
   - Uses a logical and effective pattern of organization, such as chronological order, flashback, or flash-forward
   - Uses transitional words and phrases to maintain coherence and establish sequence within and between paragraphs

5. Based on student need and experience with writing narratives, you might add one or more mini-lessons that will help students complete their work. Any of the following items would make excellent mini-lessons for writers composing narratives:
Lesson 5: Citizenship Skills—Respect in a Community

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts
   2. Analyze the role of individual and group participation in creating a supportive community
      a. Explain the decision making process used to accomplish a community goal or solve a community problem
      b. Explain the roles and responsibilities of effective citizens in a political process
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

1.C. Protecting Rights and Maintaining Order
   1. Explain the rights and responsibilities of being a member of the school and the community
      a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

Suggested Student Objective: Students will identify and describe good citizenship in order to explain the actions of an individual in a community.

Reading Strategies: Predict
Reading Skills: Main Idea and Details

United Streaming: Citizenship in the Community (17:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 16-17</td>
<td>TE pp. 16-17</td>
<td>SR: The Trios program was set up to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. identify problems and solve them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. tutor young students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. bring together people from different age groups.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. read books to senior citizens.</td>
</tr>
<tr>
<td></td>
<td>SSP p. 22</td>
<td>BCR: Why do you think Lauren named her program Trios? Use information from the text to support your answer. Possible answers: The word Trios means threes and her program brought together people from three different age groups.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes:
Sample Lesson provided
Lesson 5: Citizenship Skills—Respect in a Community

Overview

In this lesson, the students will discuss everyday citizens who make a difference in people’s lives by trying to improve their community. This lesson helps to reduce prejudice by giving the students an opportunity to understand and respect the knowledge and contributions of a variety of different people.

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.
   b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks—civil rights, Caesar Chavez—equal rights for migrant workers, Jimmy Carter—world peace efforts

2. Analyze the role of individual and group participation in creating a supportive community
   a. Explain the decision making process used to accomplish a community goal or solve a community problem
   b. Explain the roles and responsibilities of effective citizens in a political process
   c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

1.C. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community
   a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

Reading Strategies/Reading Skills

Predict Main Idea and Details

Objective

Students will identify and describe good citizenship in order to explain the actions of an individual in a community.

Warm-up

What do you do to be a good member of your community?

Introductory and Developmental Activities

- Read aloud to the students “Respect in a Community” on pages 16-17.
- Use the discussion questions on the wrap around section of the teacher’s edition to have a class discussion.
- Focus in on question number four: How could being part of a Trios group help a young person?
Guided Practice Activities

- Create an overhead transparency of the graphic organizer on page TR59 of the teacher’s edition.
- Review the six steps of the Problem Solving Process with the students.
- Introduce and discuss a problem within the students’ own community that needs a solution.
  Examples: Senior citizen center needs volunteers; hospital needs volunteers; litter on the streets and roads; the park has old, dangerous equipment; the school needs new landscaping.
- Complete the graphic organizer with the class. Discuss and model all the steps of the process.

Independent Activities

- Using the graphic organizer, have the students write a five-paragraph essay on the problem selected. This activity can be done in pairs.
  - Paragraph One: The Introduction. Tell the reader about the problem you are going to write about in the essay. Include a topic sentence that “catches” the reader’s attention.
  - Paragraph Two: Explain the different ways to solve the problem. Include the advantages and disadvantages.
  - Paragraph Three: Discuss the best way to solve the problem and why you feel this is the best way to solve the problem. Discuss how you will implement the solution.
  - Paragraph Four: Discuss how you will know that your solution to the problem will work.
  - Paragraph Five: Conclusion. Summarizes your essay by reminding the reader of the important facts and leaves the reader with something to remember.

Assessment

- Class Discussion.
- Collect and grade the Essay.
- Assign, collect, and grade the BCR included in the lesson framework.

Closure Activities

- Exit Ticket and Class Discussion.

What will you do now to respect your community?
Lesson 6: United States Communities

### Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions

1. Compare **places** and **regions** around the world using **geographic characteristics**
   a. Compare **places** and **regions** using **geographic features**
   b. Define **population distribution** as the number of people who live in a **place**
   c. Explain how **geographic characteristics** influence the ways people live and work and how population is distributed

### Suggested Student Objective:

Students will interpret text in order to compare and contrast communities across the United States.

### Reading Strategies:

- Draw Conclusions

### Reading Skills:

- Main Idea and Details
- Compare and Contrast

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 18-23</td>
<td>TE pp. 18-23</td>
<td>SR: Which statement is not true?</td>
</tr>
<tr>
<td></td>
<td>T 1</td>
<td>a. Astoria is located where the Columbia River meets the Pacific Ocean.</td>
</tr>
<tr>
<td></td>
<td>WB p. 4</td>
<td>b. You can go hiking in the Rocky Mountains in Wilmington.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 4-5</td>
<td>c. The Arapaho were the first settlers in Denver.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 6-9</td>
<td>d. A location is where something can be found.</td>
</tr>
<tr>
<td></td>
<td>RAPS “Uncle Sam’s Farm”, pp. 4-5</td>
<td>BCR: Based on the information in the text, compare and contrast the activities people do for fun in Wilmington, North Carolina and Denver, Colorado. Use information from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td>VOC location</td>
<td>Possible answers: You can go swimming and exploring. However, in Wilmington you can explore a sand fort, Fort Fisher. In Denver, you can go hiking in the mountains and explore the Native American Arapaho settlement.</td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice," TE p. 21

### Modifications for ESL Students:


### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice," TE p. 21

### Notes:

Includes ETM
## Third Grade Curriculum Framework Progress Guide

### Unit One

**Lesson 7: World Communities**

<table>
<thead>
<tr>
<th>Social Studies Content Standards</th>
<th>Estimated Time: 1 Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Content Standards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.A. Elements of Culture</strong></td>
<td></td>
</tr>
<tr>
<td>1. Analyze and describe elements of a multicultural setting</td>
<td></td>
</tr>
<tr>
<td>a. Use fiction and non-fiction to compare the elements of several <strong>cultures</strong> and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language</td>
<td></td>
</tr>
<tr>
<td><strong>2.C. Conflict and Compromise</strong></td>
<td></td>
</tr>
<tr>
<td>1. Analyze how groups of people interact</td>
<td></td>
</tr>
<tr>
<td>a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members</td>
<td></td>
</tr>
<tr>
<td>b. Analyze how different points of view in school and community situations may result in <strong>compromise</strong> or <strong>conflict</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5.A. Individuals and Societies Change over Time</strong></td>
<td></td>
</tr>
<tr>
<td>2. Investigate how people lived in the past using a variety of sources</td>
<td></td>
</tr>
<tr>
<td>a. Collect and examine information about people, <strong>places</strong>, or events of the past using pictures, photographs, maps, audio or visual tapes, and/or documents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Student Objective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will examine a community’s history in order to explain how different communities have similar and different characteristics.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Reading Skills</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Inferences</td>
<td>Main Idea and Details</td>
<td>SR: Which statement is <strong>not</strong> true?</td>
</tr>
<tr>
<td></td>
<td>Categorize</td>
<td>a. Timbuktu is located in West Africa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>b. The culture of Timbuktu is very similar to your own.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Timbuktu has very little rainfall.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Culture is the way a group of people lives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BCR:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe some of the similarities and differences in Timbuktu today and your community. Use information from the text and what you know about your community to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Possible answer:</strong> People in both communities <strong>walk or take buses</strong> to get around. Different <strong>languages</strong> are spoken in both communities. A difference would be that **some people travel by camels in Timbuktu and there are few good roads. In our community, there are no camels, but there are many cars and our houses are not made from mud bricks.</td>
</tr>
</tbody>
</table>

| Modifications for Special Education Students: |                           |
| See “Meeting Individual Needs: Leveled Practice,” TE p. 29 |                           |

| Modifications for ESOL Students: |                           |
| See “ESL Support: Extend Language,” TE p. 28 |                           |
| See “Meeting Individual Needs: Leveled Practice,” TE p. 29 |                           |

| Honors Extensions: |                           |
| See “Meeting Individual Needs: Leveled Practice,” TE p. 29 |                           |

| Notes: |                           |
| Sample Lesson provided |                           |
| Includes ETM |                           |
Lesson 7: World Communities

Overview

In this lesson, the students will gain an understanding of how communities around the world are similar and different. Students will also be introduced to the concept of culture in this lesson.

Social Studies Content Standards

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language

2.C. Conflict and Compromise
   1. Analyze how groups of people interact
      a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members
      b. Analyze how different points of view in school and community situations may result in compromise or conflict

5.A. Individuals and Societies Change over Time
   2. Investigate how people lived in the past using a variety of sources
      a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents

Reading Strategies/Reading Skills

Make Inferences
Compare and Contrast
Categorize

Objective

Students will examine a community’s history in order to explain how different communities have similar and different characteristics.

Warm-Up

What do you think it would be like to live in the desert?

Introductory and Developmental Activities

- Have several students give their answers to the warm-up question.
- Introduce the lesson by explaining to the students that they will read about a community in Timbuktu, Mali, a country located in the Sahara Desert on the continent of Africa. Use a large classroom map or refer to pages R5, 30, and/or 32 to show the students where Timbuktu, Mali is in relationship to the United States of America.
- Preview the text (pages 27-29) with the students. Discuss the titles, subtitles, and pictures. Read the captions with each picture.
- Develop vocabulary. Place the word culture on the center of the board or on the overhead transparency of the vocabulary concept map (included with this lesson). Ask the students about holidays they celebrate, special foods eaten by their family, special music they listen to, different languages they speak, etc. Place the students’ answers around the word culture. Explain how all of these things are part of their own culture.
Guided Practice Activities

- Divide the students into four groups.
- Assign each group one of the topics below:
  - Language
  - Clothing
  - Entertainment
  - Religion
- Explain to the students that each group will read the two sections and write down any information about their group’s topic. Have the students record their answers on the Timbuktu handout included with this lesson while they are reading.
- Model this for the students by using the information read in the picture captions as examples.

Independent Activities

- Have the students complete the activity.
- When all the groups are finished, have each group present the information they gathered while reading.
- While each group presents their information, have the students complete the other sections on their handout.
- Model this on the board or on an overhead transparency of the handout.

Assessment

- Workbook, page 5 - can be assigned as classwork or homework
- Assign, collect, and grade the BCR included in the lesson framework
- Exit Ticket

Closure Activities

- Exit Ticket: List one way in which the community of Timbuktu is different from your community. List one way in which Timbuktu is the same as your community.
Vocabulary Concept Map

Culture

[Diagram with empty circles branching out from Culture]
Exit Ticket

List one way in which the community of Timbuktu is different from your community.

1.

List one way in which the community of Timbuktu is the same as your community

1.
## Lesson 8: A Rural Community

### Social Studies Content Standards

**3.B. Geographic Characteristics of Places and Regions**

1. Compare **places** and **regions** around the world using **geographic characteristics**
   - a. Compare **places** and **regions** using **geographic features**
   - c. Explain how **geographic characteristics** influence the ways people live and work and how population is distributed
   - d. Describe how **geographic characteristics** of places and **regions** change over time such as deforestation, erosion, housing developments

**3.C. Movement of People, Goods and Ideas**

1. Describe how transportation and communication networks link **places** through the **movement** of people, **goods**, and ideas
   - c. Identify reasons for the **movement** of people from one community or **region** to another

**3.D. Modifying and Adapting to the Environment**

1. Explain how people modify, protect, and adapt to their **environment**
   - a. Describe how people in a community modify their **environment** to meet changing needs for transportation, shelter, and making a living
   - b. Describe why and how people make decisions about protecting the **environment**
   - c. Compare ways that people adapt to the **environment** for food, clothing, and shelter

### Suggested Student Objective:

Students will explain a rural community in order to identify and explain the similarities and differences among communities.

### Reading Strategies:

- **Make Inferences**

### Reading Skills:

- **Main Idea and Details**
- **Compare and Contrast**

### United Streaming:

- City, Suburb, and Rural Communities (16:00)

### Suggested Student Resources

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 36 – 41</td>
<td>TE pp.36 – 41</td>
<td>SR: How would you describe a rural community?</td>
</tr>
<tr>
<td></td>
<td>T 1</td>
<td>a. The towns are filled with many large office buildings.</td>
</tr>
<tr>
<td></td>
<td>WB p. 9</td>
<td>b. Many of the people in the towns live in apartments.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 8-9</td>
<td>c. The towns are located in the countryside and they are small and far apart.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 14-17</td>
<td>d. You will not see open land and fields around the towns.</td>
</tr>
<tr>
<td></td>
<td>RAPS “Ragweed”, pp. 9-10</td>
<td>BCR: Describe what is special about living in a small rural community.</td>
</tr>
<tr>
<td></td>
<td>“In My Small Town”, p. 11</td>
<td>Possible answer: Since the community is so small, everyone knows each other and in times of trouble, the whole town might come and help out. There are also many farms. You can see different animals and get fresh fruits and vegetables.</td>
</tr>
<tr>
<td></td>
<td>VOC rural community</td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

- See “Meeting Individual Needs: Leveled Practice,” TE p. 39

### Modifications for ESOL Students:

- See “ESL Support: Extend Language” TE p. 40
- See “Meeting Individual Needs: Leveled Practice,” TE p. 39

### Honors Extensions:

- See “Meeting Individual Needs: Leveled Practice,” TE p. 39

### Notes:

- Includes EL
Unit One

Lesson 9: A Suburban Community

Estimated Time: 1 Session

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
      c. Identify reasons for the movement of people from one community or region to another

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Suggested Student Objective: Students will explain and describe the term suburban communities in order to identify and explain the similarities and differences among communities.

Reading Strategies:
- Make Inferences
- Draw Conclusions

Reading Skills:
- Main Idea and Details
- Categorize

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 42 – 45</td>
<td>TE pp. 42 – 45</td>
<td>SR: What are some of the needs that lead people to form communities?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. They have a need to live on a farm.</td>
</tr>
<tr>
<td></td>
<td>T 1</td>
<td>b. They feel lonely and want to have neighbors.</td>
</tr>
<tr>
<td></td>
<td>WB pp. 10</td>
<td>c. The need for safety and comfort</td>
</tr>
<tr>
<td></td>
<td>QS pp. 10-11</td>
<td>d. The need for open lands and fields</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 18-21</td>
<td>BCR:</td>
</tr>
<tr>
<td></td>
<td>RAPS “Walk Two Moons”, p.12</td>
<td>In the suburban community that Levitt built, why do you think he included schools, parks, stores, and places of worship? Use information from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td>VOC suburban community</td>
<td>Possible answer: He wanted to build a community that would meet the needs of the people who were going to live there. The people would need resources for food, clothing, education, and recreation near where they lived.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 44

Modifications for EOL Students:
See “ESL Support: Extend Language,” TE p. 43
See “Meeting Individual Needs: Leveled Practice,” TE p. 44

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 44

Notes:
Includes EL
Lesson 9: A Suburban Community
Advanced Learners

Overview

In this lesson, the students will discuss the growth of Suburbs, and compare the reasons and history behind the establishment of Greenbelt, Md. and Laurel, Md.

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
1. Compare places and regions around the world using geographic characteristics
   a. Compare places and regions using geographic features
   c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
   d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.c. Movement of People, Goods and ideas
1. Describe how transportation and communication networks link places through the movement of people, goods and ideas.
   c. Identify reasons for the movement of people from one community or region to another

3.D. Modifying and Adapting to the Environment
1. Explain how people modify, protect and adapt to their environment
   a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living

Reading Strategies/Reading Skills
Making Inferences and Drawing Conclusions

Objective
Students will identify the term suburban in order to explain the similarities and differences among suburban communities.

Warm-up
- Ask students if they live in a city or the country? Is there anything in between? (introducing the concept of suburbs)

Introductory and Developmental Activities
- Teacher will read aloud to the students “Steve’s Suburban Community” on page 43 in the SE and use the review question to have a class discussion.

Guided Practice Activities
- Students will continue reading on pages 44-45 SE as a read aloud, pausing to discuss for clarification.
- Please be sure to explain that suburbs are communities that are located near a major city. For Laurel and Greenbelt which they will be researching, that city is Washington, D.C.
- Discuss with students the development of the community of Greenbelt in 1937 as a part of the New Deal
- [http://www.greenbeltmuseum.org/index_files/Page1251.htm](http://www.greenbeltmuseum.org/index_files/Page1251.htm) (History of Greenbelt, MD resource)
- View the Greenbelt Powerpoint available on the Social Studies Elementary e-Organization on BlackBoard.
- Discuss with students the development of the community of Laurel using [http://www.laurelhistoricalsociety.org/](http://www.laurelhistoricalsociety.org/) or [http://www.laurel.md.us/hist.htm](http://www.laurel.md.us/hist.htm) (history of Laurel, MD)
- Have students create a Venn Diagram in order to compare and contrast the two suburban communities.
Independent Activities
- Students will create a Podcast. The podcast will be made using transcripts of actual interviews available on Virtaul Greenbelt website: [http://otal.umd.edu/~vg/welcome.html](http://otal.umd.edu/~vg/welcome.html)
- Once on the site click on Community Life then click on Oral History of WWII-Era Greenbelt. On this page, there are five different interviews from which students can choose.
- Teachers will need to print a copy of the transcript (some of the transcripts are quite lengthy, so teachers may pick and choose a few questions and answers versus the whole interview.
- Teachers should assign the role of interviewer and interviewee to students.
- Students will need to read the transcripts. They should have an understanding that these are actual interviews of Greenbelt residents. They should also practice before the podcast can be formally recorded.
- (NOTE: Obtain the help of your building technology coordinator to download the Audacity Software prior to this lesson, it is FREE) Using the following site to create a podcast [http://audacity.sourceforge.net](http://audacity.sourceforge.net) (it is an audio editor and recorder for both Mac and PC. It is also multilingual).
- Once completed contact Megan Searing-Young at the Greenbelt Museum 301-507-6582 in order for her to upload the podcast onto the Greenbelt Museum’s website.

Assessment
- Class Discussion
- Collect and grade the Venn diagrams.
- Assign, collect, and grade the BCR included in the lesson framework.
- BCR:
  - In the suburban community that Levitt built, why do you think he included schools, parks, stores and places of worship? Use information from the text to support your answer.
  - Possible answer: He wanted to build a community that would meet the needs of the people who were going to live there. The people would need resources for food, clothing, education and recreation near where they lived.

Closure Activities
- Class Discussion.
Lesson 10: An Urban Community

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
   c. Identify reasons for the movement of people from one community or region to another

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Suggested Student Objective: Students will explain the term urban in order to identify and explain the similarities and differences among communities.

Reading Strategies:
Make Inferences
Draw Conclusions

Reading Skills:
Main Idea and Details
Compare and Contrast

United Streaming:

Suggested Student Resources
SE pp. 48 – 53
T 1
WB p. 11
ESTG pp. 22-25
QS pp. 12-13
RAPS “Where Are You Now?”, p. 13
“Tonight in Chicago”, p. 14
“Fire! Destruction of Chicago”, pp. 15-17
VOC urban community, city, population, transportation

Suggested Teacher Resources
TE pp. 48 – 53

Suggested Formative Assessment (SR and BCR)
SR:
How is an urban community similar to a rural community?
   a. They both have plenty of things to do.
   b. They both have similar amounts of people.
   c. They both have similar types of buildings.
   d. They both have similar amounts of open land and fields.

BCR:
What are the different forms of transportation that are used in Chicago? Why do they need so many different kinds of transportation? Use information from the text to support your answer.
Possible answer: People in Chicago walk, use cars, buses, the “El,” a train that runs above the ground, and the Loop in downtown Chicago. The one reason they need so many forms of transportation is because there are so many people trying to get to work.

Modifications for Special Education Students
See “Meeting Individual Needs: Leveled Practice,” TE p. 51

Modifications for ESOL Students:
See “ESL Support: Extend Language,” TE p. 49
See “Meeting Individual Needs: Leveled Practice,” TE p. 51

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 51

Notes:
Sample Lesson provided
Session Suggestions: Session One, An Urban Community and Map Adventure; Session Two, Another Big City; Session Three, Culminating Activity, DTA attached
Includes SS
Lesson 10: An Urban Community, Session Three

Overview

This is a culminating session of a three-session lesson on urban communities. In this lesson, the students will create a five-tab Foldable to illustrate the similarities and differences of rural communities, suburban communities, and urban communities.

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
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      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Reading Strategies/Reading Skills

Make Inferences
Draw Conclusions

Main Idea and Details
Compare and Contrast

Objective

Students will describe community characteristics in order to compare and contrast a rural community, a suburban community, and an urban community.

Warm-Up

In complete sentences, state one characteristic each of a rural community, a suburban community, and an urban community.

Introductory and Developmental Activities

- Have students give their answers to the warm-up questions. Record the students’ answers on an overhead transparency of the handout attached to this lesson or write them on the board.
- Be sure to include any information from the previous lessons that the students do not bring up during the class discussion.
- Discuss differences and similarities between the communities.
Guided Practice Activities

- Model for the students how to create the Foldable. (Create an example before showing the students how to fold the construction paper.)
  - Fold a large sheet of construction paper in half (or like a hot dog).
  - Fold the paper so that one-third is exposed and two-thirds are covered.
  - Fold the two-thirds section in half.
  - Fold the one-third section backward to form a fold line.
  - Cut along each fold to create a five tab booklet.
- Model for the students how to label the front of each tab. Tab labels are: Rural Community, Suburban Community, Urban Community, Similarities, and Differences. The booklet can be horizontal or vertical.
- Complete the Rural Community tab with the students. Each tab should have at least four characteristics.

Independent Activities

- Have the students complete the rest of the Foldable booklet on their own. This activity can be done individually, in pairs, or in groups.
- On the back of each title tab, have the students draw a picture representing the information included in the tab.

Assessment

- Collect and grade the Foldable.
- Assign, collect, and grade the BCR included in the lesson framework.
- Exit Ticket

Closure Activities

- Exit Ticket
## Characteristics of Communities

<table>
<thead>
<tr>
<th>Rural Community</th>
<th>Suburban Community</th>
<th>Urban Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Similarities

### Differences
Exit Ticket

Rural Community  Suburban Community  Urban Community

Pick one community and give three reasons why you would want to live in that community.

Write your paragraph in complete sentences.
Unit One  
Estimated Time: 1 Session

### Lesson 11: Classify

#### Social Studies Content Standards

6.E. Organize Social Studies Information

1. Organize information from non-print sources
   - a. Prioritize information gathered according to importance and relevance
   - c. Find relationships between gathered information
   - d. Display information on various types of graphic organizers, maps, and charts

2. Organize information from print sources
   - a. Prioritize information gathered according to importance and relevance
   - c. Find relationships between gathered information
   - d. Construct various types of graphic organizers, maps, and charts to display information

#### Suggested Student Objective:

Students will define **classify** in order to group community items.

#### Reading Strategies:

- **Draw Conclusions**

#### Reading Skills:

- **Classify**

#### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 56–57</td>
<td>TE pp. 56–57</td>
<td>SR: Which detail does not support the following statement? Tokyo, Japan is a special community.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. In Tokyo, you can go to Kabuki plays.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tokyo is the largest city in Japan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. <strong>The only means of transportation in Tokyo are cars.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. In Tokyo, there are many parks with beautiful gardens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: If you were going to start a farm, which community would you choose and why? Use information from the chart on page 57 to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: I would choose the rural community because on the chart it shows a farm and it has the most open land and fields.</td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 56

#### Modifications for ESOL Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 56

#### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 56

#### Notes:

Includes SS
# Lesson 12: Unit Review

## Social Studies Content Standards

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

## Suggested Student Objective:

Students will review concepts and terms in order to display knowledge gained in the unit.

## Reading Strategies:

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main Idea and Details</td>
</tr>
</tbody>
</table>

## United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 58 – 63</td>
<td>TE pp. 58 – 63</td>
<td>SR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What kind of community has the largest population?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. A Rural Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. A Suburban Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. An Urban Community</td>
</tr>
<tr>
<td></td>
<td>WB p. 13</td>
<td>BCR: Compare and contrast a Suburban Community and an Urban Community. Use information from the text to support your answer. Possible answer: Urban communities are larger and more populated communities than suburban communities. They both have less open land and fields than a rural community. There are more houses and less office buildings in a suburban community than in an urban community.</td>
</tr>
</tbody>
</table>

## Modifications for Special Education Students:

## Modifications for ESOL Students:

## Honors Extensions:

## Notes:

- Assessment Options:
  - AB pp. 5-6 (Content Test)
  - AB pp. 7-8 (Skills Test)
  - TE p. 58 (Performance Assessment)
- Includes SS
Unit Two:

Where Are Communities?
Unit Two: Where are Communities?

Essential Vocabulary

Lesson 13: Unit Introduction
orchids tornado

Lesson 14: What is Your Community's Environment?
region physical environment climate
landform ecosystem adapt

Lesson 15: Living in Different Climates
adobe

Lesson 16: Communities and Resources
natural resources mineral fuel
conserve recycle

Lesson 17: A Mountain Community
miner

Lesson 18: A Water Community
logging lumber port
industries

Lesson 19: World Climate Regions
drought tropical storm broadleaf forest
needleleaf forest tundra Mediterranean
desert woodland rain forest

Lesson 20: A Crossroads Community
state capital state government crossroads

Lesson 21: Citizenship Skills—Leading People to Freedom
responsibility duty slavery
Underground Railroad conductors courage

Lesson 22: Unit Review
All Unit Vocabulary
Third Grade Curriculum Framework Progress Guide

Unit Two

Lesson 13: Unit Introduction

Estimated Time: 1 Session

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies
   1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a
         variety of print and non-print sources
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and
         experiences
      c. Use context clues to understand new Social Studies vocabulary
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify
         expression

Suggested Student Objective: Students will identify the parts of a community in order to determine what they would include if
they are made to create their own city.

Reading Strategies:
   Make Generalizations
   Draw Conclusions

Reading Skills:
   Compare and Contrast
   Main Idea and Details
   Analyze Text Features

United Streaming:

Suggested Student Resources | Suggested Teacher Resources | Suggested Formative Assessment (SR and BCR)
---|---|---
SE pp. 133-139 | TE pp. 133-139 | SR:
The community I live in has barn animals. My chore every morning is
to feed the animals. Based on these statements, you can conclude
that I live:
   a. in the city.
   b. in the suburbs.
   c. in an urban area.
   d. in a rural area.

BCR:
You are packing to go on a trip to Hawaii. In the text, it tells us that the
island of Kauai is the wettest place in the United States. With this
information, what type of clothing should you pack and why?
Possible answer: A rain jacket or umbrella, because of the rain

Modifications for Special Education Students:

Modifications for ESOL Students:
See “ESL Support: Access Content” TE p. 138

Honors Extensions:

Notes:
Sample Lesson provided
See TT pp. 15-21 for additional information about Locating Key Words, also use TTT 3 and 9.
See SSP pp. 46-67 for short-term and long-term projects, also contains dramas to be used during the unit.
Lesson 13: Unit Introduction

Overview

In this lesson, students will be introduced to the idea of communities. Throughout the unit, the students will learn about how people adapt to their environment and how they change it to meet their needs.

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

Reading Strategies/Reading Skills

Make Generalizations  Analyze Text Features  Main Idea and Details
Compare and Contrast  Draw Conclusions

Objective

Students will identify the parts of a community in order to determine what they would include if they are made to create their own city.

Warm-Up

- Have students open up their textbooks to page 133. Have them answer the opening question to the unit, “Why do communities start and grow in certain places?” in their journals.

Introductory and Developmental Activities

- Have students discuss their answers to the warm-up. Use their answers as the “K” part of a class KWL chart.
- As a class, discuss what they want to know about communities and why communities start and grow in certain places. The answers the students give should be the W part of the KWL chart. Hang up the chart in the classroom during this unit. At the end of the unit, fill in the L part of the chart.
Guided Practice Activities

- Have the students read the poem (p. 134) on their own. Then have students take turns reading it to partners in order to help increase fluency.
- Discuss what the poet wanted in his or her city. Why might the poet want these items in his or her city?
- Put the following model on the board:
  
  If I built a city  
  I’d build it __________  
  I’d fill it __________

- Tell students that they are going to write their own poem about a city they would design. Show students how to do it by writing a poem of your own.

Independent Activities

- Students should write a poem about a city they would design using the model above.
- Using the poem as a model, they are to illustrate the poem.

Assessment

- Poem and illustration
- Journal entry
- Classroom Discussion

Closure

- Have students read their poems aloud for the class and share their illustrations.
Lesson 14: What’s Your Community’s Environment?

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      b. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      c. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Suggested Student Objective: Students will identify four of the regions of the United States in order to explain the similarities and differences in the environment.

Reading Strategies:
- Draw Conclusions
- Make Inferences
- Predict
- Reading Skills:
  - Main Idea and Details
  - Categorize
  - Compare and Contrast

United Streaming:
American Geography Close-Ups: Maps, Regions, Resources and Climate (20:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 142-147</td>
<td>TE pp. 142-147</td>
<td>SR: Which of the following portrays that humans are changing the environment?</td>
</tr>
<tr>
<td></td>
<td>WB p. 32</td>
<td>a. wearing shoes</td>
</tr>
<tr>
<td></td>
<td>T 23</td>
<td>b. planting trees</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 54-57</td>
<td>c. heating buildings</td>
</tr>
<tr>
<td></td>
<td>QS pp. 28-29</td>
<td>d. playing basketball</td>
</tr>
<tr>
<td></td>
<td>RAPS “Letter from John Blagden (Flood)” , pp. 35-37 “Hot? Cold? We’re Flexible”, pp. 38-39</td>
<td>BCR: Kevin lives in the same region as you. Based on the information from the text, tell how Kevin’s community is the same as yours. Use information from the text to support your answer. Possible answer: Hills and forests, similar landforms, similar wildlife.</td>
</tr>
<tr>
<td></td>
<td>VOC region, physical environment, climate, landform, ecosystem, adapt</td>
<td></td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 144

Modifications for ESOL Students:
See “ESL Support: Access Content,” TE p. 143
See “Meeting Individual Needs: Leveled Practice,” TE p. 144

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 144

Notes:
- Includes EL, MTS
Lesson 14: What’s Your Community’s Environment?
Advanced Learners

Overview

In this lesson, the students will create a digital scrapbook of the regions of the United States using Google documents scrapbook template.

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
1. Compare places and regions around the world using geographic characteristics
   a. Compare places and regions using geographic features
   b. Explain how geographic characteristics influence the ways people live and work and how population is distributed
   c. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, and housing developments

3.D. Modifying and Adapting to the Environment
1. Explain how people modify, protect and adapt to their environment
   a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living
   b. Describe why and how people make decisions about protecting the environment
   c. Compare ways that people adapt to the environment for food, clothing and shelter

Reading Strategies/Reading Skills

Making Inferences, Predicting and Drawing Conclusions

Objective

Students will identify five regions of the United States in order to explain the similarities and differences in the environment by creating a digital scrapbook.

Warm-up

- What is the climate where you live?

Introductory and Developmental Activities

- Read aloud to the students, “You are There” on page 142 in the SE.
- Discuss how different regions in the United States have different landforms and climate. Relate this to the warm-up and the climate of the area where they live.

Guided Practice Activities

- Have students create a chart that will list the five regions of the United States and the landforms and climate of each region.
- Students will share their findings with their classmates.
- Have students view the United Streaming: American Geography Close-Ups: Maps, regions, Resources and Climate (20:00). While watching, have them complete a video scaffold question guide. A copy can be accessed on the Social Studies Elementary e-Organization.
Independent Activities
- Using the Regions chart they created, have the students create pictures or find photographs to correspond to each region. Students may use the map on page 143 of their SE, class maps, atlases, the photos and text on pages 143-145 of the SE for examples of landforms and climate. They can also download pictures from the web.
- Students will take digital photographs of their artwork in order to create a digital scrapbook of the regions of the United States.
- Using Google docs templates [Google Documents](https://docs.google.com)
  1. Go to [docs.google.com](https://docs.google.com)
  2. Go to *search templates*
  3. Search *albums and flipbooks*.
  4. Choose a template
  5. Add student photos and text.
  6. When completed, it can be published on the internet.

Assessment
- Class Discussion
- Assign, collect, and grade the BCR included in the lesson framework
- Present and grade Regional scrapbook

Closure Activities
- Class Discussion
- Exit Ticket
## Five Regions of the United States

Name____________________________________

<table>
<thead>
<tr>
<th>Region</th>
<th>Landform</th>
<th>Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NORTHEAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTHEAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MIDWEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTHWEST</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXIT TICKET

Name__________________________________

Name one new thing you learned about each region from the presentation.

<table>
<thead>
<tr>
<th>Region</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>West</td>
<td></td>
</tr>
<tr>
<td>Southeast</td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td></td>
</tr>
<tr>
<td>Northeast</td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
</tr>
</tbody>
</table>
# Lesson 15: Living in Different Climates

## Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
1. Compare **places** and **regions** around the world using **geographic characteristics**
   a. Compare **places** and **regions** using **geographic features**

## Suggested Student Objective:

Students will explain climate in order to discuss how people adapt to different climates.

## Reading Strategies:

- Draw Conclusions
- Make Inferences
- Evaluate Information

## Reading Skills:

- Compare and Contrast
- Main Idea and Details

## United Streaming:

- Climate in the U.S. (20:00)

## Suggested Student Resources

|----------------|---------|------|----------------|-------------|---------------------------|----------|

## Suggested Teacher Resources

<table>
<thead>
<tr>
<th>TE pp. 150-155</th>
</tr>
</thead>
</table>

## Suggested Formative Assessment (SR and BCR)

**SR:**
Which of the following would NOT be included when talking about climate?

- a. amount of rainfall
- b. temperature
- c. strength of wind
- d. **sunlight**

**BCR:**
Describe the three main factors that determine the climate of a region. Use information from the text to support your answer.

Possible answer: *Distance from equator, how high it is, and how close it is to an ocean or a large lake.*

## Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 152

## Modifications for ESOL Students:

See “ESL Support: Extend Language,” TE p. 151

See "Meeting Individual Needs: Leveled Practice," TE p. 152

## Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 152

## Notes:
## Lesson 16: Communities and Resources

### Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions

1. Compare **places** and **regions** around the world using **geographic characteristics**
   a. Compare **places** and **regions** using **geographic features**
   c. Explain how **geographic characteristics** influence the ways people live and work and how population is distributed
   d. Describe how **geographic characteristics** of places and **regions** change over time such as deforestation, erosion, housing developments

### Suggested Student Objective:

Students will identify natural resources in order to explain how people live and how communities grow.

### Reading Strategies:

- Draw Conclusions
- Make Inferences

### Reading Skills:

- Main Idea and Details
- Cause and Effect
- Categorize
- Analyze Text Features

### United Streaming:

- Learning about Natural Resources (22:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 160-165</td>
<td>TE pp. 160-165</td>
<td>SR: Which of the following is an example of a natural resource?</td>
</tr>
<tr>
<td></td>
<td>WB p. 35</td>
<td>a. soybeans</td>
</tr>
<tr>
<td></td>
<td>T 23</td>
<td>b. water</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 62-65</td>
<td>c. corn</td>
</tr>
<tr>
<td></td>
<td>QS pp. 32-33</td>
<td>d. carbonated soda</td>
</tr>
<tr>
<td></td>
<td>RAPS “The Ballad of Lucy Whipple”, pp. 42-44</td>
<td>BCR: There are many different ways to conserve our natural resources. Describe a way that you help to conserve the planet's natural resources. Use information from the text to support your answer. Answers will vary, but may include recycle or conserve.</td>
</tr>
<tr>
<td></td>
<td>VOC Gold Rush</td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

### Modifications for ESOL Students:

### Honors Extensions:

### Notes:
Lesson 17: A Mountain Community

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Suggested Student Objective: Students will identify the mountain states in order to explain how natural resources led to the development of their communities.

Reading Strategies:
- Draw Conclusions
- Make Inferences

United Streaming:
American Geography Close-ups: The Mountain States: Volume 1 (20:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 172-175</td>
<td>TE pp. 172-175</td>
<td>SR: Which of the following is a reason why it is difficult to live in mountain communities?</td>
</tr>
<tr>
<td></td>
<td>WB p. 38</td>
<td>a. People can travel easily.</td>
</tr>
<tr>
<td></td>
<td>T 23, 25</td>
<td>b. It is hard to grow food.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 66-69</td>
<td>c. People can build houses.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 34-35</td>
<td>d. Miners can find resources.</td>
</tr>
<tr>
<td></td>
<td>RAPS “Guide to Glenwood Springs”, pp. 45-47</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOC miner</td>
<td>BCR: People are moving to mountain communities. Describe reasons that people would want to live in mountain areas. Use information from your text to support your answer. Possible answer: Items like hot springs and mineral resources attract the people.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 174

Modifications for ESOL Students:
See “ESL Support: Extend Language,” TE p. 173
See “Meeting Individual Needs: Leveled Practice,” TE p. 174

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 174

Notes:
Sample Lesson provided
Includes EL
Lesson 17: A Mountain Community

Overview

In this lesson, students will identify that some communities develop in the mountains because of their natural resources. They will be able to identify the six states that make up the mountain states. Students will also be able to describe the wildlife, land areas, and rivers in the mountain region of the United States.

Social Studies Content Standard

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Reading Strategies/Reading Skills

Draw Conclusions
Main Idea and Details
Make Inferences
Compare and Contrast
Point of View

Objective

Students will identify the mountain states in order to explain how natural resources contributed to the development of their communities.

Warm-Up

- Display a map, atlas, or have the students turn to p. R8-R9 in the back of the book. Have students create a list of what they think are the six states that make up the mountain region of the United States.

Introductory and Developmental Activities

- Have the students share their list of mountain states. (Montana, Idaho, Nevada, Wyoming, Utah, and Colorado.) Have students locate the correct states on the map.
- Allow students to share what they know about mountain states. Tell them that they are going to watch a video that will explain the major land areas, the crops and livestock, and bodies of water.
Guided Practice Activities

- Show the United Streaming video, “The Mountain States: Volume One.” Tell students that as they watch the video, they should take notes about the major land areas, the crops and livestock, and bodies of water.
- Have a discussion about the video, concentrating on the natural resources that are found in mountain communities.

Independent Activities

- Students will take their notes from the video and turn it into a five- or six-sentence paragraph that summarizes the video.

Assessment

- Video Notes
- Video Paragraph
- Classroom Discussion

Closure

- Have students share their paragraphs.
Lesson 18: A Water Community

Social Studies Content Standards

3.B. Geographic Characteristics of Places and Regions
   1. Compare places and regions around the world using geographic characteristics
      a. Compare places and regions using geographic features
      c. Explain how geographic characteristics influence the ways people live and work and how population is distributed
      d. Describe how geographic characteristics of places and regions change over time such as deforestation, erosion, housing developments

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment to meet changing needs for transportation, shelter, and making a living
      a. Describe how people in a community modify their environment
      b. Describe why and how people make decisions about protecting the environment
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

Suggested Student Objective: Students will describe the natural resources and physical environment of Seattle in order to explain why communities develop near water.

Reading Strategies: Read Conclusions
Predict

Reading Skills: Main Idea and Details
Compare and Contrast

United Streaming:
Pike Place Market in Seattle (01:00)

Suggested Student Resources | Suggested Teacher Resources | Suggested Formative Assessment (SR and BCR)
--- | --- | ---
SE pp. 178-181 | TE pp. 178-181 | SR:
WB p. 39 | | Which of the following is the reason that Seattle is considered a port city?
T 22 | | a. It has a booming logging industry.
ESTG pp. 70-73 | | b. It has a large variety of fish.
QS pp. 36-37 | | c. It is located near water.
RAPS “Our Only May Amelia”, pp. 46-47 | | d. It makes airplanes.
VOC logging, lumber, port, industries | | BCR:
The natural resources of water and wood are important to Seattle. Tell why these natural resources are important for the industries in Seattle. Use information from the text to support your answer.
Possible answer: Water provides shipping of goods to and from the United States. Wood allows residents to build items such as airplanes.

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 179

Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 179
See “ESL Support: Access Content,” TE p. 180

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 179

Notes:
### Lesson 19: World Climate Regions

#### Social Studies Content Standards

**3.B. Geographic Characteristics of Places and Regions**

1. Compare places and regions around the world using geographic characteristics
   a. Compare places and regions using geographic features

#### Suggested Student Objective:

Students will identify different climate regions of the world in order to explain the different vegetation and animals that live in each region.

#### Reading Strategies:

- Analyze Text Features
- Summarize
- Compare and Contrast
- Main Idea and Details

#### United Streaming:

- Suggested Student Resources
- Suggested Teacher Resources
- Suggested Formative Assessment (SR and BCR)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 182-183</td>
<td>TE pp. 182-183</td>
<td>SR: Which of the following world climates describe where we live?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Mediterranean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Dry Woodland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Needleleaf Forest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Broadleaf Forest</td>
</tr>
</tbody>
</table>

**SR:**

Which of the following world climates describe where we live?

- a. Mediterranean
- b. Dry Woodland
- c. Needleleaf Forest
- d. Broadleaf Forest

**BCR:**

Describe the differences between a tundra climate and a hot desert climate. Use information from the text to support your answer.

**Possible answer:** Tundra is found in the Arctic Circle and mountains; the ground is frozen 10 months of the year. Hot desert climates occur close to equator. Hot desert area is characterized by little rain, few plants and animals, and night time is freezing cold.

#### Modifications for Special Education Students:

#### Modifications for ESOL Students:

#### Honors Extensions:

#### Notes:

- Includes ETM
### Lesson 20: A Crossroads Community

#### Social Studies Content Standards

**2.A. Elements of Culture**
1. Analyze and describe elements of a multicultural setting
   - a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language
   - b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

**2.B. Cultural Diffusion**
1. Identify and describe how individuals and groups share and borrow from other cultures
   - a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

**Suggested Student Objective:** Students will describe different types of transportation in order to explain why communities are built along those routes.

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw Conclusions</td>
<td>Predict</td>
</tr>
<tr>
<td>Evaluate Information</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td></td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td></td>
<td>Categorize</td>
</tr>
</tbody>
</table>

#### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 186-189</td>
<td>TE pp. 186-189</td>
<td>SR: Why was Indianapolis an important center for transportation?</td>
</tr>
<tr>
<td></td>
<td>WB p. 41</td>
<td>a. Seven important highways lead out of the city.</td>
</tr>
<tr>
<td></td>
<td>T 23</td>
<td>b. People can get to the city by boat.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 74-77</td>
<td>c. It allows people to travel the Underground Railroad.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 38-39</td>
<td>d. It is the state capital.</td>
</tr>
<tr>
<td></td>
<td>RAPS “Three Train Poems”, pp. 48-49</td>
<td>BCR: Why is Indianapolis known as the Crossroads of America? Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td>“Follow the Drinking Gourd”, pp. 50-51</td>
<td>Possible answer: Indianapolis has a central location in the United States, and is the center of the National Road. Union Rail Station is an important stop on the railroad line.</td>
</tr>
<tr>
<td></td>
<td>VOC Underground Railroad, National Road</td>
<td></td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 188

#### Modifications for ESOL Students:
See “ESL Support: Activate Prior Knowledge,” TE p. 187
See “Meeting Individual Needs: Leveled Practice,” TE p. 188

#### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 188

#### Notes:
### Lesson 21: Citizenship Skills—Leading People to Freedom

#### Social Studies Content Standards

1. **B. Individual and Group Participation in the Political System**
   1. Explain how people and events have contributed to the American political system.
   2. Describe the contributions of people who contributed to the **common good** of society, such as Rosa Parks—civil rights, Caesar Chavez—equal rights for migrant workers, Jimmy Carter—world peace efforts.
   3. Analyze the role of individual and group participation in creating a supportive community.
   4. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.

#### Suggested Student Objective:
Students will explain the importance of Harriet Tubman and other good citizens in order to determine the meaning of courage.

#### Reading Strategies:

- **Reading Skills:**
  - Analyze Primary Sources
  - Main Idea and Details

#### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 190-191</td>
<td>TE pp. 190-191</td>
<td>SR: On the Underground Railroad, the &quot;trains&quot; refer to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. churches and the homes of free African Americans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. people who led slaves to freedom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. <strong>people who were running to freedom</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. places where slaves were free.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Harriet Tubman was considered courageous. Use information from the text to describe why Harriet has courage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: <em>She led slaves to freedom on the Underground Railroad even though she could be jailed or killed if she was caught.</em></td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:

#### Modifications for ESOL Students

#### Honors Extensions:

#### Notes:

- Includes MTS
Lesson 21: Citizenship Skills-Leading People to Freedom
Advanced Learners

Overview

In this lesson, students will create a digital story about a community leader who has made an impact on their community in order to show how the leader has contributed to the common good of society.

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks – civil rights, Caesar Chavez – equal rights for migrant workers, Jimmy Carter – world peace efforts
   2. Analyze the role of individual and group participation in creating a supportive community
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organization

Reading Strategies/Reading Skills

Objective
Students will explain the importance of Harriet Tubman and other good citizens in order to determine the meaning of courage.

Warm-up
Ask students, “Do you feel a responsibility, or duty to help other people?” on page 190 of the SE.

Introductory and Developmental Activities
- Read aloud to the students, “Leading People to Freedom” on pages 190.
- Have a class discussion on Courage, discuss how Harriet Tubman’s actions saved lives despite the dangers that were facing her.
- Discuss what it means to contribute to the common good of society.

Guided Practice Activities
- Have students brainstorm famous people they know that are courageous.
- Use the internet, books, encyclopedias and other resources to research a Courageous Citizen.
- Use the following resource for help http://www.mdkidspage.org/FamousMD.htm
- Have students gather facts and pictures to create their story.

Independent Activities
- Create a digital story or photo story (A digital story is using computer tools in order to tell a story. This can include video and audio)
  http://electronicportfolios.org/digestory/howto.html (this site provides a how-to for digital storytelling using both Mac and Windows, how to add photos, text and audio and where and how to publish)
  http://digitalstorytelling.coe.uh.edu/ (this site has examples of digital story telling) Students can also use PowerPoint to create a digital story, the key is to select appropriate pictures in a sequential order. Students will then use their skills to narrate the story as captions for each picture.
- Create a Rubric on http://rubistar.4teachers.org/index.php.
- Be sure to either publish the digital stories or save them because you will revisit these in Unit 6 Lesson 58

Assessment
- Class Discussion
- Collect and grade the Digital Stories
- Assign, collect, and grade the BCR included in the lesson framework
Closure Activities

- Class Discussion
### Lesson 22: Unit Review

#### Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies
   1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
      c. Use context clues to understand new Social Studies vocabulary
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

#### Suggested Student Objective:

Students will identify the characteristics of communities in order to change the setting of “Pecos Bill Rides a Tornado.”

#### Reading Strategies:
- Draw Conclusions

#### Reading Skills:
- Categorize
- Summarize
- Analyze Information

#### United Streaming:

#### Suggested Student Resources

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 192-193</td>
<td>TE pp. 192-197</td>
<td>SR: Why do industries grow in certain areas?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. People want nice places to live.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Industries need to be near water.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Industries need to be easy to get to.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Industries are where the natural resources are.</td>
</tr>
<tr>
<td></td>
<td>WB p. 42</td>
<td>BCR: Suppose that Katrinka and her family move from Bozeman, Montana to Tucson, Arizona. What will she have to do to adapt to her new environment? Use information from the text to support your answer. Possible answer: She will have to wear cooler clothes, but she still can participate in kayaking and hiking.</td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:

#### Modifications for ESOL Students:

#### Honors Extensions:

#### Notes:

Sample Lesson provided

Assessment Options:
- AB pp. 29-30 (Content Test)
- AB pp. 31-32 (Skills Test)
- TE p. 192 (Performance Assessment)

Includes SS
Unit 22: Unit Review

Overview

In this lesson, students will review what they have learned through the entire unit. They will use what they have learned in the session about where communities are located and why in order to rewrite the poem, “Pecos Bill Rides a Tornado.”

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

Reading Strategies/Reading Skills

- Categorize
- Summarize
- Draw Conclusions
- Analyze Information

Objective

Students will identify the characteristics of communities in order to change the setting of “Pecos Bill Rides a Tornado.”

Warm-Up

- Have students create a list in their journal of what they have learned in this unit.

Introductory and Developmental Activities

- Elicit the answers from the warm-up. Write the responses on the “L” section of the KWL chart from the unit introduction lesson.
- Ask students to tell what they know about famous cowboys and cowgirls. Have them discuss what the Wild West looked like.

Guided Practice Activities

- Have the students read or do a read aloud of “Pecos Bill Rides a Tornado” (pp. 194-195).
- Discuss the examples of climate, culture, and clothing that are unique to the Southwest United States discussed in the folktale.
Independent Activities

- Ask students to select another region of the country in which to set the tale of Pecos Bill. Have students rewrite the tale, changing the regional details to reflect the new setting. Students need to pay attention to details of their region, such as weather, climate, housing and clothing.

Assessment

- Completed Folktale
- Classroom Discussion

Closure

- Have students share their folktales as time permits.
Unit Three: Communities at Work—Economics
Unit Three: Communities at Work—Economics
Essential Vocabulary

Lesson 23: Unit Introduction
choice commerce sequence
account teller

Lesson 24: Earning, Spending, Saving and the History of Money
earn budget income
spending savings

Lesson 25: Citizenship Skills—Giving to the Communities
hardworking responsibility chairman
diversity

Lesson 26: Choosing Wisely and Making a Decision
economic choice opportunity cost

Lesson 27: A Community Business
goods services products
supply demand profit

Lesson 28: Using Resources
renewable resource nonrenewable resource human resource
producer specialize capital resource

Lesson 29: Depending on Others—Scarcity and Interdependence
scarcity interdependence

Lesson 30: A World of Trade
trade communication international trade
import export free market

Lesson 31: Unit Review
All Unit Vocabulary
### Social Studies Content Standards

**4.A. Scarcity and Economic Decision-Making**
1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
   a. Explain why people must make economic choices
   b. Identify and apply the steps in the decision-making process
   c. Identify the opportunity cost of a choice or decision

**6.A. Read to Learn and Construct Meaning about Social Studies**
1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

### Suggested Student Objective:
Students will describe economic features of communities in various regions of the United States in order to identify ways of spending and saving money.

### Reading Strategies:
Draw Conclusions, Make Inferences

### Reading Skills:
Compare and Contrast, Sequence

### United Streaming:
Understanding Economics (25:00)

### Suggested Teacher Resources

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 281-287</td>
<td>TE pp. 281-287</td>
</tr>
<tr>
<td>SM CD “Making Choices”</td>
<td></td>
</tr>
<tr>
<td>Posters 9 and 10</td>
<td></td>
</tr>
<tr>
<td>WB p. 63</td>
<td></td>
</tr>
<tr>
<td>Leveled Readers:</td>
<td></td>
</tr>
<tr>
<td><em>Do I Really Need It?</em> (BGL)</td>
<td></td>
</tr>
<tr>
<td><em>Save It or Spend It?</em> (OGL)</td>
<td></td>
</tr>
<tr>
<td><em>What Is My Economy Like?</em> (AGL)</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Formative Assessment (SR and BCR)

**SR:** Which of the following words help show sequence?
a. take  
b. you 
c. next  
d. that

**BCR:** When it comes to money, we all have a choice. Describe the two main choices we have when it comes to money. Use information from the text to support your answer.  
*Possible answer: Save or buy, text support*

### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 282

### Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 282  
See “ESL Support: Activate Prior Knowledge,” TE p. 286

### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 282

### Notes:
See TT pp. 29-35 for additional information about Locating Key Words, also use TTT 5 and 11.  
See SSP pp. 90-111 for short-term and long-term projects, also contains dramas to be used during the unit. Includes FL
### Unit Three

#### Lesson 24: Earning, Spending, Saving and The History of Money

**Estimated Time:** 3 Sessions

**Social Studies Content Standards**

4.A. Scarcity and Economic Decision-Making
   - 1. Explain that people must make choices because **resources** are limited relative to unlimited wants for **goods** and **services**
      - a. Explain why people must make economic choices
      - b. Identify and apply the steps in the **decision-making process**

**Suggested Student Objective:** Students will identify ways of earning, spending, and saving money in order to analyze a simple budget.

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predict</td>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>Make Inferences</td>
<td>Sequence</td>
</tr>
<tr>
<td>Draw Conclusions</td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td>Make Generalizations</td>
<td></td>
</tr>
</tbody>
</table>

**United Streaming:**

- How Our Economy Works: All about Earning and Spending Money (18:00)
- Learning about Money (15:00)
- Elementary Video Series: Money: Kids and Cash: Printing Money (16:00)
- Elementary Video Series: Money: Kids and Cash: Minting Money (7:00)
- Economics: The Production: Distribution and Consumption of Goods and Services: Money (15:30)

**Suggested Student Resources**

<table>
<thead>
<tr>
<th>Suggested Teacher Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 290-295</td>
</tr>
<tr>
<td>TE pp. 290-295</td>
</tr>
<tr>
<td>WB pp. 65-66</td>
</tr>
<tr>
<td>T 9</td>
</tr>
<tr>
<td>ESTG pp. 110-113</td>
</tr>
<tr>
<td>QS p. 56-57</td>
</tr>
<tr>
<td>RAPS “Analysis of Baseball” pp. 69-70</td>
</tr>
<tr>
<td>“Itty Bitty Bankers” p. 71 “Dollar Art”, pp. 72-73</td>
</tr>
<tr>
<td>VOC earn, budget, income, spending, savings</td>
</tr>
</tbody>
</table>

**Suggested Formative Assessment (SR and BCR)**

- SR: Which of the following refers to the money that a person earns from a job or other sources?
  - a. **Income**
  - b. Budget
  - c. Savings
  - d. Spending

- BCR: Describe the differences between needs and wants. Use information from the text to support your answer.
  - Possible answer: A need is something a person must have to live; a want is something a person would like to have, but can live without.

  - Describe the three items that a person would keep track of when creating a budget. Use evidence from the text to support your answer.
  - Possible answer: Income is money that a person earns; spending is the amount of income a person uses to buy goods and services; savings are the amount of income that is not spent.

**Modifications for Special Education Students:**

See “Meeting Individual Needs: Leveled Practice,” TE pp. 291
See “Meeting Individual Needs: Leveled Practice,” TE p. 293

**Modifications for ESOL Students:**

See “ESL Support: Access Content,” TE p. 292
See “Meeting Individual Needs: Leveled Practice,” TE pp. 291
See “Meeting Individual Needs: Leveled Practice,” TE p. 293

**Honors Extensions:**

See “Meeting Individual Needs: Leveled Practice,” TE pp. 291
See “Meeting Individual Needs: Leveled Practice,” TE pp. 293

**Notes:**

Includes FL
Lesson 25: Citizenship Skills: Giving to the Community

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      a. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez -equal rights for migrant workers, Jimmy Carter-world peace efforts
   2. Analyze the role of individual and group participation in creating a supportive community
      a. Explain the decision making process used to accomplish a community goal or solve a community problem
      b. Explain the roles and responsibilities of effective citizens in a political process
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

Suggested Student Objective: Students will identify characteristics of good citizenship in order to identify ways an individual has contributed to the common good of a community.

Reading Strategies: Main Idea and Details, Analyze Primary Sources

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 298-299</td>
<td>TE pp. 298-299</td>
<td>SR: What solution does Mr. Goizueta have for improving people’s lives?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. start a soft drink company</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. move to the United States</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. create a foundation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. watch movies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Roberto C. Goizueta took responsibility for others and helped to improve his community. What did Mr. Goizueta do that was an example of good citizenship? Use information from the text that supports your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: He started the Goizueta Foundation which gives money to help people pay for education.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes: See www.emory.edu/EMORY_MAGAZINE/winter98/briefs.html for a speech delivered in 1995 by Roberto Goizueta.
### Social Studies Content Standards

4.A. Scarcity and Economic Decision-Making

1. Explain that people must make choices because **resources** are limited relative to unlimited wants for **goods** and **services**
   a. Explain why people must make economic choices
   b. Identify and apply the steps in the **decision-making process**
   c. Identify the **opportunity cost** of a choice or decision

### Suggested Student Objective:

Students will explain how people make choices about goods and services in order to explain the opportunity cost of an economic choice.

### Reading Strategies:

- Draw Conclusions

### Reading Skills:

- Main Idea and Details
- Compare and Contrast
- Sequence

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
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<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 300-305</td>
<td>TE pp. 300-305</td>
<td>SR: Which of the following is an example of an economic choice?</td>
</tr>
<tr>
<td>WB pp. 67-68</td>
<td></td>
<td>a. wearing blue socks instead of black</td>
</tr>
<tr>
<td>T 1</td>
<td></td>
<td>b. deciding between Spanish or French class</td>
</tr>
<tr>
<td>ESTG pp. 114-117</td>
<td></td>
<td>c. baking cookies or a cake</td>
</tr>
<tr>
<td>QS pp. 58-59</td>
<td></td>
<td>d. repairing a road or adding on to the library</td>
</tr>
<tr>
<td>RAPS &quot;Henry and the Paper Route&quot;, pp. 74-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOC economic choice, opportunity cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Describe the difference between economic choice and opportunity cost. Use evidence from the text to support your answer. Possible answer: Economic choice is deciding to buy one item instead of another; opportunity cost is what a person gives up when he chooses something else.</td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 302
See “Meeting Individual Needs: Learning Styles,” TE p. 304

### Modifications for ESOL Students:

See “ESL Support: Extend Language,” TE p. 301
See “Meeting Individual Needs: Leveled Practice,” TE p. 302
See “Meeting Individual Needs: Learning Styles,” TE p. 304

### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 302
See “Meeting Individual Needs: Learning Styles,” TE p. 304

### Notes:

Includes MTS, FL
Lesson 26: Choosing Wisely and Making a Decision
Advanced Learners

Overview

In this lesson, the students will create a poster depicting one of the economic concepts for the MCEE calendar: scarcity; natural, human and capital resources; opportunity cost; specialization and interdependence; producers and consumers; or goods and services.

Social Studies Content Standards

4.A. Scarcity and Economic Decision-Making
1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
   a. Explain why people must make economic choices
   b. Identify and apply the steps in the decision-making process
   c. Identify the opportunity cost of a choice or decision

Reading Strategies/Reading Skills

Drawing Conclusions

Objective

Students will explain how people make choices about goods and services in order to explain the opportunity cost of an economic choice.

Warm-up

Name something that you want to buy more than anything? How could you save money so that you could buy it on your own?

Introductory and Developmental Activities

- Have students discuss what they need to do in order to pay for their item. Is the item a want or need? (discuss the difference) Use the chart provided.
- Discuss the vocabulary terms: scarcity; natural, human and capital resources; opportunity cost; specialization and interdependence; producers and consumers; or goods and services
- [http://library.thinkquest.org/3901/](http://library.thinkquest.org/3901/) (a great website that discusses the terms)

Guided Practice Activities

- Students will need to review the vocabulary for the posters. A few of the words will be brand new to them. The review can be done in several ways. Choose one or more that best fits your class.
- Vocabulary Ideas
  a. Share with students the previous years calendar
  b. View a power point that reviews the vocabulary [http://www.pppst.com/economics.html](http://www.pppst.com/economics.html)
  c. Create a foldable where students write the word, draw a picture and write the definition
  d. Use a matching game. Provide the words and definitions and challenge the students to match the terms
  e. Provide the words in sentence and challenge the students to use context clues to define the vocabulary in their own words
Independent Activities

- Students will create a poster on one of the above-named vocabulary terms showing the term in use.
- [http://www.econed.org/html/poster_contest.shtml](http://www.econed.org/html/poster_contest.shtml) (this site will provide the deadline for the current school year) see attached for contest rules for students and teachers
- Please be sure that each of the terms is covered. Students must submit individual posters; therefore, no group work is involved. Students may work in groups for brainstorming, when needed.
- Please note the date that all work must be submitted. (can be found online)
- Teachers can create their own rubric on [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php).

Assessment

- Class Discussion
- Collect and grade the Posters
- Assign, collect, and grade the BCR included in the lesson framework. Have students take a Gallery walk of the completed posters

Closure Activities

- Class Discussion
Maryland Council for Economic Education
Poster Contest Rules

TEACHERS:
- Stimulate interest in learning the basic economic concepts
- Help your students learn about the economy and have fun doing it
- Give your students an opportunity to creatively demonstrate their understanding of the economy

STUDENTS:
Illustrate in poster form one of the following concepts:
1. Scarcity
2. Productive resources (all three on one poster)
3. Opportunity cost
4. Specialization and interdependence (both on one poster)
5. Producers and consumers (both on one poster)
6. Goods and services (both on one poster)

RULES:
In order to be judged, entries must be in compliance with all of the following rules.
- Each entry must be
  - Original and drawn by hand horizontally on an 8 1/2” x 11” sheet of white paper
  - In color—not black and white
  - All lettering must be in black and all artwork outlined in black—for hand-drawn pictures, we recommend a black felt-tip pen rather than a colored pencil or crayon. Lettering can be done on a computer.
  - An illustration of one of the six economic concept categories listed in this brochure
- Please check the http://www.econed.org/html/poster/contest_rules.htm for Postmark Due Date
- For each entry
  - Set text and art work at least 1/2” from all edges of paper
  - Print the economic concept(s) illustrated in large letters at the top of the page and make sure the words are spelled correctly.

Teachers should
- Submit only one entry per student
- Include one completed entry form for each teacher submitting entries
- Submit the following information by lightly taping a separate piece of paper or 3 x 5 index card on the back of each poster (no paper clips):
  - Student name and grade level
  - Teacher name
  - School name
- Do not put grade on back of poster
Maryland Council for Economic Education
Poster Contest Rules

DO NOT FOLD ENTRIES!

WINNERS:

• Sixteen (16) state winners will each receive a $50.00 U.S. Savings Bond. Each winner will be required to provide a Social Security number so that a savings bond can be purchased in the winner's name.

• State Winners will be announced at the Maryland Council's annual awards program in May and will be invited to attend the program.

• Winning posters and winner's birthdays will appear in a calendar (printed through the generosity of the Baltimore Branch of the Richmond Federal Reserve Bank).
  
  • EXAMPLE:

```
OPPORTUNITY COST

House with land

Plant Peas

My Garden

A Beautiful Bouquet

Plant Tomatoes

A delicious salad

OPPORTUNITY COST
```

The Maryland Council on Economic Education is a 501 (c) (3) not-for-profit organization located at Towson University, dedicated to improving economic literacy.

All entries become the property of the Maryland Council on Economic Education and may be used with names of entrants for publicity purposes.

Maryland Council on Economic Education
Towson University
8000 York Road
Towson, MD 21252-0001
410.296.5035
Fax: 410.296.5516
www.econed.org
Email: info@econed.org
**Lesson 27: A Community Business**

**Social Studies Content Standards**

4.A. Scarcity and Economic Decision-Making
   1. Explain that people must make choices because **resources** are limited relative to unlimited wants for **goods** and **services**
      a. Explain why people must make economic choices
      b. Identify and apply the steps in the **decision-making process**
      c. Identify the **opportunity cost** of a choice or decision

**Suggested Student Objective:** Students will examine how businesses make decisions in order to explain how supply and demand affects the prices of goods and services.

**Reading Strategies:**
- Draw Conclusions
- Make Inferences

**Reading Skills:**
- Analyze Text Features
- Cause and Effect
- Categorize
- Compare and Contrast

**United Streaming:**
Economics: The Production, Distribution, and Consumption of Goods and Services: Consuming (15:24)
Production Workers and the Goods They Make (16:00)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 306-311</td>
<td>TE pp. 306-311</td>
<td>SR: Baseball bats, tomatoes, and textbooks are examples of:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. <strong>goods</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. <strong>services</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. <strong>profit</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. <strong>supply</strong></td>
</tr>
<tr>
<td></td>
<td>WB p. 69</td>
<td>BCR: Halloween is approaching and you need to buy a costume. Would you expect the price of the costume to be higher or lower the closer the day of Halloween is? Use information from the text to support your answer. Possible answer: Higher, because supply is low and demand is high. Businesses make a lot of decisions about their products. If a business is looking to make more money from their product, what are they going to do? Use information from the text to support your answer. Possible answers: Businesses will try to keep the cost of making goods down and create an ample supply.</td>
</tr>
<tr>
<td></td>
<td>T 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 118-121</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QS pp. 60-61</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RAPS &quot;Madame C.J. Walker&quot;, pp. 77-78</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOC goods, services, products, supply, demand, profit</td>
<td></td>
</tr>
</tbody>
</table>

**Modifications for Special Education Students:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 308

**Modifications for ESOL Students:**
See “ESL Support: Activate Prior Knowledge,” TE p. 307
See “Meeting Individual Needs: Leveled Practice,” TE p. 308

**Honors Extensions:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 308

**Notes:**
Includes FL, CCR
# Lesson 28: Using Resources

## Social Studies Content Standards

### 4.A. Scarcity and Economic Decision-making

1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services.
   - a. Explain why people must make economic choices
   - b. Identify and apply the steps in the decision-making process
   - c. Identify the opportunity cost of a choice or decision

2. Examine the production process.
   - a. Explain how producers make choices because of limited natural, human, and capital resources
   - b. Give examples of when limited resources affect the decisions producers make
   - c. Describe steps in the production process to produce a product
   - d. Explain how specialized work results in increased production

3. Examine how technology affects the way people live, work, and play.
   - a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
   - b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

### Suggested Student Objective:

Students will identify natural, capital, and human resources in order to describe the benefits and costs between artisans and specialists.

### Reading Strategies:

<table>
<thead>
<tr>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
</tr>
<tr>
<td>Main Idea and Details</td>
</tr>
<tr>
<td>Summarize</td>
</tr>
<tr>
<td>Compare and Contrast</td>
</tr>
<tr>
<td>Cause and Effect</td>
</tr>
</tbody>
</table>

### United Streaming:

**Economics: The Production, Distribution, and Consumption of Goods and Services: Resources (16:24)**

### Suggested Student Resources

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
| SE pp. 318-323              | TE pp. 318-323              | SR: Today in the United States, people working in factories do one job or make one part of a product. Other workers have different jobs or make different parts. When jobs are divided this way, people are said to do what?
|                             | WB p. 72                    | a. produce                             |
|                             | T 9, 41, 42                 | b. human resources                     |
|                             | ESTG pp. 122-125           | c. generalize                          |
|                             | QS pp. 62-63               | d. specialize                          |
|                             | RAPS “Be an Inventor?”, pp. 79-80 | Possible answer: Renewable resources can be replaced in a short time; nonrenewable resources take a very long time to replace or cannot be replaced. |
|                             | “Robinson Crusoe”, pp. 81-83 | Explain one advantage and one disadvantage to using capital resources, such as machines to create goods and services. Use evidence from the text to support your answer. Possible answer: Advantage—Goods are cheaper to make, made faster, with less wasted materials, resulting to greater profit for companies. Disadvantage—machines are expensive, people may lose jobs. |
|                             | VOC renewable resources, nonrenewable resources, human resource, producer, specialize, capital resource |

### Modifications for Special Education Students:

See “Meeting Individual Needs: Learning Styles,” TE p. 320

### Modifications for ESOL Students:

See “ESL Support: Access Content,” TE p. 319

See “Meeting Individual Needs: Learning Styles,” TE p. 320

### Honors Extensions:

See “Meeting Individual Needs: Learning Styles,” TE p. 320

### Notes:

Sample Lesson provided
Lesson 28: Using Resources
Session One: Introduction

This lesson was modified from a lesson created by Maryland Economic Council.

Overview

In this lesson, students will learn about the sequence steps needed in a production line. They will be able to define and provide examples of natural, capital and human resources. Students will also be able to describe the benefits and costs between artisans and specialists.

Social Studies Content Standards

4.A. Scarcity and Economic Decision-making
1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
   a. Explain why people must make economic choices
   b. Identify and apply the steps in the decision-making process
   c. Identify the opportunity cost of a choice or decision
2. Examine the production process
   a. Explain how producers make choices because of limited natural, human, and capital resources
   b. Give examples of when limited resources affect the decisions producers make
   c. Describe steps in the production process to produce a product
   d. Explain how specialized work results in increased production
3. Examine how technology affects the way people live, work, and play
   a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
   b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

Reading Strategies/Reading Skills

Sequence
Categorize
Main Idea and Details
Summarize
Compare and Contrast
Cause and Effect

Objective

Students will identify natural, capital and human resources in order to describe the benefits and costs between artisans and specialists.

Warm-Up

Have students identify the natural resources used to make objects in their classroom, such as paper, pencils, and the trash can.
Introductory and Developmental Activities

Set up an assembly line simulation in the following manner:

1. Select 5 students to wash their hands and be part of a production line activity that will produce “Apple Smiley Faces.”
2. Arrange 5 desks in a row to make the assembly line. Have the 5 students stand behind the desks.
3. Worker 1 cores and slices an apple into quarter-inch slices. (It is recommended that the teacher is Worker 1 for safety reasons.)
4. Worker 2 places one apple slice onto a napkin and spreads peanut butter onto the slice.
5. Worker 3 places two miniature marshmallows onto the apple slice for eyes.
6. Worker 4 places 5 raisins in a smile pattern onto the apple slice.
7. Worker 5 delivers that apple slice to the market (to the students in the classroom).

Teachers may have to modify the activity due to food allergies in the classroom.
Continue the assembly line until all students have received a product (Apple Smiley Face).

Guided Practice Activities

- Introduce the terms natural, capital and human resources. Have the students identify the resources used in the production of the apple treats:
  - Natural Resources—apples, grapes, sugar cane for the marshmallows, peanuts, sun, soil, air, water
  - Capital Resources—knife, peanut butter jar, napkins, desks
  - Human Resources—students, apple grower, raisin maker, peanut farmer, marshmallow maker, truck driver
- Discuss other ways the Apple Smiley Faces could have been produced (for example, each worker could do all jobs to make a complete Apple Smiley Face from scratch) and how to decide which way is best. Introduce the word artisan and define it as one worker using his/her own resources and skills to create all parts of a product from start to finish.

Independent Activities

- Have students complete the attached activity worksheet about production and specialization.

Assessment

- Graded Production Activity Worksheet

Closure

- Allow students to share their answers from the worksheet.

Sessions Two and Three should focus on renewable and nonrenewable resources and capital resources.
Production Activity Worksheet

1. Identify 3 economic resources used to produce the Apple Smiley Faces. Next to the resource circle N if it is a Natural Resource, C if it is a Capital Resource, and H if it is a Human Resource.

______________________________________________________ N  C  H
______________________________________________________ N  C  H
______________________________________________________ N  C  H

2. Explain how the class produced the Apple Smiley Faces when you were in the assembly line group.

________________________________________________________________________________________________
______________________________________________________________________________________________

3. Explain how the production would have changed if you were in an artisan group.

________________________________________________________________________________________________
______________________________________________________________________________________________

4. Would you rather be an artisan producing a product or an assembly line worker producing a product?

________________________________________________________________________________________________
______________________________________________________________________________________________

5. What are some advantages and disadvantages of the type of production you choose for number 4?

Advantages:______________________________________________________________________________________
______________________________________________________________________________________________
Disadvantages:____________________________________________________________________________________
______________________________________________________________________________________________
Unit Three
Lesson 29: Depending on Others—Scarcity and Interdependence

Estimated Time: 3 Sessions

Social Studies Content Standards
4.A. Scarcity and Economic Decision-making
   1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
      a. Explain why people must make economic choices
      b. Identify and apply the steps in the decision-making process
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   2. Examine the production process
      a. Explain how producers make choices because of limited natural, human, and capital resources
      b. Give examples of when limited resources affect the decisions producers make
      c. Describe steps in the production process to produce a product
      d. Explain how specialized work results in increased production
   3. Examine how technology affects the way people live, work, and play
      a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
      b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

Suggested Student Objective: Students will identify scarcity problems and solutions in order to explain how misuse of natural resources could lead to environmental concerns.

Reading Strategies: Sequence Main Idea and Details Cause and Effect Analyze Text Features

Reading Skills: Sequence Main Idea and Details Cause and Effect Analyze Text Features

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 328-333</td>
<td>TE pp. 328-333</td>
<td>SR: The first big snowstorm of the season is fast approaching. When you go to the store to buy a shovel, there are not very many left. This is an example of:</td>
</tr>
<tr>
<td></td>
<td>WB p. 74</td>
<td>a. interdependence</td>
</tr>
<tr>
<td></td>
<td>T 10</td>
<td>b. profit</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 126-129</td>
<td>c. capital resource</td>
</tr>
<tr>
<td></td>
<td>QS pp. 64-65</td>
<td>d. scarcity</td>
</tr>
<tr>
<td></td>
<td>RAPS “Interview with Mary Pratt”, pp. 83-84</td>
<td>BCR: Identify the scarcity problem and the solution from the following situation: “The hurricane caused the orange trees in Florida to die. New trees will be planted in the orchard.” Possible answer: Scarcity—orange trees; solution—plant new trees.</td>
</tr>
<tr>
<td></td>
<td>VOC scarcity, interdependence</td>
<td></td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 330

Modifications for ESOL Students:
See “ESL Support: Build Background,” TE p. 329
See “Meeting Individual Needs: Leveled Practice,” TE p. 330

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 330

Notes:
Sample Lessons provided
Includes CCR, SS, EL
Lesson 29: Depending on Others—Scarcity and Interdependence
Session One: Introduction to Scarcity

This lesson was modified from a lesson created by Maryland Economic Council.

Overview

In this session, students will be introduced to the idea of scarcity. They will role play what would happen if there were limited amounts of natural resources to go around. Knowledge of natural resources will be needed for both the teacher and the students prior to the lesson.

Social Studies Content Standards

4.A. Scarcity and Economic Decision-making
   1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
      a. Explain why people must make economic choices
      b. Identify and apply the steps in the decision-making process
      c. Identify the opportunity cost of a choice or decision
   2. Examine the production process
      a. Explain how producers make choices because of limited natural, human, and capital resources
      b. Give examples of when limited resources affect the decisions producers make
      c. Describe steps in the production process to produce a product
      d. Explain how specialized work results in increased production
   3. Examine how technology affects the way people live, work, and play
      a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
      b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

Reading Skills

Sequence
Main Idea and Details
Cause and Effect
Analyze Text Features

Objective

Students will identify scarcity problems and solutions in order to explain how misuse of natural resources could lead to environmental concerns.

Warm-Up

Hold up a glass of water and say, “Boy, am I thirsty! It is a good thing that nature provides me with water to meet my want for a drink.” Then drink some of the water. Ask students to name other ways that people use water to meet their needs.
Introductory and Developmental Activities

- Hold up the glass of water, a baggie of soil or air, a piece of fruit and other natural resources. Ask the students to tell what all these things have in common. Lead to the idea that these are all "gifts of nature" that can be used by humans to help them produce the goods and services they need to meet their economic wants.
- Write the term and definition on the board. Ask the students to name other "gifts of nature" that serve as natural resources for workers in a production process.

Guided Practice Activities

- Tell students that they are going to take part in a scarcity simulation. Divide the students into five or six groups. Display a large class "hundreds chart" or have each group use the one attached to this lesson. Label the chart "The Commons." Some discussion may have to occur for students to understand what a commons is.
- Distribute one crayon or marker to each group (make sure each group has a different color). Explain to the students that in this simulation, they are farmers who want to use the commons as grazing land for their sheep. One square of grass on the "Commons" chart paper will feed one sheep.
- Hand a die to one student in the group and have the student roll the die to see how many sheep he or she will be placing in the commons. Have the students use the group's crayon or marker to place X's on that number of squares on the "Commons" chart. Then move to the second group, and repeat the process. Continue moving from one group to the next until all squares are filled. (Note: You will run out of squares before every student has a turn, thus demonstrating a scarcity of space on the commons.) Discuss with students what problems they noticed as they played the simulation.
- Remind the students that grass is a natural resource that farmers need to raise sheep. Discuss how this natural resource is limited.

Independent Activities

- Students will identify the scarcity problem and how the problem is solved on the attached "Scarcity Problems" Worksheet.

Assessment

- Graded "Scarcity Problems" Worksheet will be distributed. Students should have identified the scarcity and two ways to solve the problem.

Closure

Have students share their answers to the "Scarcity Problems" Worksheet. Talk about the different ways that the students came up with solutions to the problems.
“The Commons”
# Scarcity Problems

**Directions:** For each of the situations given below, identify what is scarce and tell how the scarcity problem is solved.

<table>
<thead>
<tr>
<th>Situation 1: “There are not enough fish in the pond for people to fish whenever they want to,” said the Ranger. “There will be fishing on the weekends only for the month of June.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a scarcity of __________________________.</td>
</tr>
<tr>
<td>The scarcity problem is solved by ____________________________________________________________</td>
</tr>
<tr>
<td>Another way to solve the scarcity problem would be _____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation 2: “I am worried that our well might run dry in this drought. Don’t use the hose to run the sprinkler until we get some more rain,” said Dad.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a scarcity of __________________________.</td>
</tr>
<tr>
<td>The scarcity problem is solved by ____________________________________________________________</td>
</tr>
<tr>
<td>Another way to solve the scarcity problem would be _____________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Situation 3: “With the forest fire burning so many trees here last July, I am worried that the forest will be ruined if there are any more fires. No campfires will be allowed until more trees grow back,” said the Forest Service Ranger.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a scarcity of __________________________.</td>
</tr>
<tr>
<td>The scarcity problem is solved by ____________________________________________________________</td>
</tr>
<tr>
<td>Another way to solve the scarcity problem would be _____________________________________________</td>
</tr>
</tbody>
</table>
Lesson 29: Depending on Others--Scarcity and Interdependence
Session Two: Jigsaw Reading

Overview

In this session, students will use the jigsaw reading model to gain information from the chapter. Each group will become an expert on the content and share their ideas with the group. Students will be able to define scarcity and interdependence, and explain each concept with examples.

Social Studies Content Standard

4.A. Scarcity and Economic Decision-making
   1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
      a. Explain why people must make economic choices
      b. Identify and apply the steps in the decision-making process
      c. Identify the opportunity cost of a choice or decision
   2. Examine the production process
      a. Explain how producers make choices because of limited natural, human, and capital resources
      b. Give examples of when limited resources affect the decisions producers make
      c. Describe steps in the production process to produce a product
      d. Explain how specialized work results in increased production
   3. Examine how technology affects the way people live, work, and play
      a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
      b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

Reading Skills

Sequence
Main Idea and Details
Cause and Effect
Analyze Text Features

Objective

Students will identify and give examples of scarcity in order to explain scarcity’s impact on interdependence within and among communities.

Warm-Up

Have the students create a list of natural resources and explain what they can be used for in the production process.

Introductory and Developmental Activities

- Have students share their answers from the warm-up. Have them discuss scarcity and natural resources from the previous day.
- Introduce today’s lesson by previewing the pages that the students will read in a jigsaw method (pages 329-333). Discuss and make predictions about the text features, such as headings, pictures, captions, and page timeline.
Guided Practice Activities

- Distribute the Jigsaw Reading Activity Sheet to all students (included with this DTA).
- Model how to complete this activity by using the introductory paragraph for the lesson on page 328 and the examples given (included with this DTA).

Independent Activities

- Divide the students into four groups and assign one section to each group (Too Few Resources, Resources and Goods, The All-American Girls Professional Baseball League, People Helping People).
- Explain that each group is responsible for reading and taking notes on the section assigned to their group and giving the class a summary of the section. When each group presents their information to the class, everyone will take notes in the appropriate section on the Jigsaw Reading sheet.

Assessment

- Collect and grade the Jigsaw Reading sheet
- Class Discussion

Closure

Conduct a class discussion using the following questions:

1. What are some scarce resources that people use?
2. How does wood get from the community where it is produced to the community where it is used?
3. How does scarcity cause people to depend on each other for goods and services?
Introduction

Arizona has the natural resources of sand, rocks, and cactuses.

You can see houses and playgrounds being built, but where does the wood come from to create them?
Overview

In this session, students will take a closer look at interdependence and the role it plays in their life. They will role play having a job in their community and how that job relies on interdependence to produce its product or service. They will be able to use what they have learned in the role playing and apply to world situations.

Social Studies Content Standards

4.A. Scarcity and Economic Decision-making
   1. Explain that people must make choices because resources are limited relative to unlimited wants for goods and services
      a. Explain why people must make economic choices
      b. Identify and apply the steps in the decision-making process
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Reading Skills

Sequence  Main Idea and Details  Cause and Effect  Analyze Text Features

Objective

Students will explain interdependence in order to explain what would happen without it.

Warm-Up

Have students review the previous lesson on how scarcity causes people to depend on each other.

Introductory and Developmental Activities

- Prepare enough of the following worker cards for each student to have one (add other jobs as appropriate for your students’ interests) way ahead of time. Write the name of the work on an index card or sheet of paper. Have students draw illustrations on their card to make sure they understand what the worker’s job is.

<table>
<thead>
<tr>
<th>Hair Stylist</th>
<th>Webmaster</th>
<th>Grocer</th>
<th>Florist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caterer</td>
<td>Airline Pilot</td>
<td>Interior Decorator</td>
<td>Teacher</td>
</tr>
<tr>
<td>Truck Driver</td>
<td>Secretary</td>
<td>Artist</td>
<td>Weather Forecaster</td>
</tr>
<tr>
<td>Doctor</td>
<td>Accountant</td>
<td>Lawyer</td>
<td>Dentist</td>
</tr>
<tr>
<td>Chef</td>
<td>Police Officer</td>
<td>Librarian</td>
<td>Reporter</td>
</tr>
</tbody>
</table>
Guided Practice Activities

- Tape the cards to the front of their clothes, so that others can read them and see their illustrations. The teacher should also have a card.
- Have students sit in a circle on the floor or move their desks into a circle.
- Tell students to look around the circle and choose two workers that produce a good or service that they might need at their job or at home.
- While holding the end of a large ball of yarn, the teacher should roll the ball to someone in the circle who has a good or service that they need. The teacher should then explain how they would use the service or good of the person who has the ball of yarn.
- The person who received the ball of yarn should select someone else who has a wanted good or service. Continue rolling the ball until all students have had a turn and a web is developed.
- Review with students what specialization is (from previous lessons). Review the pros and cons of specialization. Then have students identify what the web symbolizes (interdependence, because each worker relied on other workers for work, goods and services).
- Have students explain what would happen if certain workers were taken out of the web (scarcity).

Independent Activities

- Students can what they have learned to answer the Interdependence Worksheet attached to this lesson plan.

Assessment

- Graded Worksheet
- Participation in Activity

Closure

- Have students share their answers to the worksheet as time permits. Have them summarize what it is they have learned that day.
Interdependence Worksheet

Name________________________________________________________ Date_______________________

Directions: Read the following questions and think about the web activity we did in class. Write your answers to the questions in complete sentences.

1. Why are people that are self-sufficient not as interdependent?

2. People in today's society tend to do specialty work. Does this make them more or less interdependent? Why?

3. In today's activity, you had to choose two goods or services that you needed. What would happen if the workers were not there to supply your good or service?
Lesson 30: A World of Trade

Social Studies Content Standards

4.A. Scarcity and Economic Decision-Making
   3. Examine how technology affects the way people live, work, and play
      a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
      b. Describe how changes in technology have affected the lives of producers, such as robot-powered assembly lines

   1. Describe different types of markets
      a. Identify markets that do not involve face-to-face meetings, such as Internet shopping or catalog shopping
      b. Describe how countries around the world trade in the global market

Suggested Student Objective: Students will describe the concept of a free market in order to explain how people benefit from voluntary trade with each other.

Reading Strategies:
- Make Inferences
- Draw Conclusions

Reading Skills:
- Compare and Contrast
- Categorize
- Fact and Opinion

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
| SE pp. 334-339              | TE pp. 334-339              | SR:
|                             | WB p. 75                    | Giving a shopowner money for a product is an example of:
|                             | T 18, 43                    |   a. trade
|                             | ESTG pp. 130-133            |   b. communication
|                             | QS pp. 66-67                |   c. transportation
|                             | RAPS “Global Groceries”, p. 85 |   d. need
|                             | VOC trade, communication, international trade, import, export, free market | BCR:
|                             |                             | Describe the differences between import and export. Use information from the text to support your answer.
|                             |                             | Possible answer: Import—bring resources from one country into another country; export—send products to another country.
|                             |                             | Explain what happens in a free market. Use evidence from the text to support your answer.
|                             |                             | Possible answer: People choose what to produce and what to buy, what crops to plant; factories decide what goods to produce.

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 336

Modifications for ESOL Students:
See “ESL Support: Build Background,” TE p. 335
See “Meeting Individual Needs: Leveled Practice,” TE p. 336

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 336

Notes:
Includes MTS
Lesson 31: Unit Review

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies
   1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a
         variety of print and non-print sources
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and
         experiences
      c. Use context clues to understand new Social Studies vocabulary
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify
         expression

Suggested Student Objective: Students will review economic concepts in order to explain the economic functions of a
community.

Reading Strategies: Draw Conclusions
Reading Skills: Main Idea and Details
Reading Strategies: Analyze Primary Sources

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
| SE pp. 342-343              | TE pp. 342-343              | SR: What might happen if the demand for a product goes up?  
|                             | WB p. 76                    |   a. The price of that product might go up.  
|                             |                             |   b. The supply of that product might stay the same.  
|                             |                             |   c. The price of that product might go down.  
|                             |                             |   d. The production of that product might stop.  |

SR: What might happen if the demand for a product goes up?
   a. The price of that product might go up.
   b. The supply of that product might stay the same.
   c. The price of that product might go down.
   d. The production of that product might stop.

BCR: Often when countries disagree, they refuse to trade with each other. What effect might such disagreement have on the people who live in those countries? Use information from the text to support your answer.
Possible answer: The country would stop importing products which could change the way of life for the people. Prices of these goods could rise up because supply would decrease.

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes:
Assessment Options:
   AB pp. 57-58 (Content Test)
   AB pp. 59-60 (Skills Test)
   TE p. 346 (Performance Assessment)
Includes SS
Unit 4: People in Communities
Lesson 32: Unit Introduction

parade hometown celebrations

Lesson 33: Moving to a New Community

opportunity

Lesson 34: Learning New Customs

immigrant custom ethnic group

Lesson 35: Citizenship Skills—A Country for Everyone

child-care center health clinic Nobel Peace Prize

Lesson 36: Where Did They Come From?

ancestor symbol

Lesson 37: Celebrating Cultures—Dancing to Celebrate Cultures

holiday tradition

Lesson 38: Celebrating a Community’s Past

livestock

Lesson 39: Celebrations Across Our Nation

Civil Rights Movement

Lesson 40: N’cwala, An African Thanksgiving

harvesting crops Zambia

Lesson 41: Unit Review

All Unit Vocabulary
### Lesson 32: Unit Introduction

#### Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

#### Suggested Student Objective:

Students will explore the People In Communities unit in order to create a foldable vocabulary organizer.

#### Reading Strategies:

Make Inferences

#### Reading Skills:

Analyze Text Features

Compare and Contrast

#### United Streaming:

**Suggested Student Resources**

- SE pp. 65-71
- TE pp. 65-71
- Posters 3 and 4
- WB p. 15
- Leveled Readers:
  - *We Are Part of This Place* (BGL)
  - *What It Means To Be a Citizen* (OGL)
  - *A Citizen of the United States* (AGL)

#### Suggested Teacher Resources

- SE pp. 65-71
- TE pp. 65-71
- Posters 3 and 4
- WB p. 15
- Leveled Readers:
  - *We Are Part of This Place* (BGL)
  - *What It Means To Be a Citizen* (OGL)
  - *A Citizen of the United States* (AGL)

#### Suggested Formative Assessment (SR and BCR)

**SR:**

Which of the following is a way of doing things?

a. citizen
b. ancestor
c. custom
d. opportunity

**BCR:**

Compare and contrast birthdays to New Year’s celebrations. Use evidence from the text to support your answer.

*Possible answer: Compare—celebrations, happen every year, parties. Contrasts—birthdays have cake, can happen anytime during the day, New Year’s celebration happens at midnight.*

#### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 66

#### Modifications for ESOL Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 66

See “ESL Support: Access Content,” TE p. 70

#### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 66

#### Notes:

- Sample Lesson provided
- See TT pp. 8-14 for additional information about Locating Key Words, also use TTT.
- See SSP pp. 24-44 for short-term and long-term projects, also contains dramas to be used during the unit.
Overview

In this lesson, students will learn the vocabulary needed for the unit by creating a Foldable. The Foldable allows the students to create a working definition of the vocabulary word along with a visual representation of the word.

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies
   1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
      c. Use context clues to understand new Social Studies vocabulary
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

Reading Strategies/Reading Skills

Vocabulary Development      Analyze Text Features      Make Inferences      Compare and Contrast

Objective

Students will explore the People in Communities unit in order to create a foldable vocabulary organizer.

Warm-Up

- Have students open their books up to SE p. 65. Students should write an answer to the unit opening question in their journals.

Introductory and Developmental Activities

- Discuss the students’ answers to the warm-up.
- Instruct students that they will be learning about people all over the world that have come to live in the United States. In order to prepare for the unit, they will need to learn some new vocabulary.

Guided Practice Activities

- Pass out one sheet of construction paper to each student.
- Have students fold the paper once in half long way (also referred to as the hot dog way).
- Have students then fold the paper in half short way twice (also referred to as the hamburger way).
- Have students unfold the paper.
- They should choose one side of the paper and cut along the crease marks to the center. (It will create four “fingers”.)
- Have the students cut each of the “fingers” in half, so that they end up with 8 “fingers.”
• Write one of the eight following vocabulary words on the front of each of the “fingers.”
  1. opportunity
  2. immigrant
  3. custom
  4. ethnic group
  5. ancestor
  6. symbol
  7. citizen
  8. migration

• Ask the students to create a definition for the first vocabulary word, then write that definition inside the flap that has the word written on it. On the other side, have the students draw a picture of something that will help them remember the word.

Independent Activities

• Have students complete the other seven vocabulary words either on their own or in pairs.

Assessment

• Completed Vocabulary Foldable
• Classroom discussion

Closure

Have students share their definitions and pictures as time permits.
# Lesson 33: Moving to a New Community

**Social Studies Content Standards**

1. **1.C. Protecting Rights and Maintaining Order**
   1. Explain the rights and responsibilities of being a member of the school and the community
   a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

   3. **3.C. Movement of People, Goods and Ideas**
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
   c. Identify reasons for the movement of people from one community or region to another

**Suggested Student Objective:** Students will compare and contrast communities in order to explain why people move from one community or country to another.

**Reading Strategies:**
- Draw Conclusions
- Predict

**Reading Skills:**
- Compare and Contrast
- Main Idea and Details

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 74-77</td>
<td>TE pp. 74-77</td>
<td>SR: Which of the following is not a reason that people move?</td>
</tr>
<tr>
<td></td>
<td>WB p. 17</td>
<td>a. opportunities</td>
</tr>
<tr>
<td></td>
<td>T 14, 80</td>
<td>b. parent’s new job</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 26-29</td>
<td>c. want to feel safe</td>
</tr>
<tr>
<td></td>
<td>QS pp. 14-15</td>
<td>d. boredom</td>
</tr>
<tr>
<td></td>
<td>RAPS “Lily Learns About Cascarones”, pp. 18-19</td>
<td>BCR: People are looking to move to your community. Explain two opportunities available in your school or community. Answers will vary depending on school and community.</td>
</tr>
<tr>
<td></td>
<td>VOC opportunity</td>
<td></td>
</tr>
</tbody>
</table>

**Modifications for Special Education Students:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 76

**Modifications for ESOL Students:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 76
See “ESL Support: Activate Prior Knowledge,” TE p. 77

**Honors Extensions:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 76

**Notes:**
Includes ETM
## Lesson 34: Learning New Customs

### Social Studies Content Standards

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other **cultures**
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other **cultures**

2.C. Conflict and Compromise
   1. Analyze how groups of people interact
      a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members
      b. Analyze how different points of view in school and community situations may result in **compromise** or conflict

### Suggested Student Objective:

Students will compare and contrast the ways that cultural groups are alike and different in order to explain the ways people work together and cooperate.

### Reading Strategies:

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Reading Skills</th>
<th>Main Idea and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw Conclusions</td>
<td>Compare and Contrast</td>
<td></td>
</tr>
</tbody>
</table>

### United Streaming:

*America At Its Best: We All Contribute and Make a Difference (15:00)*

### Suggested Student Resources

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 78-81</td>
<td>TE pp. 78-81</td>
<td>SR: Which of the following is <strong>not</strong> an example of a custom?</td>
</tr>
<tr>
<td></td>
<td>WB p. 18</td>
<td>a. eating special foods</td>
</tr>
<tr>
<td></td>
<td>T 14, 80</td>
<td>b. <strong>country’s flag</strong></td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 30-33</td>
<td>c. pledging allegiance to the flag</td>
</tr>
<tr>
<td></td>
<td>QS pp. 16-17</td>
<td>d. weddings</td>
</tr>
<tr>
<td></td>
<td>RAPS “When I First Came to This Land”, pp. 20-22</td>
<td>BCR: Explain how immigrants mix some of their old culture with their new culture. Use evidence from the text to support your answer. Possible answer: Buy foods that they are used to eating and also new foods from their new culture. Use a new language and native language.</td>
</tr>
<tr>
<td></td>
<td>VOC immigrant, custom, ethnic group</td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 80

### Modifications for ESOL Students:

See “ESL Support: Extend Language,” TE p. 79
See “Meeting Individual Needs: Leveled Practice,” TE p. 80

### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 80

### Notes:

Sample Lesson provided
Includes ETM
Overview

In this lesson, students will use the reading strategy of compare and contrast in order to learn about Nicole’s family. They will compare Nicole’s customs from her life in Haiti to her customs after her move to Boston, Massachusetts.

Social Studies Content Standards

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

2.C. Conflict and Compromise
   1. Analyze how groups of people interact
      a. Identify and demonstrate appropriate social skills necessary for working in a cooperative group such as sharing concern, compassion, and respect among group members
      b. Analyze how different points of view in school and community situations may result in compromise or conflict

Reading Strategies/Reading Skills

Compare and Contrast
Main Idea and Details
Draw Conclusions

Objective

Students will compare and contrast the ways that cultural groups are alike and different in order to explain the ways people work together and cooperate.

Warm-up

- Have students review the definitions for immigrant, custom and ethnic group from the unit introduction.
- Using what they know about customs, have students write in their journal about a custom that they have in their household.

Introductory and Developmental Activities

- Read “You Are There” on TE p. 78 and discuss the questions at the end. Have students tell how they think they would make new friends, and tell how they would speak to these new friends who speak a different language.
- Pass out a Venn Diagram (TE p. TR48) or other compare and contrast graphic organizer (such as TE p. TR49). Tell students that during the reading of the lesson, they are going to compare and contrast Nicole’s customs.

Guided Practice Activities

- Read TE p. 79. Fill out the parts of the graphic organizer that compare and contrast based on the information in this part of the text.
Independent Activities

- Have students finish reading the lesson either individually or in pairs. As they read, they are to complete the graphic organizer.

Assessment

- Finished graphic organizer
- BCR from framework page

Closure

- Students will share their BCRs as time permits.
Lesson 35: Citizenship Skills—A Country for Everyone

### Social Studies Content Standards

1.B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.
   - b. Describe the contributions of people who contributed to the **common good** of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts

2. Analyze the role of individual and group participation in creating a supportive community
   - a. Explain the decision making process used to accomplish a community goal or solve a community problem
   - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

### Suggested Student Objective:

Students will describe the contributions of Jane Addams to the common good of society in order to explain the characteristics of good citizenship.

### Reading Strategies:

- Main Idea and Details
- Compare and Contrast

### United Streaming:

### Suggested Student Resources

- SE pp. 82-83

### Suggested Teacher Resources

- TE pp. 82-83

### Suggested Formative Assessment (SR and BCR)

**SR:**

Which of the following is the award granted to Jane Addams?

- Nobel Physics Award
- Champion of the spelling bee
- **Noble Peace Prize**
- Social Studies Geography Champ

**BCR:**

What did Jane Addams do that was an example of good citizenship? Use evidence from the text to support your answer.

**Possible answer:** Addams started Hull House to help immigrants build their new lives.

### Modifications for Special Education Students:

### Modifications for ESOL Students:

### Honors Extensions:

### Notes:
### Social Studies Content Standards

**2.A. Elements of Culture**
1. Analyze and describe elements of a multicultural setting
   a. Use fiction and non-fiction to compare the elements of several **cultures** and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language

**2.B. Cultural Diffusion**
1. Identify and describe how individuals and groups share and borrow from other **cultures**
   a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other **cultures**

**3.C. Movement of People, Goods and Ideas**
1. Describe how transportation and communication networks link **places** through the **movement** of people, **goods**, and ideas
c. Identify reasons for the **movement** of people from one community or **region** to another

### Lesson 36: Where Did They Come From?

**Suggested Student Objective:** Students will examine immigration in the United States in order to explain reasons people form communities.

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw Conclusions</td>
<td>Make Inferences</td>
</tr>
<tr>
<td></td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td></td>
<td>Categorize</td>
</tr>
</tbody>
</table>

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 84-89</td>
<td>TE pp. 84-89</td>
<td>SR: Which of the following is NOT a reason that immigrants came to the United States?</td>
</tr>
<tr>
<td></td>
<td>WB p. 19</td>
<td>a. scarcity of food in native country</td>
</tr>
<tr>
<td></td>
<td>T 1</td>
<td>b. find jobs or to work on farms</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 34-37</td>
<td>c. freedom from their government</td>
</tr>
<tr>
<td></td>
<td>QS pp. 18-19</td>
<td>d. to cross the ocean</td>
</tr>
<tr>
<td></td>
<td>RAPS “The New Colossus”, p. 22</td>
<td>BCR: Describe why the Statue of Liberty was an important symbol to immigrants. Use evidence from the text to support your answer. Possible answer: It meant that their long trip was over, and they were to begin a life of freedom.</td>
</tr>
<tr>
<td></td>
<td>“Rosa Cristoforo Comes to America”, pp. 23-24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOC ancestor, symbol</td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:
See "Meeting Individual Needs: Leveled Practice," TE p. 85

### Modifications for ESOL Students:
See "Meeting Individual Needs: Leveled Practice," TE p. 85
See “ESL Support: Build Background,” TE p. 87

### Honors Extensions:
See "Meeting Individual Needs: Leveled Practice," TE p. 85

### Notes:
Includes ETM
Unit Four

Lesson 37: Celebrating Cultures—Dancing to Celebrate Cultures

Social Studies Content Standards

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures.

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures.

Suggested Student Objective: Students will examine culture celebrations in order to compare and contrast elements of different cultures.

Reading Strategies:
   Draw Conclusions

Reading Skills:
   Make Comparisons
   Compare and Contrast
   Categorize
   Analyze Text Features
   Main Idea and Details

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
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<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WB p. 24</td>
<td>a. They did when they were little, so they do when they are older.</td>
</tr>
<tr>
<td></td>
<td>T 14</td>
<td>b. Their parents force them to celebrate the holidays.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 42-45</td>
<td>c. It helps them feel like they are part of a community.</td>
</tr>
<tr>
<td></td>
<td>WS pp. 22-23</td>
<td>d. They are forced to by the government.</td>
</tr>
<tr>
<td></td>
<td>RAPS &quot;In the Year of the Boar and Jackie Robinson&quot;, pp. 29-31</td>
<td>BCR: Compare and contrast family celebrations and community celebrations. Use evidence from the text to support your answer. Possible answer: Family celebrations and community celebrations have special food. Family celebrations are private, whereas community celebrations involve a large amount of people. An example of a family celebration is a birthday; a community celebration is Cinco de Mayo.</td>
</tr>
<tr>
<td></td>
<td>VOC holiday, tradition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SE pp. 112-113</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WB p. 25</td>
<td></td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:

Modifications for ESL Students:
See “ESL Support: Extend Language,” TE p. 106

Honors Extensions:

Notes:
Includes ETM
## Lesson 38: Celebrating a Community’s Past

### Social Studies Content Standards

#### 2.A. Elements of Culture
1. Analyze and describe elements of a multicultural setting
   - b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures.

#### 2.B. Cultural Diffusion
1. Identify and describe how individuals and groups share and borrow from other cultures
   - a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures.

#### 5.A. Individuals and Societies Change over Time
1. Examine differences between past and present time
   - a. Develop a timeline of events in the community
   - b. Investigate how people lived in the past using a variety of sources
     - a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents.

### Suggested Student Objective:
Students will examine community celebrations in order to compare and contrast elements of different communities.

### Reading Strategies:
- Make Generalizations
- Evaluate Information

### Reading Skills:
- Categorize
- Main Idea and Details
- Compare and Contrast
- Analyze Text Features
- Analyze Primary Sources

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. when the animals are babies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. when the crops are ready to be harvested</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. during spring breaks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. when the plants start to bloom</td>
</tr>
<tr>
<td>WB p. 26</td>
<td></td>
<td>BCR: Describe a community celebration that takes place in your community. Use evidence from the text to support your answer. Possible answer: Community celebrations are held to honor important people or events from the past or present. The actual community celebration will vary depending on the community.</td>
</tr>
<tr>
<td>T 14, 34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTG pp. 46-49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS pp. 24-25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOC livestock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 115
See “Meeting Individual Needs: Learning Styles,” TE p. 117

### Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 115
See “ESL Support: Extend Language,” TE p. 116
See “Meeting Individual Needs: Learning Styles,” TE p. 117

### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 115
See “Meeting Individual Needs: Learning Styles,” TE p. 117

### Notes:
Includes ETM, MTS
Lesson 38: Celebrating a Community's Past
Advanced Learners

Overview

In this lesson, the students will create a scavenger hunt for their community.

Social Studies Content Standards

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      b. Explain how and why media, such as the internet, television, radio and newspaper provide an opportunity to understand various perspectives about cultures
   2.B. Cultural Diffusion
      1. Identify and describe how individuals and groups share and borrow from other cultures
         a. Use nonfiction texts to identify and discuss examples of how communities borrow and share from other cultures
   5.A. Individuals and Societies Change over Time
      1. Examine differences between past and present time
         a. Develop a timeline of events in the community
      2. Investigate how people lived in the past using a variety of sources
         a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps audio or visual tapes, and or documents

Reading Strategies/Reading Skills Making Generalizations and Evaluating Information

Objective

Students will examine community celebrations in order to compare and contrast elements of different communities.

Warm-up

Have students read page 114, “You Are There.” Discuss the types of fairs they have visited (state, county, carnivals, cultural festivals)

Introductory and Developmental Activities

- Read with the students SE pages 114-117.
- Discuss the ways that communities can celebrate.
- Explain that one way to get to know a community is to go on a scavenger hunt. Have students create a mini-scavenger hunt of their classroom community or school. Debrief with the whole class what items on the list are distinct to their “classroom community”.

Guided Practice Activities

- Tell students they will be creating a Community scavenger hunt for their neighborhood/town.
- Have students brainstorm ideas for their scavenger hunt. What types of things/places are very recognizable in their community? See the below websites for ideas on community scavenger hunts.
  1. [http://www.planning.org/kidsandcommunity/scavengerhunt/instructions.htm](http://www.planning.org/kidsandcommunity/scavengerhunt/instructions.htm)
Independent Activities
- Have students create a brochure/flier that advertises the scavenger hunt.
- Students can create a contest for the class or school to see who can find all the items from the scavenger hunt to bring into class.
- Encourage and challenge students to complete the scavenger hunt with their families.

Assessment
- Class Discussion
- Complete the scavenger hunt survey
- Assign, collect, and grade the BCR included in the lesson framework

Closure Activities
- Exit Ticket and Class Discussion
Scavenger Hunt Survey

Name __________________________________________________________

1. Were you able to find all the items on the list? ________________________________________________________________

2. What was the easiest item on the list to find? Why?
   ______________________________________________________________
   ______________________________________________________________

3. What was the most difficult item to find? Why?
   ______________________________________________________________
   ______________________________________________________________

4. Were you surprised to find something on your scavenger hunt that was in your community but which you are unaware of? What was it?
   ______________________________________________________________
   ______________________________________________________________

5. What was your favorite part of completing the scavenger hunt?
   ______________________________________________________________
   ______________________________________________________________

6. What was the most recognizable item in your community? Why?
   ______________________________________________________________
   ______________________________________________________________
Lesson 39: Celebrations Across Our Nation

Social Studies Content Standards

1.A. The Foundations and Function of Government
   2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
      b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

Suggested Student Objective: Students will examine national holidays in order to compare and contrast the reasons we celebrate holidays.

Reading Strategies:
- Make Inferences
- Draw Conclusions

Reading Skills:
- Main Idea and Details
- Compare and Contrast

United Streaming:
- Holiday Facts and Fun: A Multicultural Christmas (22:00)
- Holiday Facts and Fun: Cinco de Mayo (13:06)
- Holiday Facts and Fun: Hanukkah (10:00)
- Holiday Facts and Fun: Kwanzaa (10:00)
- Holiday Facts and Fun: Martin Luther King Day (11:10)
- Holiday Facts and Fun: St. Patrick’s Day (13:00)

Suggested Student Resources
- SE pp. 120-123
- WB p. 27
- T 1
- ESTG pp. 50-53
- QS pp. 26-27
- RAPS “I Have a Dream Speech”, pp. 32-33
- VOC Civil Rights Movement

Suggested Teacher Resources
- TE pp. 120-123

Suggested Formative Assessment (SR and BCR)

SR: This holiday is a national holiday that honors people who served in the United States armed forces; it is celebrated on the last Monday in May.
   a. Veteran’s Day
   b. Independence Day
   c. Fourth of July
   d. Memorial Day

BCR: How did Dr. Martin Luther King, Jr., try to make changes in the United States? Use information from the text to support your answer.
   Possible answer: He fought for equal treatment of all citizens. He did not believe in violence, but believed that words would convince people to make changes.

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 122

Modifications for ESOL Students:
See “ESL Support: Extend Language,” TE p. 121
See “Meeting Individual Needs: Leveled Practice,” TE p. 122

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 122

Notes:
Includes ETM
Lesson 40: N’cwala, An African Thanksgiving

Social Studies Content Standards

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language
      b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

Suggested Student Objective: Students will identify the cultural traditions of N’cwala in order to compare and contrast them to their own Thanksgiving traditions.

Reading Strategies: Draw Conclusions
Reading Skills: Compare and Contrast, Analyze Text Features

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. To decide which chief is best.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. To make beef stew.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. To give thanks for a good harvest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. To decide the best instrument</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Based on the information in the text, compare N’Cwala to your Thanksgiving. Use evidence from the text to support your answer. Answers will vary.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 124

Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 124

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 124

Notes:
Sample Lesson provided
Includes ETM
Lesson 40: N’cwala, An African Thanksgiving

Overview

In this lesson, students will learn about Thanksgiving in another country. They will be able to compare their Thanksgiving traditions to N’cwala traditions.

Social Studies Content Standards

2.A. Elements of Culture
   1. Analyze and describe elements of a multicultural setting
      a. Use fiction and non-fiction to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language
      b. Explain how and why media, such as the internet, television, radio, and newspaper provide an opportunity to understand various perspectives about cultures

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

Reading Strategies/Reading Skills

Draw Conclusions
Compare and Contrast
Analyze Text Features

Objective

Students will identify the cultural traditions of N’cwala in order to compare and contrast them to their own Thanksgiving traditions.

Warm-Up

- In their journals, have students make a list of the things their family does for Thanksgiving, such as the food they eat, the places they go, or the people they see.

Introductory and Developmental Activities

- Have students share their list made from the warm-up exercise. Use the students’ responses to create a class list (either on the board or on butcher paper). The list should contain three columns: Food, Purpose, and Other.
- Use the list to review the concept and definition of customs and traditions.

Guided Practice Activities

- Have students take a picture walk of SE pp. 124-125. Have them read the title and subtitles. As they look at the pictures, have them discuss what it is they are seeing.
- Have them look back at their list. Are there items on the class list that are in the pictures?
- Read either together or have students read independently SE pp. 124-125.
- Discuss the material covered in the reading session with the students.
- Have them create a three-column chart like the one from the Introductory and Developmental Activities.
Independent Activities

- Have students re-read SE pp. 124-125 (including the captions to the pictures).
- They should complete the three-column chart with information from the text.

Assessment

- A completed three-column chart
- Complete BCR from framework

Closure

- Have students share their charts and BCRs.
**Third Grade Curriculum Framework Progress Guide**

### Unit Four

#### Lesson 41: Unit Review

**Estimated Time:** 1 Session

**Social Studies Content Standards**

1. **2.A. Elements of Culture**
   a. Use fiction and non-fiction to compare the elements of several **cultures** and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music, and language

2. **2.B. Cultural Diffusion**
   a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other **cultures**

3. **6.A. Read to Learn and Construct Meaning about Social Studies**
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new **Social Studies** vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

**Suggested Student Objective:** Students will review elements of different cultures in order to describe elements of a multicultural setting.

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 126-127</td>
<td>TE pp. 126-127</td>
<td>SR: How are Christmas, Hanukkah, and Eid-al-Fitr alike?</td>
</tr>
<tr>
<td></td>
<td>WB p. 28</td>
<td>a. Families light eight candles during all three holidays.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. People eat green-dyed foods to celebrate the holidays.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Families share a special meal or eat special foods at all three holidays.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. They all got started in Ireland.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Cinco de Mayo, Memorial Day, and Veterans Day all honor people who have fought in battles. Explain why communities find it important to remember them. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: To honor those who fought for freedom, independence, and other important issues.</td>
</tr>
</tbody>
</table>

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**

**Honors Extensions:**

**Notes:**

**Assessment Options:**
- AB pp. 21-22 (Content Test)
- AB pp. 23-24 (Skills Test)
- TE p. 130 (Performance Assessment)

**Includes SS**
Unit Five:

History of Communities
Unit Five: History of Communities

Essential Vocabulary

Lesson 42: Unit Introduction
scenery

Lesson 43: Explorers Come to North America
explorer

Lesson 44: A Spanish Community—Cadiz, Spain
fleet

Lesson 45: A French Community
fortification

Lesson 46: Who Owns the Land?
Europeans

Lesson 47: An English Community
representative government

Lesson 48: Transportation Over Time
Transcontinental Railroad  decade  century

Lesson 49: Communication Over Time
Pony Express  Morse code  invention
broadcast

Lesson 50: Citizenship Skills—Students of West Columbia, South Carolina

Lesson 51: Inventions Over Time
reaper

Lesson 52: Medicine Improves Over Time
pasteurization  vaccine

Lesson 53: Unit Review
All Unit Vocabulary
### Unit Five

**Lesson 42: Unit Introduction**

**Estimated Time:** 1 Session

#### Social Studies Content Standards

5.A. Individuals and Societies Change over Time

1. Examine differences between past and present time
   - b. Explain the relationship among events in a variety of timelines

2. Investigate how people lived in the past using a variety of sources
   - a. Collect and examine information about people, **places**, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents

6.A. Read to Learn and Construct Meaning about Social Studies

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   - a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   - b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   - c. Use context clues to understand new Social Studies vocabulary
   - d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

**Suggested Student Objective:** Students will describe how history is important to communities in order to explain how communities have changed over time.

#### Reading Strategies:

- Make Inferences

#### Reading Skills:

- Main Idea and Details
- Analyze Text Features
- Compare and Contrast
- Cause and Effect

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 199-205</td>
<td>TE pp. 199-205</td>
<td>SR: Which of the following is a natural resource?</td>
</tr>
<tr>
<td></td>
<td>Poster 7 and 8</td>
<td>a. lamp</td>
</tr>
<tr>
<td></td>
<td>WB p. 44</td>
<td>b. sand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. table</td>
</tr>
<tr>
<td></td>
<td>Leveled Readers:</td>
<td>d. desk</td>
</tr>
<tr>
<td></td>
<td><em>A Whole New World</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(BGL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Exploring A New World</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(OGL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Adventure in the Americas</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(AGL)</td>
<td></td>
</tr>
</tbody>
</table>

#### SR:

Which of the following is a natural resource?

a. lamp  
b. sand  
c. table  
d. desk

#### BCR:

Look at pages 136-137. Choose one of the communities on the pages. Identify the climate and geography of the community that you choose. Use information from the text to support your answer. Answers will vary.

### Modifications for Special Education Students:

### Notes:

See TT pp. 22-28 for additional information about Locating Key Words, also use TTT.

See SSP pp. 68-88 for short term and long term projects, also contains dramas to be used during the unit.

Includes ETM
Lesson 43: Explorers Come to North America

Social Studies Content Standards

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
      c. Identify reasons for the movement of people from one community or region to another

5.A. Individuals and Societies Change over Time
   2. Investigate how people lived in the past using a variety of sources
      a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents

Suggested Student Objective: Students will identify the first communities in the North America in order to explain the effects of exploration of the Americas.

Reading Strategies:
- Make Inferences
- Draw Conclusions

Reading Skills:
- Cause and Effect

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 208-211</td>
<td>TE pp. 208-211</td>
<td>SR: Which of the following was not part of the Iroquois government?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. protected religious ceremonies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. protected the women from working</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. protected the rights of groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. protected the people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: Describe why European colonies were trying to get to China and India. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: They wanted to find a water route to China in order to trade goods. Water routes would be faster and safer.</td>
</tr>
</tbody>
</table>


Notes:
### Lesson 44: A Spanish Community—Cadiz, Spain

#### Social Studies Content Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2.B. Cultural Diffusion | 1. Identify and describe how individuals and groups share and borrow from other cultures  
   a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures |
| 3.D. Modifying and Adapting to the Environment | 1. Explain how people modify, protect, and adapt to their environment  
   a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living  
   c. Compare ways that people adapt to the environment for food, clothing, and shelter |
| 5.A. Individuals and Societies Change over Time | 1. Examine differences between past and present time  
   a. Develop a timeline of events in the community |

#### Suggested Student Objective:

Students will identify the founder and early settlers of St. Augustine in order to explain why the community was established.

#### Reading Strategies:

- Draw Conclusions
- Make Inferences
- Predict

#### Reading Skills:

- Main Idea and Details
- Cause and Effect
- Analyze Text Features
- Compare and Contrast

#### United Streaming:

The Expedition of Juan Ponce de Leon

#### Suggested Student Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 214-221</td>
<td>TE pp. 214-221</td>
</tr>
<tr>
<td>WB p. 48</td>
<td>T 18, 37</td>
</tr>
<tr>
<td>ESTG pp. 82-85</td>
<td>QS pp. 42-43</td>
</tr>
<tr>
<td>RAPS “Nation’s Oldest City Will Sparkle”, p. 58</td>
<td>VOC fleet</td>
</tr>
</tbody>
</table>

#### Suggested Teacher Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 214-221</td>
<td>TE pp. 214-221</td>
</tr>
<tr>
<td>WB p. 48</td>
<td>T 18, 37</td>
</tr>
<tr>
<td>ESTG pp. 82-85</td>
<td>QS pp. 42-43</td>
</tr>
<tr>
<td>RAPS “Nation’s Oldest City Will Sparkle”, p. 58</td>
<td>VOC fleet</td>
</tr>
</tbody>
</table>

#### Suggested Formative Assessment (SR and BCR)

**SR:**

Which two countries fought over Florida in the 1500s?  
- Spain and England  
- Spain and Mexico  
- Spain and France  
- Spain and Canada  

**Possible answer:** Ponce de Leon hoped to find gold to make himself and his country rich; instead, he found farm land.

**BCR:**

Describe what Ponce de Leon hoped to find in Florida and also what it was that he found. Use evidence from the text to support your answer.

Possible answer: Ponce de Leon hoped to find gold to make himself and his country rich; instead, he found farm land.

#### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 215  
See “Meeting Individual Needs: Learning Styles,” TE p. 220

#### Modifications for ESOL Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 215  
See “ESL Support: Access Content,” TE p. 217  
See “Meeting Individual Needs: Learning Styles,” TE p. 220

#### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 215  
See “Meeting Individual Needs: Learning Styles,” TE p. 220

#### Notes:

Includes ETM, EL
### Third Grade Curriculum Framework Progress Guide

**Unit Five**

#### Lesson 45: A French Community

**Estimated Time: 1 Session**

<table>
<thead>
<tr>
<th>Social Studies Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.B. Cultural Diffusion</strong></td>
</tr>
<tr>
<td>1. Identify and describe how individuals and groups share and borrow from other cultures</td>
</tr>
<tr>
<td>a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures</td>
</tr>
<tr>
<td><strong>3.D. Modifying and Adapting to the Environment</strong></td>
</tr>
<tr>
<td>1. Explain how people modify, protect, and adapt to their environment</td>
</tr>
<tr>
<td>a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living</td>
</tr>
<tr>
<td>c. Compare ways that people adapt to the environment for food, clothing, and shelter</td>
</tr>
<tr>
<td><strong>5.A. Individuals and Societies Change over Time</strong></td>
</tr>
<tr>
<td>1. Examine differences between past and present time</td>
</tr>
<tr>
<td>a. Develop a timeline of events in the community</td>
</tr>
</tbody>
</table>

**Suggested Student Objective:** Students will locate the regions explored by Cartier and de Champlain in order to explain why communities were developed in these locations.

**Reading Strategies:**
- Make Inferences
- Draw Conclusions

**Reading Skills:**
- Cause and Effect
- Analyze Text Features

**United Streaming:**
- The Expeditions of Jacques Cartier
- The Explorations of Samuel de Champlain

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 224-227</td>
<td>TE pp. 224-227</td>
<td>SR: A fortification refers to a:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. ship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. stone wall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. hilltop</td>
</tr>
<tr>
<td>WB p. 50</td>
<td></td>
<td>BCR: Explain why there were so many battles for control of Quebec City. Use evidence from the text to support your answer. Possible answer: St. Lawrence River was a major water route, and increased trading if you had control over it.</td>
</tr>
<tr>
<td>T 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTG pp. 86-89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS pp. 44-45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOC fortification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Modifications for Special Education Students:**
- See “Meeting Individual Needs: Leveled Practice,” TE p. 225

**Modifications for ESOL Students:**
- See “Meeting Individual Needs: Leveled Practice,” TE p. 225

**Honors Extensions:**
- See “Meeting Individual Needs: Leveled Practice,” TE p. 225

**Notes:**
- Includes ETM, EL
## Unit Five

### Lesson 46: Who Owns the Land?

**Estimated Time:** 1 Session

### Social Studies Content Standards

#### 2.C. Conflict and Compromise

1. Analyze how groups of people interact
   2. Analyze how different points of view in school and community situations may result in **compromise** or **conflict**

### Suggested Student Objective:

Students will identify different points of view in order to examine how people viewed land ownership.

### Reading Strategies:

- Point of View
- Analyze Primary Sources
- Main Idea and Details

### United Streaming:

### Suggested Student Resources

| SE pp. 228-229 | TE pp. 228-229 |

### Suggested Teacher Resources

### Suggested Formative Assessment (SR and BCR)

**SR:**

Which of the following describe how Tecumseh felt about land ownership?

- a. The people who found it owned it.
- b. **The land was for everyone’s use.**
- c. People who work the land own the land.
- d. Kings and queens owned the land.

**BCR:**

Describe the different point of views that the Native Americans and the Europeans had about land ownership. Use evidence from the text to support your answer.

*Possible answer: Native Americans believed that the land belonged to everyone and should be shared; Europeans believed that land could be claimed by a person.*

### Modifications for Special Education Students:

### Modifications for ESOL Students:

### Honors Extensions:

### Notes:
### Lesson 47: An English Community

#### Social Studies Content Standards

2.B. Cultural Diffusion
   1. Identify and describe how individuals and groups share and borrow from other cultures
      a. Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures

3.D. Modifying and Adapting to the Environment
   1. Explain how people modify, protect, and adapt to their environment
      a. Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living
      c. Compare ways that people adapt to the environment for food, clothing, and shelter

5.A. Individuals and Societies Change over Time
   1. Examine differences between past and present time
      a. Develop a timeline of events in the community

#### Suggested Student Objective:
Students will locate Jamestown in order to explain who founded it and how it changed over time.

#### Reading Strategies:
- Draw Conclusions
- Make Inferences
- Predict

#### Reading Skills:
- Cause and Effect
- Main Idea and Details
- Analyze Text Features
- Compare and Contrast

#### United Streaming:
Exploration and Colonial Settlement by the Swedish, Dutch, and English
The Jamestown Colony

#### Suggested Student Resources
<table>
<thead>
<tr>
<th></th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 230-235</td>
<td>TE pp. 230-235</td>
<td>SR: Which of the following is not a part of a representative government?</td>
</tr>
<tr>
<td></td>
<td>WB p. 51</td>
<td>a. People have a say in how they are governed.</td>
</tr>
<tr>
<td></td>
<td>T 18</td>
<td>b. Voters elect leaders.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 90-93</td>
<td>c. Leaders speak for the people.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 46-47</td>
<td>d. Leaders do whatever they want.</td>
</tr>
<tr>
<td></td>
<td>RAPS “A True Relation”, p.59</td>
<td>BCR: Explain the difficulties or problems the Jamestown colony encountered. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td>VOC representative</td>
<td>Possible answer: The colony was running out of food. John Smith was captured by the Native Americans. John Smith was hurt. People went through a “starving time.”</td>
</tr>
<tr>
<td></td>
<td>government</td>
<td></td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 232

#### Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 232
See “ESL Support: Access Content,” TE p. 233

#### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 232

#### Notes:
Includes ETM, EL
### Lesson 48: Transportation Over Time

**Estimated Time:** 3 Sessions

#### Social Studies Content Standards

3.C. Movement of People, Goods and Ideas
1. Describe how transportation and communication networks link **places** through the **movement** of **people**, **goods**, and **ideas**
   a. Define networks as systems of transportation and communication between **places**
   b. Explain how transportation and communication networks connect **places**, **people**, and **ideas**
   c. Identify reasons for the **movement** of people from one community or **region** to another

**Suggested Student Objective:** Students will identify Lewis and Clark in order to explain their importance in the expansion of communities.

**Reading Strategies:**
- Draw Conclusions
- Make Inferences

**Reading Skills:**
- Main Idea and Details
- Cause and Effect
- Compare and Contrast

**United Streaming:**
- Expedition of Lewis and Clark, 1804-1806
- Transcontinental Railroad
- The Story of the Wright Brothers
- The Brief History of Automobiles and Trucks

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
| SE pp. 242-247              | TE pp. 242-247              | SR:
|                             |                             |   A result of Lewis and Clark exploring the West was as follows:
|                             |                             |   a. **More people moved out West.**
|                             |                             |   b. The Native Americans moved to Canada.
|                             |                             |   c. The Missouri River dried up.
|                             |                             |   d. More Native Americans moved into the cities.
|                             |                             | BCR:
|                             |                             |   Explain what transportations have resulted as a result of Orville and Wilbur Wright’s invention. Use evidence from the text to support your answer.
|                             |                             |   Possible answer: The invention of the airplane led to the invention of rockets, satellites, and space shuttles.

**Modifications for Special Education Students:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 246

**Modifications for ESOL Students:**
See “ESL Support: Extend Language,” TE p. 244
See “Meeting Individual Needs: Leveled Practice,” TE p. 246

**Honors Extensions:**
See “Meeting Individual Needs: Leveled Practice,” TE p. 246

**Notes:**
Sample Lessons provided
Includes MTS, SS
Lesson 48: Transportation Over Time
Session One: Introduction

Overview

In these sessions, students will learn about different types of travel and how it has changed communities. They will start with learning about Lewis and Clark and their travel via foot that led to the exploration of the West. The students will continue by learning about further westward expansion using the Transcontinental Railroad. Finally, students will move to more current times, learning about the invention of cars, planes, and space shuttles.

Social Studies Content Standards

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
      a. Define networks as systems of transportation and communication between places
      b. Explain how transportation and communication networks connect places, people, and ideas
      c. Identify reasons for the movement of people from one community or region to another

Reading Strategies/Reading Skills

Cause and Effect
Compare and Contrast
Draw Conclusions
Main Idea and Details
Make Inferences

Objective

Students will preview lesson pages in order to make a prediction.

Warm-Up

- In their journal, have students create a list of forms of transportation that people use today to get from one place to another.

Introductory and Developmental Activities

- Create a class list of transportation from the warm-up.
- Take a picture walk with the students. Have students look at the title and subtitles to the lesson. Make a prediction as a class as to what the lesson might be about.
- Look at the pictures. Have the students see if the pictures and captions match the prediction that the class made. If needed, change the prediction to make sense with the new information.

Guided Practice Activities

- Pass out the attached Fact and Support guide. Tell students that they are going to be learning a lot about transportation and the changes that have been made. As they read, they are to find support for the statements on the fact and support guide.
- Have students read aloud the facts on the guide individually or in pairs.
- Read the “You are There” aloud to the students. Demonstrate how to find the support using this section for fact #1.
Independent Activities

- Have students read the section entitled, “Trails Across America.” They should complete facts #2 and #3 (the rest of the facts can also be completed on this day if time permits or done over the next two sessions if time is short).

Assessment

- Journal entry
- Classroom discussion/participation
- Fact and Support Sheet

Closure

- Have students share their support to the facts as time permits.
Directions: Read the facts listed below. As you read the lesson, find information in the text that supports each fact.

1. There are many obstacles in the way of Lewis and Clark establishing the Northwest Passage.

2. Lewis and Clark helped to establish communities in the West.

3. There was only one way to get to the new land for the settlers.

4. The steam locomotive changed the way that people traveled.

5. There were many changes in transportation starting in 1830.
Overview

In these sessions, students will learn about different types of travel and how it has changed communities. They will start with learning about Lewis and Clark and their travel via foot that led to the exploration of the West. The students will continue by learning about further westward expansion using the Transcontinental Railroad. Finally, students will move to more current times, learning about the invention of cars, planes and space shuttles.

Social Studies Content Standards

3.C. Movement of People, Goods and Ideas
1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
   a. Define networks as systems of transportation and communication between places
   b. Explain how transportation and communication networks connect places, people, and ideas
   c. Identify reasons for the movement of people from one community or region to another

Reading Strategies/Reading Skills

Cause and Effect
Compare and Contrast
Draw Conclusions
Main Idea and Details
Make Inferences

Objective

Students will identify the Transcontinental Railroad in order to describe how it assisted in westward expansion.

Warm-Up

- Have students write in their journals about what they had learned in the previous lesson about Lewis and Clark.

Introductory and Developmental Activities

- Let students know that they are going to learn about the Transcontinental Railroad.
- Show the United Streaming video, “Transcontinental Railroad.” Have students take notes in their journal about what they learn in the video.

Guided Practice Activities

- Have students discuss the video and the notes that they have taken.
- Have students read SE p. 244 about the Transcontinental Railroad.
- Discuss with students how the Transcontinental Railroad affected the way that people traveled to the west.
Independent Activities

- Have students read the RAPS “East and West,” pp. 60-62. They should answer the questions at the end.

Assessment

- Classroom discussion
- Completed RAPS questions
- United Streaming Notes
- Completed Fact and Support Sheet

Closure

- Complete the Map Adventure SE p. 245.
Lesson 48: Transportation Over Time
Session Three

Overview

In these sessions, students will learn about different types of travel and how it has changed communities. They will start with learning about Lewis and Clark and their travel via foot that led to the exploration of the West. The students will continue by learning about further westward expansion using the Transcontinental Railroad. Finally, students will move to more current times, learning about the invention of cars, planes, and space shuttles.

Social Studies Content Standards

3.C. Movement of People, Goods and Ideas
   1. Describe how transportation and communication networks link places through the movement of people, goods, and ideas
      a. Define networks as systems of transportation and communication between places
      b. Explain how transportation and communication networks connect places, people, and ideas
      c. Identify reasons for the movement of people from one community or region to another

Reading Strategies/Reading Skills

Cause and Effect
Compare and Contrast
Draw Conclusions
Main Idea and Details
Make Inferences

Objective

Students will identify the changes in transportation in order to create a time line of the changes.

Warm-Up

- In their journals, have students identify the different ways that Lewis and Clark and the Transcontinental Railroad changed westward expansion.

Introductory and Developmental Activities

- Review answers to warm-up with the students.
- Have students read aloud SE pp. 246-247 individually or in pairs. Ask the pairs to write a summary of what they have read.

Guided Practice Activities

- Show students a completed time line (ex. SE p. 248-249). Let them know that they are going to use the information from the last couple of lessons to create a time line for transportation.
- Go over the rules for time lines. For example, the earliest date appears on the left, the most recent date appears at the right; also, time lines are drawn to scale.
- Draw a time line with the students, putting the earliest date on with them. 1804- Lewis and Clark explore the land west of the Mississippi River by foot and horseback.
Independent Activities

- Have students finish the timeline with information from the text.

Assessment

- Finished timeline
- Summary of text
- BCR from framework

Closure

- Go back to the class list of transportation created in session one. Have students identify the ways that transportation changed through time.
**Unit Five**  
**Estimated Time: 3 Sessions**

**Lesson 49: Communication Over Time**

### Social Studies Content Standards

3.C. Movement of People, Goods and Ideas  
1. Describe how transportation and communication networks link **places** through the **movement** of people, **goods**, and ideas  
   a. Define networks as systems of transportation and communication between **places**  
   b. Explain how transportation and communication networks connect **places**, people, and ideas  
   c. Identify reasons for the **movement** of people from one community or **region** to another

### Suggested Student Objective:
Students will identify the inventors in the field of communication in order to describe how communication has changed to help keep people in touch with one another.

### Reading Strategies:
- Make Inferences
- Draw Conclusions

### Reading Skills:
- Cause and Effect
- Compare and Contrast
- Main Idea and Details

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 250-255</td>
<td>TE pp. 250-255</td>
<td>SR: Which invention led to radios and televisions sending the news into our homes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. airplane</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. <strong>telegraph</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Pony Express</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Transcontinental Railroad</td>
</tr>
<tr>
<td>WB p. 56</td>
<td></td>
<td>BC: Explain how the invention of the stagecoach changed the way that the mail was delivered. Use evidence from the text to support your answer. Possible answer: The stagecoach cut delivery time, made mail delivery more reliable, and led to the use of trains.</td>
</tr>
<tr>
<td>T 15, 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTG pp. 98-101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS pp. 50-51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOC Pony Express, invention, Morse code, broadcast</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 254

### Modifications for ESOL Students:
See “ESL Support: Extend Language,” TE p. 252  
See “Meeting Individual Needs: Leveled Practice,” TE p. 254

### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 254

### Notes:
Includes MTS
### Lesson 50: Citizenship Skills—Students of West Columbia, South Carolina

#### Social Studies Content Standards

**1.B. Individual and Group Participation in the Political System**

1. Explain how people and events have contributed to the American political system
   - b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts

2. Analyze the role of individual and group participation in creating a supportive community
   - a. Explain the decision making process used to accomplish a community goal or solve a community problem
   - b. Explain the roles and responsibilities of effective citizens in a political process
   - c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

**1.C. Protecting Rights and Maintaining Order**

1. Explain the rights and responsibilities of being a member of the school and the community
   - a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

**Suggested Student Objective:** Students will define caring in order to explain how ordinary people can be caring.

**Reading Strategies:**

**Main Idea and Details**

**Analyze Text Features**

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
</table>
| SE pp. 256-257      | TE pp. 256-257              | **SR:**

Which of the following depicts the citizen’s act of caring?

- a. buying yourself new shoes
- b. making a card for someone in a nursing home
- c. telling when you did something wrong
- d. accepting all people

**BCR:** Caring about others is part of being a good citizen. What did the students from West Columbia, South Carolina do that was an example of good citizenship? Use evidence from the text to support your answer.

**Possible answer:** They raised the money to buy a fire truck for the people of New York City after the terrorist attack of September 11, 2001.

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**

**Honors Extensions:**

**Notes:**
Lesson 51: Inventions Over Time

### Social Studies Content Standards

4.A. Scarcity and Economic Decision-Making

3. Examine how **technology** affects the way people live, work, and play
   a. Describe how changes in **technology** have affected the lives of **consumers**, such as UPC bar codes and online shopping
   b. Describe how changes in **technology** have affected lives of **producers**, such as robot-powered assembly lines

### Suggested Student Objective:

Students will identify inventors and scientists in the field of technology in order to describe how their inventions have changed the world.

### Reading Strategies:

- Make Inferences
- Make Generalizations
- Evaluate Information
- Draw Conclusions

### Reading Skills:

- Compare and Contrast
- Cause and Effect
- Main Idea and Details

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 258-263</td>
<td>TE pp. 258-263</td>
<td>SR: Who was the African American inventor who worked with Alexander Graham Bell to invent the telephone?</td>
</tr>
<tr>
<td></td>
<td>WB p. 57</td>
<td>a. Thomas Edison</td>
</tr>
<tr>
<td></td>
<td>T 18</td>
<td>b. Louis Daguerre</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 102-105</td>
<td>c. Benjamin Banneker</td>
</tr>
<tr>
<td></td>
<td>QS pp. 52-53</td>
<td>d. <strong>Lewis Latimer</strong></td>
</tr>
<tr>
<td></td>
<td>VOC reaper</td>
<td><strong>BCR:</strong> Explain how the invention of Daguerre and Eastman has led to the inventions we use today. Use evidence from the text to support your answer. Possible answer: The invention of the camera led to the development of the video cameras, digital cameras, and instant cameras of today. They allow us to see pictures we take instantly and record more of our memories.</td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

See "Meeting Individual Needs: Leveled Practice," TE p. 262

### Modifications for ESOL Students:

See "Meeting Individual Needs: Leveled Practice," TE p. 262

### Honors Extensions:

See "Meeting Individual Needs: Leveled Practice," TE p. 262

### Notes:

Includes MTS, CCR
### Social Studies Content Standards

4.A. Scarcity and Economic Decision-Making

3. Examine how technology affects the way people live, work, and play
   a. Describe how changes in technology have affected the lives of consumers, such as UPC bar codes and online shopping
   b. Describe how changes in technology have affected lives of producers, such as robot-powered assembly lines

### Suggested Student Objective:
Students will identify scientists and inventors in the field of medicine in order to explain how their inventions have helped communities.

### Reading Strategies:
- Draw Conclusions
- Make Inferences

### Reading Skills:
- Cause and Effect
- Main Idea and Details

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 266-269</td>
<td>TE pp. 266-269</td>
<td>SR: Which of these scientists helped protect the world by creating a process called pasteurization that helped make milk safer to drink?</td>
</tr>
<tr>
<td></td>
<td>WB p. 59</td>
<td>a. Edward Jenner</td>
</tr>
<tr>
<td></td>
<td>T 18</td>
<td>b. Louis Pasteur</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 106-109</td>
<td>c. Jonas Silk</td>
</tr>
<tr>
<td></td>
<td>QS pp. 54-55</td>
<td>d. Gertrude Elion</td>
</tr>
<tr>
<td></td>
<td>RAPS “Gertrude B. Elion’s Autobiography”, pp. 67-68</td>
<td>BCR: Describe how Gertrude Eliion has helped to make the world a safer place to live. Use evidence from the text to support your answer. Possible answer: She invented medicines that attack diseased cells. The medicines helped to treat diseases such as leukemia and malaria. They have allowed people to have longer and healthier lives.</td>
</tr>
<tr>
<td></td>
<td>VOC pasteurization, vaccine</td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:
See “Meeting Individual Needs: Learning Styles,” TE p. 267
See “Meeting Individual Needs: Leveled Practice,” TE p. 268

### Modifications for ESOL Students:
See “Meeting Individual Needs: Learning Styles,” TE p. 267
See “ESL Support: Extend Language,” TE p. 268
See “Meeting Individual Needs: Leveled Practice,” TE p. 268

### Honors Extensions:
See “Meeting Individual Needs: Learning Styles,” TE p. 267
See “Meeting Individual Needs: Leveled Practice,” TE p. 268

### Notes:
Includes MTS, CCR
Unit Five  
Estimated Time: 1 Session

### Lesson 53: Unit Review

**Social Studies Content Standards**

4.A. Scarcity and Economic Decision-Making

3. Examine how **technology** affects the way people live, work, and play
   a. Describe how changes in **technology** have affected the lives of **consumers**, such as UPC bar codes and online shopping
   b. Describe how changes in **technology** have affected lives of **producers**, such as robot-powered assembly lines

6.A. Read to Learn and Construct Meaning about Social Studies

1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
   a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
   b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
   c. Use context clues to understand new Social Studies vocabulary
   d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

**Suggested Student Objective:** Students will explain how technology has impacted communities in order to review key concepts from the unit.

**Reading Strategies:**
- Draw Conclusions
- Make Inferences

**Reading Skills:**
- Main Ideas and Details

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 274-275</td>
<td>TE pp. 274-279</td>
<td>SR: Why was it important to Americans in the late 1700s that Benjamin Franklin set up post offices?</td>
</tr>
<tr>
<td></td>
<td>WB p. 61</td>
<td>a. The Pony Express needed places for the riders and horses to rest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. In the 1800s, people needed a better way to get to families and friends.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Benjamin Franklin wanted to meet people all over the country.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Americans needed a place to pick up their mail after it arrived by train.</td>
</tr>
</tbody>
</table>

**BCR:** Explain how the relationship between Ponce de Leon and the Native Americans affected Spanish settlements in the area. Use evidence from the text to support your answer.

Possible answer: *The Spanish attacked the Native Americans. The Native Americans attacked and killed de Leon, which halted the settlement.*

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**
See "ESL Support: Access Content," TE p. 277

**Honors Extensions:**

**Notes:**
 Assessment Options:
- AB pp. 45-47 (Content Test)
- AB pp. 47-48 (Skills Test)
- TE p. 278 (Performance Assessment)

Includes MTS, SS
Unit Six: Governments
Unit Six: Governments
Essential Vocabulary

Lesson 54: Unit Introduction

government
allegiance

Lesson 55: Governments in the Past—The Magna Carta and the United States Constitution

direct democracy
republic

Lesson 56: Biography—William Bradford

governor
rural
pilgrims

Lesson 57: United States Government

amendment

Lesson 58: Ancient Rome and Washington, D.C., and Citizenship in History

government
republic
constitution

Lesson 59: Being a Good Citizen

responsibility

Lesson 60: Community Services

recreation

Lesson 61: Understanding Latitude and Longitude

latitude
longitude

Lesson 62: Community Leaders

council
mayor
candidate
consent

Lesson 63: Citizenship Skills—An Honest Man

Lesson 64: State Government

legislative branch
Executive branch
governor
veto
Judicial branch

Lesson 65: Biography—Jimmy Carter

Lesson 66: The Founding of Athens and Rome (Literature—Mythology)

Lesson 67: Unit Review
Lesson 54: Unit Introduction

### Social Studies Content Standards

1.A. The Foundations and Function of Government
   2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
      a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality

6.A. Read to Learn and Construct Meaning about Social Studies
   1. Use appropriate strategies and opportunities to increase understanding of Social Studies vocabulary
      a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources
      b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences
      c. Use context clues to understand new Social Studies vocabulary
      d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression

### Suggested Student Objective:

Students will examine the contributions of other communities to the United States in order to describe their impact on the formation of the United States.

### Reading Strategies:

- Draw Conclusions

### Reading Skills:

- Analyze Text Features
- Main Idea and Details
- Summarize

### United Streaming:

This Is Our Government

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 349-355</td>
<td>TE pp. 349-355</td>
<td>SR: In the Pledge of Allegiance, what does allegiance mean?</td>
</tr>
<tr>
<td></td>
<td>Poster 11 and 12</td>
<td>a. cannot be divided</td>
</tr>
<tr>
<td></td>
<td>WB p. 78</td>
<td>b. freedom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. government</td>
</tr>
<tr>
<td></td>
<td>Leveled Readers:</td>
<td>d. <strong>loyalty</strong></td>
</tr>
<tr>
<td></td>
<td>Thomas Jefferson (BGL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thomas Jefferson: A Man of Ideas (OGL),</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Starting America: Thomas Jefferson and His Writings (AGL)</td>
<td></td>
</tr>
</tbody>
</table>

**SR:**

- In the Pledge of Allegiance, what does allegiance mean?
  - cannot be divided
  - freedom
  - government
  - **loyalty**

**BCR:**

- Describe the various places through time where people have met to make laws. Use information from the text to support your answer.

### Modifications for Special Education Students:

### Modifications for ESOL Students:

See “ESL Support: Activate Prior Knowledge,” TE p. 354

### Honors Extensions:

### Notes:

See TT pp. 36-42 for additional information about Locating Key Words, also use TTT 1 and 7.

See SSP pp. 112-132 for short-term and long-term projects, also contains dramas to be used during the unit.
Unit Six  
Estimated Time: 2 Sessions

Lesson 55: Governments in the Past—The Magna Carta and the United States Constitution

Social Studies Content Standards

1.A. The Foundations and Function of Government
   1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government.

5.A. Individuals and Societies Change over Time
   2. Investigate how people lived in the past using a variety of sources.
      a. Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents.

Suggested Student Objective: Students will examine how people formed communities to gain security and fair laws in order to explain the importance of the Magna Carta and the Mayflower Compact.

Reading Strategies: Draw Conclusions  
Reading Skills: Summarize Main Idea and Details  
Compare and Contrast

United Streaming:
The U.S. Constitution
The Magna Carta: Checks and Balances on Power, Medieval England, 1215

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 358-361</td>
<td>TE pp. 358-361</td>
<td>SR: Which of the following indicate that our government was influenced by governments of the past?</td>
</tr>
<tr>
<td></td>
<td>WB p. 80</td>
<td>a. We have the same type of government as Ancient Greece.</td>
</tr>
<tr>
<td></td>
<td>T 6</td>
<td>b. We have a similar type of government as Ancient Greece.</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 134-137</td>
<td>c. We have limited powers because of them.</td>
</tr>
<tr>
<td></td>
<td>QS pp. 68-69</td>
<td>d. We now have a king like they did.</td>
</tr>
<tr>
<td></td>
<td>RAPS “The Mayflower Compact”, p. 86; “Description of Plymouth”, p. 87</td>
<td>BCR: Describe the differences between a direct democracy and a republic. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td>VOC direct democracy, republic</td>
<td>Possible answer: In a direct democracy, the government is run by citizens who live under it. In a republic, citizens elect the representatives to speak for them.</td>
</tr>
</tbody>
</table>

Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 359  
See “Meeting Individual Needs: Learning Styles,” TE p. 360

Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 359  
See “Meeting Individual Needs: Learning Styles,” TE p. 360  
See “ESL Support: Access Content,” TE p. 361

Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 359  
See “Meeting Individual Needs: Learning Styles,” TE p. 360

Notes:
### Lesson 56: Biography—William Bradford

#### Social Studies Content Standards

1. B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
   2. Analyze the role of individual and group participation in creating a supportive community

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make Inferences</td>
<td>Analyze Primary Sources</td>
</tr>
<tr>
<td></td>
<td>Summarize</td>
</tr>
<tr>
<td></td>
<td>Cause and Effect</td>
</tr>
</tbody>
</table>

#### Suggested Student Objective:
Students will examine the life of William Bradford in order to describe how people have improved their society.

#### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 364-365</td>
<td>TE pp. 364-365</td>
<td>SR: William Bradford learned a skill not learned by most young men of the time. Which of the following is this skill?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. sailing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. governing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. sleeping</td>
</tr>
<tr>
<td>WB p. 81</td>
<td></td>
<td>BCR: Describe how William Bradford changed his community. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: He had different religious beliefs, so he led a group to sail to present-day America.</td>
</tr>
</tbody>
</table>

#### Modifications for Special Education Students:

#### Modifications for ESOL Students:

#### Honors Extensions:

#### Notes:
Includes SS
# Third Grade Curriculum Framework Progress Guide

## Unit Six

### Lesson 57: United States Government

**Estimated Time:** 3 Sessions

#### Social Studies Content Standards

1. A. The Foundations and Function of Government
   2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
   a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
   b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

#### Suggested Student Objective:
Students will explain the importance of the Declaration of Independence and the United States Constitution in order to identify the rights and responsibilities of citizens.

<table>
<thead>
<tr>
<th>Reading Strategies:</th>
<th>Reading Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw Conclusions</td>
<td>Main Idea and Details</td>
</tr>
<tr>
<td>Make Inferences</td>
<td>Summarize</td>
</tr>
</tbody>
</table>

#### United Streaming:

- The Bill of Rights
- Americans’ Rights: Our Freedom: The Bill of Rights

#### United Streaming Resources

- SE pp. 366-371
- TE pp. 366-371
- WB p. 82
- T 6, 44
- ESTG pp. 138-141
- QS pp. 70-71
- RAPS “Freedom’s Children”, pp. 88-89
- “Take a Walk in Ancient Rome”, pp. 90-91
- “Quotes of Abraham Lincoln”, pp. 92-93
- VOC amendment

#### Suggested Teacher Resources

#### Suggested Formative Assessment (SR and BCR)

**SR:**
Which of the following was part of the writing of the United States Constitution?
- **a.** James Adams
- **b.** George Washington
- **c.** George Madison
- **d.** James Franklin

**BCR:**
Describe which of the amendments in the Bill of Rights Rosa Parks used in order to protest. Use evidence from the text to support your answer.

**Possible answer:** The first amendment; freedom of speech allowed her to protest on the bus.

#### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 368
See “Meeting Individual Needs: Learning Styles,” TE p. 368

#### Modifications for ESOL Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 368
See “Meeting Individual Needs: Learning Styles,” TE p. 368
See “ESL Support: Access Content,” TE p. 371

#### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 368
See “Meeting Individual Needs: Learning Style,” TE p. 368

#### Notes:
### Lesson 58: Ancient Rome and Washington, D.C., and Citizenship in History

**Estimated Time:** 3 Sessions

#### Social Studies Content Standards

1. **B. Individual and Group Participation in the Political System**
   - Explain how people and events have contributed to the American political system.
   - Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts.
   - Analyze the role of individual and group participation in creating a supportive community.
     - Explain the decision-making process used to accomplish a community goal or solve a community problem.
     - Explain the roles and responsibilities of effective citizens in a political process.
     - Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.

2. **C. Protecting Rights and Maintaining Order**
   - Explain the rights and responsibilities of being a member of the school and the community.
   - Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering.

**Suggested Student Objective:** Students will examine the historical American leaders in order to identify traits of good citizenship.

**Reading Strategies:**
- Evaluate

**Reading Skills:**
- Analyze Text Features

**United Streaming:**

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 372-375</td>
<td>TE pp. 372-375</td>
<td>SR: Which of the following describes a forum?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. area with monuments and public buildings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. large town with many buildings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. a mall with many stores</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. a monument to honor people</td>
</tr>
<tr>
<td></td>
<td>WB p. 83</td>
<td>BCR: Identify the personality traits that the Virginia delegates possessed that made them good citizens. Use evidence from the text to support your answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possible answer: Service, leadership, respect, commitment, sacrifice, loyalty, and dedication.</td>
</tr>
</tbody>
</table>

**Modifications for Special Education Students:**

**Modifications for ESOL Students:**

**Honors Extensions:**

**Notes:**

Includes MTS
Overview

In this lesson, students will create a monument based on the digital story of the courageous person that students created in Unit 2: Lesson 21. They will display the monuments as a class for a “monument field trip.”

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks – civil rights, Caesar Chavez – equal rights for migrant workers,
         Jimmy Carter – world peace efforts
   2. Analyze the role of individuals and group participation in creating a supportive community
      a. Explain the decision making process used to accomplish a community goal or solve a community problem
      b. Explain the roles and responsibilities of effective citizens in a political process
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

1.C. Protecting Rights and Maintaining Order
   1. Explain the rights and responsibilities of being a member of the school and the community
      a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions and volunteering

Reading Strategies/Reading Skills

Evaluate

Objective

Students will evaluate the historical American leaders in order to determine which traits make a good citizen.

Warm-up

- Discuss with students the word citizen and what makes a person a good citizen.

Introductory and Developmental Activities

- Read pp. 372-373 in SE
- Debrief with the students what a monument is and where they can be located. (Most major cities have monuments dedicated to local heroes or historical landmarks.) Discuss what monuments they have visited or seen and who they are named for.
- Discuss with students the purpose of monuments and how they are taken cared of.

Guided Practice Activities

- Read pp. 374-375 in SE
- Spend time defining the word “citizen” and “leader”. Make sure students have a good understanding of these terms.
- Discuss which of those people have monuments created for them.
- Revisit the digital stories that were created in Unit 2 Lesson 21. Ask students why the people in
the stories were good leaders and good citizens.

Independent Activities

- Students will think-pair-share about the famous American they portrayed on their digital story in order to design a monument that will either depict a moment in the person’s life or give tribute to him/her. Students should help each other to brainstorm ideas for their monument.
- Student will design a 3-D monument for that person. It should be drawn first and then created using any materials that are available (ex; paper towel rolls, tooth picks, clay, play dough, cardboard).
- Monuments must have a written explanation of how their monument reflects their Famous American
- Set up a “classroom museum” to exhibit monuments.

Assessment

- Class Discussion
- Collect and grade the Monument. Use the following sire to create a rubric:
  http://rubistar.4teachers.org/index.php
- Monument Critiques

Closure Activities

- Class Discussion
Monument Critique

Name______________________________________________________________

Directions: Choose 2 monuments that you will see in your monument walk. Answer the following questions about the monuments.

Monument (name the famous person)____________________________________

Did it represent the leader?___________________________________________

How?________________________________________________________________

Who created it?_______________________________________________________

Monument (name the famous person)____________________________________

Did it represent the leader?___________________________________________

How?________________________________________________________________

Who created it?_______________________________________________________
### Social Studies Content Standards

1. **A. The Foundations and Function of Government**
   - 2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
     - a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
     - b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

2. **B. Individual and Group Participation in the Political System**
   - 2. Analyze the role of individual and group participation in creating a supportive community
     - b. Explain the roles and responsibilities of effective citizens in a political process

3. **C. Protecting Rights and Maintaining Order**
   - 1. Explain the rights and responsibilities of being a member of the school and the community
     - a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

### Suggested Student Objective:
Students will identify five important responsibilities that all citizens have in order to explain how civic responsibility is important to their community and their country.

### Reading Strategies:
- Make Inferences

### Reading Skills:
- Summarize
- Main Idea and Details
- Sequential Order

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 376-379</td>
<td>TE pp. 376-279</td>
<td>SR: Which of the following is <strong>not</strong> a responsibility of a citizen?</td>
</tr>
<tr>
<td></td>
<td>WB p. 84</td>
<td>a. pay taxes</td>
</tr>
<tr>
<td></td>
<td>T 8</td>
<td>b. vote in elections</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 142-145</td>
<td>c. do not take others' things</td>
</tr>
<tr>
<td></td>
<td>QS pp. 72-73</td>
<td>d. <strong>buying gasoline</strong></td>
</tr>
<tr>
<td></td>
<td>RAPS “Children Are the Future of Democracy”, pp. 94-95; “Rosie Swanson”, pp. 96-98</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>VOC responsibility</td>
</tr>
</tbody>
</table>

### Suggested Student Resources:
- SE pp. 376-379
- TE pp. 376-279
- WB p. 84
- T 8
- ESTG pp. 142-145
- QS pp. 72-73
- RAPS “Children Are the Future of Democracy”, pp. 94-95; “Rosie Swanson”, pp. 96-98
- VOC responsibility

### Suggested Teacher Resources:
- SE pp. 376-379
- TE pp. 376-279
- WB p. 84
- T 8

### Suggested Formative Assessment (SR and BCR):
SR: Which of the following is **not** a responsibility of a citizen?
- a. pay taxes
- b. vote in elections
- c. do not take others' things
- d. **buying gasoline**

BCR: Describe why it is important for citizens to vote in elections. Use evidence from the text.
Possible answer: Citizens elect our government which speaks for us.

### Modifications for Special Education Students:
See “Meeting Individual Needs: Leveled Practice,” TE p. 378

### Modifications for ESOL Students:
See “ESL Support: Access Content,” p. 377
See “Meeting Individual Needs: Leveled Practice,” TE p. 378

### Honors Extensions:
See “Meeting Individual Needs: Leveled Practice,” TE p. 378

### Notes:
Sample Lesson provided.
Overview

In this lesson, the students will create an advertisement poster to promote the characteristics of good citizenship.

Social Studies Content Standards

1.A. The Foundations and Function of Government

2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
   a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
   b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

1.B. Individual and Group Participation in the Political System

2. Analyze the role of individual and group participation in creating a supportive community
   b. Explain the roles and responsibilities of effective citizens in a political process

1.C. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community
   a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

Reading Strategies/Reading Skills

Make Inferences  Summarize  Main Idea and Details  Sequential Order

Objective

Students will identify five important responsibilities that all citizens have in order to explain how civic responsibility is important to their community and their country.

Warm-Up

What is a citizen?

Introductory and Development Activities

- Read “You Are There” to the students.
- Have a class discussion of the differences between rights and responsibilities.
- Read “Focus on the Main Idea” with the students.
- Use Transparency Eight and record the main idea in the main box of the graphic organizer.
Guided Practice Activities

- Have the students copy Transparency Eight on a clean sheet of paper.
- In pairs, have the students read “Ways to Be a Good Citizen” and “Taking Responsibility”.
- While they are reading, have the students look for three or more supports for the main idea.
- After reading, discuss the student answers and complete the graphic organizer on the overhead transparency with the students.
- Model for the students how to write a summary using the information on the graphic organizer. Model a good topic sentence and how to include the support in good complete sentences. Have the students copy the paragraph as you are writing it on an overhead transparency.

Independent Activities

- Have the students create a large poster advertisement for the five important responsibilities of citizens in the United States of America. This activity can be done individually or in pairs.
- Posters should include the five important responsibilities that citizen have in the United States and identify/show at least one reason why each of these is important.
  - Obey the laws.
  - Respect the rights and property of others.
  - Vote in elections.
  - Pay taxes.
  - Improve your community.
- Posters can be displayed around the classroom or school to promote good citizenship skills.

Assessment

- Class discussion and graphic organizer group work
- Collect and grade advertising posters
- Assign, collect, and grade the BCR included in the lesson framework
- Workbook, page 84

Closure Activities

- Review the lesson objective with the students. Turn the objective into a question and have the students answer the question.
## Lesson 60: Community Services

### Estimated Time: 1 Session

#### Social Studies Content Standards


2. Identify **goods** and **services** provided by the government and paid for by **taxes**

   a. Classify **goods** and **services** according to who produces them, such as the government, business, or both

### Suggested Student Objective:

Students will identify the services provided by local governments in order to explain how people in local communities meet their needs for education, transportation, and recreation.

### Reading Strategies:

- Make Inferences

### Reading Skills:

- Summarize Main Idea and Details
- Compare and Contrast

### United Streaming:

- Suggested Student Resources
- Suggested Teacher Resources
- Suggested Formative Assessment (SR and BCR)

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 384-387</td>
<td>TE pp. 384-387</td>
<td>SR: Which of the following is an example of recreation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. walking trail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. police</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. roads</td>
</tr>
<tr>
<td>WB p. 87</td>
<td></td>
<td>BCR: Explain how the local government fund the services that it provides to its citizens. Use information from the text to support your answer. Possible answer: Citizens pay income, property, and sales taxes, which are used to fund the services their local government gives back.</td>
</tr>
<tr>
<td>T 6, 45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESTG pp. 146-149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS pp. 74-75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAPS “Library Histories”, pp. 99-100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VOC recreation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 386

### Modifications for ESOL Students:

See “ESL Support: Access Content,” TE p. 385
See "Meeting Individual Needs: Leveled Practice," TE p. 386

### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 386

### Notes:
**Unit Six**

**Lesson 61: Understanding Latitude and Longitude**

**Estimated Time:** 1 Session

**Social Studies Content Standards**

3.A. Using Geographic Tools

1. Use **geographic tools** to locate and construct meaning about places on Earth
   a. Construct and interpret maps by using elements, such as title, compass rose, simple grid system, **legend**, key, date, and author
   b. Identify the **location** of communities, major cities in Maryland, and United States and the world using globes, maps, and atlases

**Suggested Student Objective:** Students will define latitude and longitude in order to locate places around the world.

**Reading Strategies:**

<table>
<thead>
<tr>
<th>Reading Skills:</th>
<th>Reading Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td></td>
</tr>
</tbody>
</table>

**United Streaming:**

**Suggested Student Resources**

- SE pp. 388-389
- TE pp. 388-389
- WB p. 88

<table>
<thead>
<tr>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE pp. 388-389</td>
<td>SR: Using the map on p. 389, what is the latitude and longitude of Birmingham, Alabama?</td>
</tr>
<tr>
<td></td>
<td>a. 32°S, 85°E</td>
</tr>
<tr>
<td></td>
<td>b. 35°N, 82°W</td>
</tr>
<tr>
<td></td>
<td>c. 33°N, 86°W</td>
</tr>
<tr>
<td></td>
<td>d. 35°S, 82°E</td>
</tr>
</tbody>
</table>

**BCR:** Describe the differences and similarities between the prime meridian and the equator. Use evidence from the text to support your answer. Possible answer: Both are 0 degrees. Prime meridian measures longitude, equator measures latitude.

**Modifications for Special Education Students:**

See “Meeting Individual Needs: Leveled Practice,” TE p. 388

**Modifications for ESOL Students:**

See “Meeting Individual Needs: Leveled Practice,” TE p. 388

**Honors Extensions:**

See “Meeting Individual Needs: Leveled Practice,” TE p. 388

**Notes:**

- Includes SS
## Lesson 62: Community Leaders

### Social Studies Content Standards

**1.A. The Foundations and Function of Government**

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect **citizens**, and provide **services**
   
   a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting **citizens** and maintaining order
   
   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government

**1.B. Individual and Group Participation in the Political System**

1. Explain how people and events have contributed to the American political system.

   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council

### Suggested Student Objective:

Students will identify the basic structure of local government in order to identify and explain the role of local government officials.

### Reading Strategies:

- Draw Conclusions

### Reading Skills:

- Main Idea and Details
- Compare and Contrast
- Analyze Text Features
- Summarize

### United Streaming:

### Suggested Student Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE</td>
<td>pp. 390-395</td>
</tr>
<tr>
<td>SE</td>
<td>pp. 390-395</td>
</tr>
<tr>
<td>WB</td>
<td>p. 89</td>
</tr>
<tr>
<td>T</td>
<td>6</td>
</tr>
<tr>
<td>ESTG</td>
<td>pp. 150-153</td>
</tr>
<tr>
<td>QS</td>
<td>pp. 76-77</td>
</tr>
<tr>
<td>VOC council, mayor, candidate, consent</td>
<td></td>
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</tbody>
</table>

### Suggested Teacher Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE</td>
<td>pp. 390-395</td>
</tr>
<tr>
<td>WB</td>
<td>p. 89</td>
</tr>
<tr>
<td>T</td>
<td>6</td>
</tr>
<tr>
<td>ESTG</td>
<td>pp. 150-153</td>
</tr>
<tr>
<td>QS</td>
<td>pp. 76-77</td>
</tr>
<tr>
<td>VOC council, mayor, candidate, consent</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Formative Assessment (SR and BCR)

**SR:**

Your parents give you **consent** to go to the park with your friend. **Consent** means:

- a. candidate for office
- b. to help out
- c. denies you
- d. **gives permission**

**BCR:**

Identify one of the community leaders. Describe the job that your community leader does. Use information from the text to support your answer.

*Answers will vary depending on the community leader; use TE pp. 392-393 to assist you in grading.*

### Modifications for Special Education Students:

- See “Meeting Individual Needs: Learning Styles,” TE p. 391
- See “Meeting Individual Needs: Leveled Practice,” TE p. 394

### Modifications for ESOL Students:

- See “Meeting Individual Needs: Learning Styles,” TE p. 391
- See “ESL Support: Access Content,” TE p. 392
- See “Meeting Individual Needs: Leveled Practice,” TE p. 394

### Honors Extensions:

- See “Meeting Individual Needs: Learning Styles,” TE p. 391
- See “Meeting Individual Needs: Leveled Practice,” TE p. 394

### Notes:
## Lesson 63: Citizenship Skills—An Honest Man

**Social Studies Content Standards**

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      b. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks, civil rights, Caesar Chavez, -equal rights for migrant workers, Jimmy Carter-world peace efforts
   2. Analyze the role of individual and group participation in creating a supportive community
      a. Explain the decision making process used to accomplish a community goal or solve a community problem
      b. Explain the roles and responsibilities of effective citizens in a political process
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

1.C. Protecting Rights and Maintaining Order
   1. Explain the rights and responsibilities of being a member of the school and the community
      a. Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

### Suggested Student Objective:

Students will examine the character trait of honesty in order to describe the characteristics of good citizenship.

### Reading Strategies:

<table>
<thead>
<tr>
<th>Evaluate</th>
<th>Analyze Primary Sources</th>
<th>Point of View</th>
</tr>
</thead>
</table>

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 396-397</td>
<td>TE pp. 396-397</td>
<td>SR: Which of the following is the meaning of “good as gold” from the text?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. shiny like gold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. very honest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. valuable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. worth as much as gold</td>
</tr>
</tbody>
</table>

**BCR:** According to the text, Charles Curtis represents the good citizenship skill of honesty. Using evidence from the text, identify the actions taken by Charles Curtis that help us see that he was honest.

*Possible answer:* He enforced and applied laws, kept his campaign promise, never broke his word or failed to carry out an agreement.

### Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 396

### Modifications for ESOL Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 396

### Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 396

### Notes:

Includes SS
# Lesson 64: State Government

## Social Studies Content Standards

### 1.A. The Foundations and Function of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services

   a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order

   b. Explain the consequences of violating rules and laws

   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government

### 1.B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.

   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council

## Suggested Student Objective:

Students will identify the government bodies that make the laws, carry out the laws, and take care of people who violate the laws in order to describe the different government bodies at the local, state, and national levels of government.

## Reading Strategies:

- Reading Skills:
  - Summarize: Main Idea and Details
  - Sequential Order

## United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 398-401</td>
<td>TE pp. 398-401</td>
<td>SR: Which of the following is a job of the governor?</td>
</tr>
<tr>
<td></td>
<td>T 6</td>
<td>a. decide if laws have been broken</td>
</tr>
<tr>
<td></td>
<td>WB p. 90</td>
<td>b. make the laws</td>
</tr>
<tr>
<td></td>
<td>ESTG pp. 154-157</td>
<td>c. enforce the laws</td>
</tr>
<tr>
<td></td>
<td>QS pp. 78-79</td>
<td>d. pass vetoed laws</td>
</tr>
<tr>
<td></td>
<td>RAPS “Kids Take Action”, p. 101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>VOC legislative branch, executive branch, governor, veto, judicial branch</td>
<td></td>
</tr>
</tbody>
</table>

### SR:

Which of the following is a job of the governor?

a. decide if laws have been broken
b. make the laws
c. enforce the laws
d. pass vetoed laws

### BCR:

You have prepared a new law to ban homework. Describe the five steps to making your bill into a law. Use evidence from the text to support your answer.

Possible answer:

Write down the plan for a bill; get it approved by the state legislature; the bill is either approved by the governor or vetoed. If vetoed, the bill does not become a law or it goes back to the legislature; the legislature can overturn a veto by voting again. Once the law is made, it is enforced by the judicial branch.

## Modifications for Special Education Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 400

## Modifications for ESOL Students:

See “Meeting Individual Needs: Leveled Practice,” TE p. 400
See “ESL Support: Access Content,” TE p. 400

## Honors Extensions:

See “Meeting Individual Needs: Leveled Practice,” TE p. 400

## Notes:

Sample Lessons provided
Overview

In this lesson, the students will understand the difference between making laws, carrying out laws, and determining if laws have been violated along with the consequences of violating the laws. The students will identify governmental bodies that perform these functions at the local, state, and national levels.

Social Studies Content Standards

1.A. The Foundations and Function of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services
   a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order
   b. Explain the consequences of violating rules and laws
   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government

1.B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.
   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council

Reading Skills

Summarize Main Idea and Details Sequential Order

Objective

Students will identify the government bodies that make the laws, carry out the laws, and take care of people who violate the laws in order to describe the different government bodies at the local, state, and national levels of government.

Warm-Up

Name two laws that everyone in our state has to follow.

Introductory and Development Activities

- Make a transparency of the Local, State, and National Government handout.
- Use the transparency to teach the three types of government to the students. Explain that each type of government has different departments that carry out different jobs.
- Develop the needed vocabulary with the students and have them write the vocabulary words and their definitions into their notebooks or journals.
Guided Practice Activities

- Read the You Are There introductory section to the students.
- Discuss what the students know about how government officials, such as the President, are elected.
- Have a blank transparency on the overhead projector. Ask the students to help you draw a visual representation of what you just read to them. Use words, phrases, and/or captions if needed.

Independent Activities

- Divide the students into groups of six. Assign a color to each group.
- Within each group, assign two students to be the legislative branch, two students to be the executive branch, and two students to be the judicial branch of government.
- Each pair is responsible for reading the section in the textbook assigned to them.
- While the students are reading, they should answer the following questions:
  - What are the duties of your branch of government?
  - Who are the members of your branch of government?
  - Describe how your branch of state government is involved in the lawmaking process
- Give each pair a piece of construction paper in the same color as the group. Have each pair create a visual representation of the information they read and their answers to the during reading questions.
- Have each group present their drawings to the class. Have them explain their answers to the during reading questions.
- Display the students’ work around the classroom.

Assessment

- Workbook, page 90
- Assign, collect, and grade the BCR included in the lesson framework

Closure Activities

- Assign, collect, and grade the BCR included in the lesson framework
- After you have collected the student answers, have several of the students explain their answers to the class.
Overview

In this lesson, the students will understand the difference between making laws, carrying out laws, and determining if laws have been violated along with the consequences of violating the laws. The students will identify governmental bodies that perform these functions at the local, state, and national levels.

Social Studies Content Standards

1.A. The Foundations and Function of Government

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1. Explain how people and events have contributed to the American political system.
   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council

Reading Skills

Summarize Main Idea and Details Sequential Order

Objective

Students will identify the governmental bodies that make the laws, carry out the laws, and take care of people who violate the laws in order to describe the different governmental bodies at the local, state and national levels of government.

Warm-Up

What are the three branches of state and national government?

Introductory and Development Activities

- Review the warm-up question with the students.
- Use the transparency from the first session of this lesson to review the information learned. Review vocabulary words.
- Have several students summarize the pictures they created in the first session.
Guided Practice Activities

- Place a transparency copy of the Local, State, and National Government Outline on the overhead transparency.
- Ask students to complete the Federal Government section of the outline (section I).
- Have the students revisit the textbook to find the members and functions of each branch of government. The students will complete the rest of the outline on their own.
- After the students have completed the outline, model for them how to write a good paragraph using the Federal Government section of the completed outline (section I).
- Have the students copy the model paragraph into their own papers.
- The students will write paragraphs for state government and local government on their own.

Independent Activities

- Have the students complete the outline individually or in pairs.
- After you have modeled how to write a good paragraph from the first section of the outline, have the students write the other paragraphs on their own.

Assessment

- Collect and grade student outlines
- Collect and grade the three paragraphs written by the students
- Exit Ticket

Closure Activities

- Call on several students to review the five steps that it takes for a bill to become a law.
- Distribute the Exit Tickets.
I. Federal Government

A. Executive Branch
   1.
   2.
   3.

B. Legislative Branch
   1.
   2.
   3.

C. Judicial Branch
   1.
   2.
   3.
II. State Government

A. Executive Branch
   1. 
   2. 
   3. 

B. Legislative Branch
   1. 
   2. 
   3. 

C. Judicial Branch
   1. 
   2. 
   3. 

III. Local Government

A. Mayor
   1. 
   2. 
   3. 

B. Town or City Council
   1. 
   2. 
   3. 

C. Courts
   1. 
   2. 
   3. 
Exit Ticket

In one good paragraph, explain how a bill becomes a law.
Lesson 65: Biography: Jimmy Carter

Social Studies Content Standards

1.B. Individual and Group Participation in the Political System
   1. Explain how people and events have contributed to the American political system.
      a. Describe the contributions of people who contributed to the common good of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts
   2. Analyze the role of individual and group participation in creating a supportive community
      a. Explain the decision making process used to accomplish a community goal or solve a community problem
      b. Explain the roles and responsibilities of effective citizens in a political process
      c. Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations

Suggested Student Objective: Students will examine the life of Jimmy Carter in order to describe his contributions to the common good of society.

Reading Strategies: Reading Skills:

United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 402-403</td>
<td>TE pp. 402-403</td>
<td>SR: Which of the following is not a job Jimmy Carter had?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Senator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Governor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Mayor</td>
</tr>
</tbody>
</table>

BCR: After being President, Jimmy Carter continued his humanitarian interests. Identify how President Carter continued to help his community. Use evidence from the text to support your answer. Possible answer: He built houses for the poor, and he started the Carter Center to resolve conflict, promote freedom, and improve health around the world.

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes:
Lesson 66: The Founding of Athens and Rome (Literature—Mythology)

Social Studies Content Standards

6.A. Read to Learn and Construct Meaning about Social Studies
2. Use strategies to prepare for reading (before reading)
   a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids,
      organizational aids, and online features
   b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines,
      graphs, and icons
   c. Set a purpose for reading the text
   d. Ask questions and make predictions about the text
   e. Make connections to the text using prior knowledge and experiences
3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)
   b. Reread slowly and carefully, restate, or read on and revisit difficult parts
   d. Look back through the text to search for connections between and among ideas
   e. Make, confirm, or adjust predictions about the text
   f. Periodically summarize or paraphrase important ideas while reading
   g. Visualize what was read for deeper meaning
   h. Explain personal connections to the ideas or information in the text
4. Use strategies to demonstrate understanding of the text (after reading)
   a. Identify and explain what is directly stated in the text
   b. Identify, paraphrase, or summarize the main idea of the text
   c. Determine and explain the author’s purpose
   d. Distinguish between facts and opinions
   f. Explain what is not directly stated in the text by drawing inferences
   g. Confirm or refute predictions made about the text to form new ideas
   h. Connect the text to prior knowledge or personal experiences
   i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge

Suggested Student Objective: Students will examine stories from other communities in order to compare and contrast myths from ancient Athens and Rome.

Reading Strategies:
Draw Conclusions

United Streaming:
Ancient Greece: The Democracy of Athens, 500 BC

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a. Athena named it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The people named it to thank Athena.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The olive tree decided the name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. It was named by the queen.</td>
</tr>
</tbody>
</table>

BCR: Based on the story, why did Romulus and Remus overthrow the king? Use evidence to support your answer.
Possible answer: The king had overthrown his father and he was worried that his sons would overthrow him.

Modifications for Special Education Students:

Modifications for ESOL Students:

Honors Extensions:

Notes:

Includes ETM
Lesson 67: Unit Review

Estimated Time: 1 Session

### Social Studies Content Standards

#### 1.A. The Foundations and Function of Government

1. Explain the role of individuals and groups in creating rules and laws to maintain order, protect **citizens**, and provide **services**
   a. Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting **citizens** and maintaining order
   c. Describe the selection process and duties of local officials who make, apply, and enforce laws through government

2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
   a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
   b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic **principles**

#### 1.B. Individual and Group Participation in the Political System

1. Explain how people and events have contributed to the American political system.
   a. Describe the contributions of local government leaders such as county executives, county council, mayor and city council
   b. Describe the contributions of people who contributed to the **common good** of society, such as Rosa Parks - civil rights, Caesar Chavez - equal rights for migrant workers, Jimmy Carter - world peace efforts

#### 1.C. Protecting Rights and Maintaining Order

1. Explain the rights and responsibilities of being a member of the school and the community
   a. Describe the responsibilities of being an effective **citizen**, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering

### Suggested Student Objective:

Students will review the roles and responsibilities of effective citizens in order to analyze local governments and government officials.

### Reading Strategies:
- Vocabulary Development
- Main Ideas and Details

### United Streaming:

<table>
<thead>
<tr>
<th>Suggested Student Resources</th>
<th>Suggested Teacher Resources</th>
<th>Suggested Formative Assessment (SR and BCR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE pp. 404-405, 408-409</td>
<td>TE pp. 404-405, 408-409</td>
<td>SR: What two documents influenced the founders of our country?</td>
</tr>
<tr>
<td></td>
<td>WB p. 91</td>
<td>a. the Mayflower Compact and the Mayflower</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the Mayflower Compact and ancient Greece</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. the Magna Carta and a letter from King John</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. the Magna Carta and the Mayflower Compact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BCR: You have learned about many different local government positions. Choose three positions and tell what each person does. Use evidence from the text to support your answer. Answers will vary.</td>
</tr>
</tbody>
</table>

### Modifications for Special Education Students:

### Modifications for ESOL Students:

### Honors Extensions:

### Notes:
- Assessment Options:
  - AB pp. 69-70 (Content Test)
  - AB pp. 71-72 (Skills Test)
  - TE p. 408 (Performance Assessment)

Includes SS
Resources

Communities

Third Grade
Social Studies
In Social Studies instruction, the following questions should be considered throughout the planning process:

**Introductory and Developmental Activities:**

- Are program objectives posted?
- Do visuals posted in the classroom reflect the objectives and content standards for the grade level or course?
- Are the necessary instructional supplies available and organized for use?
- What specific techniques were used to transition from the warm-up into the introductory and developmental activities?
- Is the teacher using the course curriculum and pacing schedule for lesson planning?
- Does the planned instruction enable students to build connections and arrive at new conclusions and interpretations?

**Guided Practice Activities:**

- Is the instruction organized to facilitate the attainment of student proficiency?
- Is there an identifiable instructional connection between the warm-up and the guided practice?
- Has the teacher prepared an instructional delivery plan?
- Does the teacher use effective questioning techniques?
- Is the teacher knowledgeable of the content necessary to deliver the lesson?
- Does the teacher aid the students in constructing meaning of new vocabulary and concepts?
- Does the teacher select and model critical thinking skills?
- Does the lesson reflect both the content and skills in the curriculum guide?

**Independent Practice Activities:**

- Is the teacher using the course curriculum and pacing schedule for lesson planning?
- Does the planned instruction enable students to build connections and arrive at new conclusions and interpretations?
- Is there evidence of good classroom management?
- Has sufficient time been allotted to promote independent mastery of key concepts and skills?
- Is there an identifiable instructional connection between the warm-up, guided practice, and independent activity?

**Assessment and Closure Activities:**

- What questions does the teacher ask to guide and inform student learning?
- Is homework assigned and is it an extension of the lesson?
- Is there evidence of assessment?
Social Studies instruction should reflect teacher planning, knowledge, organization, classroom management and climate, instructional delivery and assessment. Timeframes for instruction vary and are dependent upon the particulars of the instructional activity.

<table>
<thead>
<tr>
<th>45-60-90 Minute Models</th>
<th>Observable Teaching Practices</th>
<th>Questions for Planning</th>
<th>Planning/Observation Notes</th>
</tr>
</thead>
</table>
| 5-6 Minutes            | *Statement of Objective/Warm-Up  
  - Measurable objective based on curriculum/scope and sequence  
  - Lesson-specific warm-up | Has the teacher prepared an instructional delivery plan?  
What will the students learn as a result of this lesson?  
How does the lesson reflect both the content and skills in the curriculum guide/scope and sequence for the grade level/subject observed? | |
| Varies depending on the design of the lesson. | Introductory and Developmental Activities  
  - Connections made between new and prior learning  
  - Vocabulary development  
  - Reading and analysis of primary source documents  
  - Reading and analysis of text  
  - Discussion/seminar on events, actions, people  
  - Accurate and appropriate presentation of content  
  - Information gathering and analysis | Is the teacher knowledgeable of the content necessary to deliver the lesson?  
Does the teacher select and model critical thinking skills?  
How will you aid students in constructing meaning of new vocabulary and concepts?  
Does the teacher use effective questioning techniques?  
Is the material reflective of the content presented?  
Is the material presented in a meaningful way? | |
| Varies depending on the design of the lesson. | Guided Practice  
  - Reading and analysis of text (both fiction and non-fiction)  
  - Scaffold reading experiences  
  - Use of pre- and post-reading strategies to prepare students for text-based assignments  
  - Open-ended questions based upon expository text  
  - Questioning fits the purpose of the lesson  
  - Debate | How is knowledge of content delivered accurately and appropriately?  
How is lesson delivery differentiated?  
What will students do together to use new concepts and skills?  
How will you assist students in this process? | |
| Varies depending on the design of the lesson. | Independent Practice/meaningful Use Tasks  
  - Questioning to fit the purpose of the lesson  
  - Writing prompts  
  - Reading and interpretation of fiction and/or non-fiction material related to historical change or political systems  
  - Decision-making based on social and political issues impacting American and world cultures  
  - Analysis of case studies from world cultures and American history  
  - Generation of new ideas, theories, and hypotheses | What opportunities will students have to use new skills and concepts in a meaningful way?  
How will students expand and solidify their understanding of the concept and apply it to a real-world situation?  
How will students demonstrate their mastery of the essential learning outcomes? | |
| Varies depending on the design of the lesson. | Assessment/Closure  
  - Ongoing—should be a part of every lesson  
  - Assessment of the effectiveness of the lesson and student accomplishment of the objective  
  - *Closure/review of daily activity | Does the teacher provide feedback to the students?  
How will you monitor progress throughout the lesson?  
How will you ensure that all students have mastered the identified learning indicators? | |
Geography Project
Map Your Neighborhood

Assignment Date: ________________________  Due Date: _______________________

Assignment:
Create a map of your neighborhood.

Materials You Will Need:
- One Large Sheet of White Construction Paper or Poster Board
- Ruler
- Colored Pencils or Crayons
- Textbook or Atlas

Procedure:
1. Create a rough draft map of the neighborhood you live in. Include your home, school, stores/mall, streets/highways, parks, trees, hills, lakes, ponds, police/fire departments, or anything else that might be located in your neighborhood. Have your rough draft approved by your teacher.

2. Create a key with symbols to represent the different areas, buildings, and other things in your neighborhood.

3. Create and illustrate the final copy of your map.

4. Your map should include the following elements:
   - Simple Grid System
   - Compass Rose
   - Legend (Key)
   - Title (with type of map)
   - Date
   - Author

5. Using a ruler, draw a simple grid system lightly, in pencil, over your map. Use letters along the left and right sides and numbers along the top and bottom of your map.
Unit One: Our Community

Community Artifacts Box Project

Assignment Date: ________________________ Due Date: _______________________

Assignment:

Create and decorate an artifacts box for each type of community: rural, suburban, and urban. Each box will have artifacts that you create or find that represent different things about each type of community.

Materials You Will Need:

- Three Boxes (about the size of a shoebox)
- Construction Paper or Drawing Paper
- Scissors
- Glue or Tape
- Markers, Colored Pencils and/or Crayons
- Textbook

Procedure:

1. Each box should be decorated to represent the type of community without using words.

2. Create a rough draft of pictures you will use to decorate your boxes with. You can draw different pictures on construction paper or drawing paper or you can cut and paste different pictures from newspapers or magazines that clearly represent the type of community.

3. Create your boxes. Write your name and date on the bottom of the box.

4. Create or collect at least five artifacts that represent the type of community. You can make three dimensional objects or use things from around your house (with parent’s permission).

5. Place all of your objects in their appropriate box.
Unit Two: Where are Communities?

Community Environment Concentration Game Project

Assignment Date: ________________________ Due Date: ________________________

Assignment:

Create a concentration game (matching) that includes all the different types of community environments.

Materials You Will Need:

- 5 x 8 Index Cards (Eight)
- Newspapers/Magazines
- 3 x 5 Index Cards (Forty-Eight)
- Pencil/Pen
- Colored Pencils or Crayons
- Textbook or Atlas

Procedure:

1. Label each one of your 5 x 8 index cards with one of the Community environments listed below. Research each environment and take notes from your textbook and classroom atlases on the corresponding index cards.

   Western Community
   Midwestern Community
   Southeastern Community
   Northeastern Community
   Southwestern Community

2. You will be creating two types of cards for this game, information cards and name cards. Name cards will just have the name of the community environment and the information cards will have information and pictures about the community environment. You can collect pictures that represent the different community environments from newspapers and magazines.

3. You will be creating twenty-four name cards (three for each community) and twenty-four information cards (three facts or pictures for each community).

4. Create a rough draft of your information cards and have your teacher approve your facts and pictures.

5. Decorate the front of your forty-eight cards. Do not forget to include the name of your game.

6. Neatly complete the name cards. Be creative.

7. Neatly complete your information cards. Be creative.

8. Play your new game!
Community Environment Concentration Game

Rules of Play

2-4 Players

1. Lay all forty-eight cards face down in six rows of eight cards each.

2. Youngest player goes first. Player to the right goes next.

3. Each player turns over two cards. The object of the game is to get two cards that match. You must match a name card to a correct information card. For example, if you turn over a Northeastern community name card you must match it to a northeastern community fact or if you turn over a fact about deserts, then you must match it to the southwestern community name card. Pay attention to all the cards turned over by all the players so you can remember where cards are located to obtain a match.

4. When all of the cards are gone, the game is over. The player with the most matches at the end of the game wins.
Unit Three: Communities at Work

Budget Project

Assignment Date: ________________________   Due Date: ________________________

Pay Check Amount: ______________________

Job: ___________________________________

Assignment:

Congratulations!! You have entered the wonderful world of work!! You have just received your first monthly pay check and now you need to create a budget to make sure you will be able to pay all of your bills.

Materials You Will Need:

- Pencil/Pen
- Budget Sheet
- Budget Summary Handout
- Colored Pencils/Crayons
- Budget Information Handout

Procedure:

1. The amount of your pay check and the job you have will be assigned to you by your teacher. Everyone will have a different pay check amount.

2. Complete the budget form.

3. Create a circle graph. Your teacher will model how to find percentages.

4. When you have completed the budget sheet, answer the questions on the Budget Summary Handout. Be sure to write in complete sentences and support your answers.
Budget Information

Pay Check Amount: ______________

Job: ____________________________

Monthly Bills:

These bills are “fixed”. This means they are the same every month.

- Rent: $600.00
- Car Payment: $275.00
- Credit Cards: $50.00 minimum payment (you can pay more to lower your balance)
- Student Loan: $100.00

These bills vary every month. This means that they cost you a different amount every month. The amount below is the average amount.

- Gas and Electric: $79.00
- Water: $37.00
- Phone: $40.00
- Medical and Dental: $40.00

Other Monthly Expenses:

Decide how much money you will spend on each of these expenses.

- Food:
- Entertainment:
- Gasoline:
- Spending Money:
Budget Sheet

Complete the Budget Sheet  (Bold Areas are to be left blank)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Debits</th>
<th>Credits</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay Check Amount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car Payment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Loan</td>
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<td></td>
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<tr>
<td>Gas and Electric</td>
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<td></td>
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<tr>
<td>Water</td>
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<td>Phone</td>
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<td>Medical and Dental</td>
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<td>Food</td>
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<tr>
<td>Entertainment</td>
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<tr>
<td>Gasoline</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Spending Money</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create a Circle Graph of Your Budget

Total Amount of Income __________
Budget Summary

**Directions**: Answer the questions below in complete sentences. Be sure to support your answers.

1. What were some of the things you had to consider when you decided how much money to spend on food, entertainment, gasoline, and spending money?

2. Develop a plan that will allow you to get more money to supplement your income.

3. Reflect on this activity. (What did you learn? What surprised you? Why? What is one thing that you know now that you did not know before you began this activity)
Unit Four: People in Communities

Cultures Celebrations Coffee Can Game Project

Assignment Date: ________________________ Due Date: _______________________

Culture and Celebration: ________________________________________________

Assignment:

Create a game that also teaches the players about a holiday or event that another culture celebrates.

Materials You Will Need:

- Coffee Can (with a lid)
- Construction Paper
- Tape or Glue
- Library, Trade Book, or Internet
- Small Paper Clip
- Writing Paper
- Markers, Colored Pencils, or Crayons
- Ruler
- Scissors
- Brass Paper Fastener

Procedure:

1. Read a book or conduct research on the internet about a culture that is different from your culture. Take notes as you read.

2. Use your notes to create twenty question cards for your game. Write the questions on small pieces of construction paper. Write the answers on a separate sheet of writing paper.

3. Cut a piece of construction paper to fit around the outside of your coffee can. Decorate the can to help illustrate the cultural celebration you read about.

4. Tape or glue the decorated construction paper around the outside of the coffee can.

5. Using the lid of the coffee can, trace a circle onto a piece of construction paper. Divide the circle into even parts and place a single digit number in each section. Attach to the coffee can lid.

6. Push the brass paper fastener through the center and secure to the lid. Add a paper clip to the fastener to create a spinner for your game.

7. Create a game board using a ten to twelve-inch square piece of construction paper. Look at other game boards and decide how you are going to create yours.

8. Neatly write or type a set of rules and the objective for your game on a piece of writing paper. Decide how your question cards will be used during the game and include the rules of the game.

9. Find or create game pieces for your game.

10. Store your game board, rules sheet, game pieces, and question cards inside your coffee can. Close your can with your spinner/lid.
Unit Five: History of Communities

Society Superheroes Project

Assignment Date: ________________________ Due Date: _______________________

Outstanding Person: __________________________________________________________________

Assignment:

Make a large comic book about an outstanding individual who has helped improve our world.

Materials You Will Need:

- Library Book                     - Construction Paper or Drawing Paper
- Scissors                          - Tape
- Colored Pencils or Crayons       - Hole Puncher
- Library or Trade Book            - Yarn

Procedure:

1. Read a book about a person who has contributed to the common good of society. The person you select can be from anywhere in the world. He or she must have done something good for society such as, worked for civil rights or equal rights, tried to get the right to vote, worked for world peace, or helped people in need.

2. Your comic strip must be at least six frames. Each frame should be drawn on or attached to an eight-and-a-half-by-eleven piece of construction paper or drawing paper. Each frame must have pictures and text.

3. Your comic strip must show the reader what kind of person your “hero” is and tell about their accomplishments. It must clearly show that the person you chose has helped make life better somewhere in the world.

4. Create a rough draft of your comic strip and have it approved by your teacher.

5. Create your final copy.

6. Attach frames together, in order, using a hole puncher and yarn.
Unit Six: Governments
Letter Writing Project

Assignment Date: ________________________  Due Date: ________________________

Audience: __________________________________________________________________________

Concern: _____________________________________________________________________________

Assignment:

Write a letter to the county executive and county council about a concern you have about your county or write a letter to the mayor and city council about a concern you have about your city/town.

Materials You Will Need:

- Writing Paper
- Picture of Yourself
- Pencils/Pens
- Picture of Concern (if appropriate)

Procedure:

1. Brainstorm about any concerns you may have about something in your community.

2. Once you have decided on a concern, decide who would be the best person to help you with your concern.

3. Write a rough draft of your letter and have it approved by your teacher. Use the proper business letter format.

4. Neatly write or type the final draft of your letter.

5. Neatly sign your letter.

6. Neatly address your envelope following the proper format.

7. Mail your letter and wait for a reply.
Sample Letter to a Public Official

1232 Nowhere Street  (Your Street Address)
Somewhere, Maryland  22222  (Your City, State, and Zip Code)
April 1, 2007  (Date)

John Smith, County Executive  (Name and Title of Recipient)
County Office Building  (Name of Building, if needed)
1818 Fancy Street, Suite 837  (Street Address of Recipient)
Importantville, Maryland  21111  (City, State, and Zip Code of Recipient)

Dear Mr. Smith,  (Salutation/Greeting)

The first paragraph is your introductory paragraph that introduces yourself and the reason(s) for writing your letter. After you introduce yourself, get right to the point of your letter. State your concern clearly and professionally. Use Standard English and do not use slang.

In the second paragraph you can elaborate on the concern you have about your community. Be specific and give several details or reasons to support your opinion. Remember to be polite.

In your closing paragraph, thank the person you are writing to for their time. You can quickly restate your concern, leaving the reader with something “strong” or “powerful” to remember.

Respectfully yours,  (Closing)

Amy Jones  (Your Name)

Addressing an Envelope

Amy Jones  (Your Name)
1232 Nowhere Street  (Your Street Address)
Somewhere, Maryland  22222  (Your City, State, and Zip Code)

John Smith, County Executive  (Name and Title of Recipient)
County Office Building  (Name of Building, if needed)
1818 Fancy Street, Suite 837  (Street Address of Recipient)
Importantville, Maryland  21111  (City, State, and Zip Code of Recipient)
Math Activities

Unit One: Our Communities

- Calculate Population TE p. 3
- Teach Math for a Day TE p. 25
- Compare Populations TE p. 31
- Calculate Transportation Costs TE p. 50
- Link to Mathematics TE p. 53
- Create a Bar Graph and a Chart TE p. 57

Unit Two: Where are Communities?

- Graph the Area of the Local Community TE p. 146
- Graph Data about Major Climate Regions TE p. 153
- Create a Graph TE p. 159
- Link to Mathematics TE p. 175
- Create a Line Graph TE p. 189

Unit Three: Communities at Work

- Compare Cost TE p. 283
- Link to Mathematics TE p. 295
- Calculate Exchange Rates TE p. 296
- Calculate Cost and Price TE p. 311
- Calculate Production Rates TE p. 323
- Compare Prices TE p. 326
- Compare the Number of Teams TE p. 330

Unit Four: People In Communities

- Create a Pie Graph TE p. 73
- Calculate Data TE p. 75
- Create a Fact File Time Line TE p. 87
- Interpreting and Creating Graphs TE p. 105
- Link to Mathematics TE p. 117

Unit Five: History of Communities

- Create Pie Graphs TE p. 219
- Calculate Age TE p. 221
- Calculate Distance TE p. 236
- Create a Bar Graph TE p. 255
- Link to Mathematics TE p. 247, 263

Unit Six: Governments

- Who Wins? TE p. 378
- Record Data in a Bar Graph TE p. 383
- Use Latitude and Longitude TE p. 389
Field Trip Suggestions

Unit One: Our Communities

Gaithersburg Community Museum
Darnell’s Chance House Museum
Belair Mansion and Belair Stable Museum
Greenbelt Museum
Marietta House/Prince George’s County Historical Society

Unit Two: Where are Communities?

Bowie Railroad Station and Huntington Museum
The Laurel Museum
Baltimore’s Inner Harbor/Waterways Boat Trip
Top of the World Observation Level and Museum World Trade Center

Unit Three: Communities at Work

Oxon Cove Park/Oxon Hill Farm
Baltimore Museum of Industry
Baltimore Public Works Museum and Streetscape

Unit Four: People In Communities

Sandy Spring Museum
National Museum of American History
The Amish Experience, Lancaster, Pennsylvania
The Jewish Museum of Maryland

Unit Five: History of Communities

Belair Mansion and Belair Stable Museum
Bowie Railroad Station and Huntington Museum
National Trolley Museum
Baltimore Street Car Museum
College Park Aviation Museum
Railroad and Television Museum
Baltimore Maritime Museum
B & O Railroad Museum
NASA
National Air and Space Museum
Greenbelt Museum
Oxon Cove Park/Oxon Hill Farm
National Museum of American History
Treasury Building

Unit Six: Governments
Possible Field Trips

Maryland Historical Society
Maryland State House
Washington, DC
  White House
  Capital Building
  The Supreme Court
National Museum of American History
National Postal Museum
National Archives
Virtual Field Trips

Electronic Field Trips
http://www.pbs.org/insidepbs/learningservices/eft.html

The Smithsonian: America’s Treasure House for Learning
http://www.si.edu

The Baltimore Pride of Maryland
www.intandem.com/NewPrideSite/

This interactive Web site is a must for both students and teachers in Maryland. The site includes 12 lessons based on the Asia With Pride trip around the world last year that are both interdisciplinary with MSPAP connections.

Take your students on a cyber-spelunking field trip. Good for elementary to high school students.

The Whitbread Race Around the World
http://www.livingclassrooms.org

This site traces the Whitbread Race around the world and features Maryland’s own entry, "Chessie."

Tour of the White House
http://www.whitehouse.gov

This is an interactive site with a tour. There are two levels for the tour, one with Socks for the early elementary student and another designed for upper elementary students. Additionally the State of the Union and other Presidential announcements are online.

Colonial Williamsburg Foundation
http://www.history.org/

Virtual Marching Tour of The American Revolution
http://www.ushistory.org/march/

Old Sturbridge Village
http://www.osv.org/

Old Sturbridge Village offers a glimpse into colonial life for students to see the town and meet the people of this colonial town.

Global Village Game
http://www.unicef-kids.org/

You can visit places in cyberspace around the world as a UNICEF worker. Students role-play a global decision-maker working in identified places.
Web Resources

Teachers should always view Web sites before allowing students to access them. Web sites tend to change content or move Web site addresses on a regular basis.

Primary Sources

A National Initiative on American History, Civics, and Service sponsored Web site. The Our Documents initiative is a cooperative effort among National History Day, The National Archives and Records Administration, USA Freedom Corps, and The Corporation for National and Community Service. You can download Adobe files of each document, read transcripts, access the teacher source book with lesson plans using the documents, and links to the National History Day Web site.

The National Archives and Records Administration http://www.archives.gov/
The following Web sites contain additional information about primary sources and links to digitized images and documents.

The National Archives and Records Administration http://www.archives.gov/education/index.html
The Digital classroom has links to Teaching with Documents lesson plans, copies of primary sources, links to www.ourdocuments.gov, document analysis worksheets, and details about professional development workshops offered to teachers and school systems.

Documents from the Continental Congress and the Constitutional Convention http://memory.loc.gov/ammem/collections/continental/
Documents from the Continental Congress and the Constitutional Convention (1774-1789)

National Security Archive http://www.gwu.edu/~nsarchiv/
National Security Archive

University of Oklahoma Law Center http://www.law.ou.edu/hist/
The University of Oklahoma Law Center: A Chronology of US Historical Documents

Geography

Teachers can download this fun and interactive for students to look for Waldo in different countries and states with various landmarks.

This site includes pen pal opportunities, cartoons for kids and many other activities for students learning about the world.

Yahooligans! Around the World http://yahooligans.yahoo.com/around_the_world/
A great site for elementary students to search for regions, countries and cultures around the world.
Culture Quest  http://www.ipl.org/youth/cquest/  A fun site for early elementary students to learn about locations of the seven continents and how people live there. The students can easily maneuver around the world to tour these regions.

Political Science

The DinoPals Page: Dinosaur Fun For Friendship  http://members.aol.com/kidz4peace/dinopals/index.htm  Early elementary teachers will love this Web site. It helps students understand rules and compromises. There is a collection of other links.

The American Presidency  http://ap.grolier.com/  This site has a lot of information about the Presidents and their First Ladies. Some sound clips and historical documents.

Center for Civic Education  http://www.civiced.org/  This is an excellent site with lessons at every grade level to answer the basic question, Why do we need rules and a government? Related resources and publications are available.

White House for Kids  http://www.whitehouse.gov/kids/  Great site for elementary kids to check out interesting facts about the White House.

Economics

Sovereign Bank Presents: KidsBank.Com!  http://www.kidsbank.com/  The site is a good site for primary students. It includes fictional characters that teach the students about banking.

American Numismatic Association  http://www.money.org//AM/Template.cfm?Section=&Web siteKey=  Students will love learning about money that their grandparents once used. This site includes an exhibit with money and audio recordings.

American History

Historic Mount Vernon  http://www.mountvernon.org/  This Web site gives the students text and photos of life on Mount Vernon. A good site for students to learn about America’s first President and his plantation.

Benjamin Franklin: Glimpses of the Man  http://sln.fi.edu/franklin/rotten.html  This is a great Web site for elementary students to study one of first great American heroes and all his accomplishments.

Liberty Bell  http://www.ushistory.org/libertybell/index.html  Few symbols of American history are as well known as the Liberty Bell. This site, produced by the Independence Hall Association, has lessons and activities regarding American symbols. Links to featured sites on Betsy Ross House, Revolutionary War of 1777, Valley Forge, America’s Most Historic Mile, and The Electric Franklin.

NativeWeb: Resources for Indigenous Cultures Around the World  http://www.nativeweb.org
For information on online resources concerning Native Americans, NativeWeb offers a gateway to more than 4,000 historical and contemporary resources relating to over 250 separate nations.

**World War II Posters**  
http://www.library.northwestern.edu/govpub/collections/wwii-posters  
This site links users to a database of Government Publications at Northwestern University Library. The site has collection of over 300 posters issued by U.S. Federal agencies from the 1941-1945.

**Flags of the American Revolution**  
http://members.tripod.com/~txscv/revolt.htm  
Students can take a colorful tour through time by viewing the flags that have represented us over time. This important symbol can tell the story of history through its appearance.

**First Nations Histories**  
http://www.tolatsga.org/Compacts.html  
Your class can select from a long list of native peoples to study. Students can study such nations as: Shawnee, Ottawa, Wampanoag, Winnebago, etc. and their location.

**Statue of Liberty**  
http://www.nps.gov/stli/mainmenu.htm  
This Web site provides information on the Statue of Liberty and how it has become the symbol of freedom.
CURRICULUM GUIDE EVALUATION FORM

This form is to be used by individual teachers to provide a reaction to the curriculum guide currently being used. At the end of each unit taught or after teaching from the entire document, please complete the form and send it to the Coordinating Supervisor of Special Area Programs, Department of Curriculum and Instruction, ISSC Building. Your input is necessary in order to assess what revisions must be made in the document. Thank you for helping to review and revise your curriculum so that it is meaningful to your teaching.

PGIN: 7690-1312 Communities and Economics, Grade 3

Name of Unit/Chapter Evaluated

1. In-service was received on this publication. Yes _______ No _______
2. The in-service was (adequate, inadequate) for using this document.
3. Teachers could use further in-service on the following topics/chapters/units:
4. The errors/omissions noted in the document are on page(s)
5. The best written and most helpful sections or pages of this document are:
6. Information needs to be revised on the following:
7. Did the format of the guide make it easy to use? Yes _____ No _____
8. What changes would you like to see included?
9. Do the lessons contain realistic teaching time frames? Yes _____ No _____
10. Are there a sufficient number of teaching lessons/activities? Yes _____ No _____
11. Are there a sufficient number of available resources listed? Yes _____ No _____
12. Was the content appropriate for the level of teaching? Yes _____ No _____
13. Does the content adequately provide for Title IX (sex equality) guidelines? Yes _____ No _____
14. Does the content adequately provide for inclusion of information about multi-cultural and multiracial relationships? Yes _____ No _____
15. The following suggestions would improve this document:

Name (if desired) ______________________________________________
School ______________________________________________________