

## Grade Three Social Studies

### Unit One

#### Unit Title: Northeast Region of the United States and New Jersey

##### Essential Questions:

- How does geography affect the way we live?
- How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?
- How does geography influence how people live?
- How and why do people use and change the environment?
- How has the region changed overtime? What caused those changes?

##### Enduring Understandings / Content Statements:

- The United States is composed of a variety of regions.
- Each region has unique landforms, bodies of water, resources, and weather.
- People adapt to and modify their environment.
- Geographic factors have influenced the location of economic activities in the United States.
- Technological innovations help people to modify and use the environment.
- People use resources to help them live.
- Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs.

##### NJSLS Correlations:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.A.13/6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

##### Sample Assessment / Targeted ELA Common Core Standards:

Create a Book: Produce and illustrate a chapter book that explains and shows the way of life of one of the Native American groups of the Northeast region.

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- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Produce a Mini-Documentary:** Students plan and produce a mini-documentary, using free software such as PhotoStory3, to compare and contrast how Native Americans and Euro-Americans lived and how each viewed and used the environment. Students create a storyboard, write and narrate the mini-documentary.

(PhotoStory 3 Tutorial, about 8 minutes <http://www.youtube.com/watch?v=06MFnTRqcKM&feature=related>)

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- RI.3.6. Distinguish their own point of view from that of the author of a text.

### Focus Questions:

#### **How can maps and charts help settlers, farmers, business people and tourists learning valuable information to make decisions?**

- What can maps; globes and other geographical resources tell us about the states and regions of the U.S.?
- What are some of the different types of maps and what information does each type of map (land use, topographic, precipitation and climate, nature resource, population) provide?
- What is a region?
- How similar and different are the characteristics of New Jersey with the other states in the Northeast region of the United States culturally, economically, and the physical environment?

#### **How does geography influence how people live?**

- How did Native American of New Jersey and the Northeast region interact with the environment?
- Describe the ways in which Native Americans of the Northeast and Euro-Americans differed in how each group viewed and used the environment.
- How have landforms, climate and weather, and availability of resources impacted where and how people live and work in in New Jersey and the Northeast region?
- How do people make choices about using natural resources? (lumbering, shipbuilding, fishing and whaling, use of water power for textiles, farming, dairy farming)
- How does where people lived in the past influence how those people lived?
- How does where people live today influence how they live and what jobs they might do?
- How does where people live today influence how they live and what job they might do in different areas of the world today?

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### How and why do people use and change the environment?

- How do people's choices about how they use natural resources modify the environment?
- How does the type of community you live in (rural, urban, suburban) affect the way you interact with environment (five themes of geography)?
- What are the causes and effects of human movement to New Jersey and the Northeast region?
- How has transportation and innovations changed people's use of the environment?
- Why is it important to take care of the earth?
- How do physical features of the land affect people and their use of the land?

### How has the region changed overtime?, What caused those changes?

- How and why have communities in New Jersey and the Northeast region changed over time, and explain the reasons for changes? and What was life like for those who lived in the region long ago?
- Describe how the influence of the Lenni Lenape culture on different regions of New Jersey.
- What impact did European colonization have on Native American populations, including the Lenni Lenape of New Jersey, and the Northeast regions?
- What are a few turning points in the history of the region? What changed and what was the impact of those changes?
- How did science and technology help to change the region?
- When we retell the past (history), who's story are we telling?
- What are primary sources and how do we use them to learn about the past/history?

### Sample Activities and Resources :

- Students examine maps, images, and printed information to identify challenges of settling in a region and explain how those challenges can be overcome. Students examine various geographic maps of the world and locate geographic areas around the world that are similar to those in the United States. Students compare climate and seasons of a given country to climate and seasons in the United States and record their findings on a graphic organizer.
- Native Americans: Use the StoryPath program *The Wampanoag and the First Thanksgiving*. The Death of Iron horse and other books by Paul Globe. The Legend of Blue Bonnet (Depaola); the Trail of Tears (Bruchac). Compare and contrast the life of Native American of various such as the Woodland Native Americans with those living of the Plains using a Venn diagram. Also, compare and contrast life of Native Americans of a specific region with those of Euro-Americans who migrated to the region using a Venn diagram.
- National Geographic's Windows on Literacy, Reading Expeditions: *The Northeast*
- National Geographic's Reading Expeditions Series, Travels Across America's Past: *The Northeast: Its History and People*
- *A River Ran Wild* (Lynn Cherry)-- discuss the changes that have taken place to the river over time and what were the results. Have student retell the sequence of what happened to the river overtime, and identify how people and technology changed the environment.

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### Unit Two

#### Unit Title: Southeast, Midwest, Southwest, and Western Regions of the United States

##### Essential Questions:

- How does geography affect the way we live?
- How can maps and charts help settlers, farmers, business people and tourists learn valuable information to make decisions?
- How does geography influence how people live?
- How and why do people use and change the environment?
- How has the region changed overtime? and what caused those changes?

##### Enduring Understandings / Content Statements:

- Each region has unique landforms, bodies of water, resources, and weather.
- People adapt to and modify their environment.
- Geographic factors have influenced the location of economic activities in the United States.
- Technological innovations help people to modify and use the environment.
- People use resources to help them live.
- Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs.

##### NJSLS Correlations:

- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.2 Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
- 6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.5 Describe how human interaction impacts the environment in New Jersey and the United States.
- 6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.
- 6.1.4.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
- 6.1.4.A.13/6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.4.D.1 Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

##### Sample Assessment / Targeted ELA Common Core Standards:

Write a Journal: Imagine that you are traveling to different regions of the United States. Write journal entries that describe the places you are visiting, what you see, and the people you meet.

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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W.3.7. Conduct short research projects that build knowledge about a topic.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Create a Book:** Produce and illustrate a chapter book that explains and shows the way of life of one of the Native American groups.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7. Conduct short research projects that build knowledge about a topic.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Produce a Mini-Documentary:** Students plan and produce a mini-documentary, using free software such as PhotoStory3, to compare and contrast how Native Americans and Euro-Americans lived and how each viewed and used the environment. Students create a storyboard, write and narrate the mini-documentary.

(PhotoStory 3 Tutorial, about 8 minutes <http://www.youtube.com/watch?v=06MFnTRqcKM&feature=related>)

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7. Conduct short research projects that build knowledge about a topic.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RI.3.6. Distinguish their own point of view from that of the author of a text.

### Focus Questions:

**How can maps and charts help settlers, farmers, business people and tourists learning valuable information to make decisions?**

- What can maps; globes and other geographical resources tell us about the states and regions of the U.S.?
- What are some of the different types of maps and what information does each type of map (land use, topographic, precipitation and climate, nature resource, population) provide?
- What is a region?
- How similar and different are the characteristics of each of the regions in the United States culturally, economically, and the physical environment?

**How does geography influence how people live?**

- How did Native American interact with the environment?
- Discuss ways in which Native Americans and Euro-Americans differed in how each group viewed and used the environment.
- How have landforms, climate and weather, and availability of resources impacted where and how people live and work in different regions of the United States?
- How do people make choices about using natural resources?
- How does where people lived in the past influence how those people lived?

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- How does where people live today influence how they live and what jobs they might do?
- How does where people live today influence how they live and what job they might do in different areas of the world today?
- What are some of natural hazards that occur in the environment (e.g. floods, hurricanes, tornadoes, earthquakes) and explain their effects on people who live there?

### How and why do people use and change the environment?

- How do people's choices about how they use natural resources modify the environment?
- How does the type of community you live in (rural, urban, suburban) affect the way you interact with environment (five themes of geography)?
- What are the causes and effects of human movement around the world?
- How has transportation and innovations changed people's use of the environment?
- Why is it important to take care of the earth?
- How do physical features of the land affect people and their use of the land?

### How has the region changed overtime?, What caused those changes?

- How and why have communities changed over time, and explain the reasons for changes?
- What impact did Euro-American settlement have on Native American populations?
- How has migration and immigration changed communities?
- How has the development of communications and transportation led to increased collaboration and the spread of ideas throughout the United States and the world?
- What was life like for those who lived in the region long ago?
- What are a few turning points in the history of each region? What changed and what was the impact of those changes?
- How did science and technology help to change the region?
- When we retell the past (history), who's story are we telling?
- What are primary sources and how do we use them to learn about the past/history?

### Sample Activities and Resources :

- Students examine maps, images, and printed information to identify challenges of settling in a region and explain how those challenges can be overcome. Students examine various geographic maps of the world and locate geographic areas around the world that are similar to those in the United States. Students compare climate and seasons of a given country to climate and seasons in the United States and record their findings on a graphic organizer.
- *The Little House* - Discuss how the scarcity of new land and caused costs to increase.
- *Heartland*, (Diane Siebert)-- the beauty of the land, people and structures of the Midwestern part of the United States today
  - "Word Magic" Activity: First read aloud the book *Heartland* and show the illustrations for each page of text to the entire class. Put students into pairs. Copy the text pages of the *Heartland* and distribute a different each page and a highlighter to each pair of students. Have each pair of students re-read the page assigned and highlight those words/phases that give imagery. Focus on illustrations and vocabulary.
  - Discuss with the students how the dependence on natural resources played a part in this story. What are effects on the farmer and on the consumers? Have students predict what might happen if resources were no longer available.

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- Using sentence strips, ask the students to write a sentence about one of the features identified described in the book and tell about how the feature is used as a resource to help meet people’s needs. For example, “My mother uses water when she prepares our dinner.” Hang the sentence strips in the form of the appropriate letter.
- Students work in cooperative groups to create posters, brochures, PowerPoint postcard depicting information about the region being studied.
- Engage students is an author study of Paul Goble.
  - Step 1: Each student reads one of seven Paul Goble books. Each students is:
    - Summarize the story
    - Identify the plot
    - Describe the setting and what role the geography played in the story.
    - Describe how Native Americans are portrayed in the book.
    - Identify and describe the major characters in the book and the situations each faced.
    - Explain what he/she learned.
    - How did the book illustrations help you understand the story better?
  - Step 2: Students who read the book with the same title are to meet together in small groups to discuss and share the information and ideas about the book as identified in Step 1.
  - Step 3: Use a jigsaw strategy, create new groups. Each new group is to consist of one student who read a different title from the other students in the group. Each student is to give a brief summary of the book he/she read, then the group is to discuss how the author, Paul Globe:
    - Portrayed Native American
    - Were there any similarities in the stories?
    - What is the influence of environment?
- National Geographic's Windows on Literacy, Reading Expeditions: *The Southeast, The Midwest, The Southwest, The West*
- National Geographic's Reading Expeditions Series, Travels Across America's Past: *The Southeast: Its History and People, The Midwest: Its History and People, The West: Its History and People, The Southwest: Its History and People*
- Heinemann Raintree – Capstone Series: Native Americans, Native America Life – Regional Tribes

<b>Unit Three</b> <b>Unit Title: Immigration</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What does it mean that the United States is a nation of immigrants?</li> <li>● What challenges did immigrants face?</li> <li>● How has the United States changed overtime because of immigration?</li> </ul>	<b>Enduring Understandings / Content Statements:</b> <ul style="list-style-type: none"> <li>● Immigrants helped shape the culture and economy of the U.S. and were instrumental in its growth.</li> </ul>

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<ul style="list-style-type: none"> <li>• How can communities make decisions that respect the rights and dignity of all its members?</li> </ul>	<ul style="list-style-type: none"> <li>• Major population changes have taken place in the U.S. because of migration within and immigration to the United States.</li> <li>• People often move from one place to another in order to better meet their needs and wants.</li> </ul>
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**NJSLS Correlation:**

- 6.1.4.A.13 Describe the process by which immigrants become United States citizens.
- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
- 6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America’s growth as a nation, historically and today.
- 6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.14 Trace how the American identity evolved over time.
- 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

**Sample Assessment / Targeted ELA Common Core:**

**Write a letter:** Students assume the role of an immigrant who arrived in the United States at some time in the past and write letters to relative in his/her country of origin. One letter tells about the journey and another about his/her experience living in a new country.

Common Core ELA Standards:

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.7. Conduct short research projects that build knowledge about a topic.
- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).



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**Create a Book:** Produce an illustrated chapter book that explains and shows what life was like for newly arrived immigrants to America.

Common Core ELA Standards:

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7. Conduct short research projects that build knowledge about a topic.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Produce a Mini-Documentary:** Students plan and produce a mini-documentary, using free software such as PhotoStory3, to tell the story of an immigrant family in America. Students create a storyboard, write and narrate the mini-documentary. (PhotoStory 3 Tutorial, about 8 minutes

<http://www.youtube.com/watch?v=06MFnTRqcKM&feature=related>)

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.7. Conduct short research projects that build knowledge about a topic.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RI.3.6. Distinguish their own point of view from that of the author of a text.

### Focus Questions:

#### What does it mean that the United States is a nation of immigrants?

- How does where you live affect how you live?
- How and why have cultures changed over time?
- What is an American?
- What has influenced the development of American culture (immigration)?
- Is America a melting pot, salad bowl or wok?
- Why did so many individuals choose to migrate to America?
- What were the reasons for voluntary and involuntary migration to America?
- Why are the Statue of Liberty, Ellis Island, and Angel Island important symbols?
- In what ways are many of the groups that came to America similar and different?
- What are the causes and effects of immigration?
- What influences people's decisions to move to or within the United States?
- Why did many immigrants decide to leave their native countries?

#### What challenges did immigrants face?

- What conditions did various immigrant groups have to deal with during their trip to America?
- What challenges do immigrants face and what are ways how do they deal with those challenges?
- What was it like the immigrant who arrived at Ellis Island many years ago?
- How does someone become a United States citizen?

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### How has the United States changed overtime as a result of immigration?

- How have immigrants helped to change American culture and customs? (foods, music, language, religious beliefs, etc.)
- What evidence is there that United States is made up of more than one culture?
- How have immigrants helped the American economy?
- How has immigration changed communities overtime?
- How has the American Identity changed overtime?
- Why is it that people have different views and interpretations about immigration and those who have immigrated to the United States?

### How can communities make decisions that respect the rights and dignity of all its members?

- What is prejudice?, What is stereotyping?
- What are examples of stereotyping and prejudice?
- How do stereotyping and prejudice lead to conflict?, What examples from the past and present?
- How can individuals and groups deal with prejudice and stereotyping?
- Why it is important to understand the perspectives of other cultures in an interconnected world?
- What are the various cultural/ethnic groups in the community? And how do they interact?
- How do positive and negative words and images of people shape the ideas individuals?
- How do the choices that I make impact the well-being of others?
- How do people make positive change in their communities?
- What are the ways in which people can stand up for what they believe is right and good?
- How can rules and laws help us live and work together in peace and harmony?
- What influences gender roles in our society?

### Sample Activities and Resources :

- Writing Prompt: Immigration [http://www.abcteach.com/free/w/writingprompts\\_ellisland.pdf](http://www.abcteach.com/free/w/writingprompts_ellisland.pdf)
- Analyze Photographs/Images: Students analyze photographs depicting immigrant experiences using a Photo Analysis Worksheet from the National Archives.
- [http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
- Invite speakers to share customs and traditions. Have students prepare interview questions for the speaker. After the speaker has finished, students can share personal religious traditions, family customs, or family celebrations.
- Scenario: Recently a large number of immigrants moved into your community. Some of them have found work and are settling in, while others are having problems being accepted and adjusting to their new community (assimilation). Based on what you know from past immigration experiences, devise a plan to help these new immigrants relocate successfully in your community. Your plan might address housing, education, language barriers, cultural pride, job training, and health care.
- Create learning stations where pairs of students assume the role of a specific immigrant groups. Based on reading accounts of about the experiences of each specific immigrant group, students are to tell “their story” as other students visit each learning station.

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<b>Unit Four</b> <b>Unit Title: Government and Political Decision-Making</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do we need governments?</li> <li>• How do governments work?</li> <li>• Why do we need rules and people with authority?</li> <li>• What are my rights and responsibilities?</li> </ul>	<p><b>Enduring Understandings / Content Statements:</b></p> <ul style="list-style-type: none"> <li>• People develop systems to manage conflict and create order.</li> <li>• Conflict resolution can involve aggression, compromise, cooperation, and change.</li> <li>• Democratic societies must balance the rights and responsibilities of individuals with the common good.</li> <li>• Rules provide order, security, and safety.</li> <li>• Governments are organized to provide for services (highways, parks, garbage-pickup) which people find difficult to provide for themselves.</li> <li>• Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences.</li> </ul>
<p><b>NJSLS Correlations:</b></p> <ul style="list-style-type: none"> <li>6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.</li> <li>6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> <li>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</li> <li>6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</li> <li>6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>6.1.4.A.12 Explain the process of creating change at the local, state, or national level.</li> <li>6.3.4.A.1 Evaluate what makes a good rule or law.</li> <li>6.3.4.A.2 Contact local officials and community members to acquire information and/or discuss local issues.</li> <li>6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.</li> <li>6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.</li> </ul>	
<p><b>Sample Assessment / Targeted ELA Common Core:</b></p> <p><u>Conduct research and write a Position/Persuasive Paper:</u></p> <p>Common Core ELA Standards:</p> <ul style="list-style-type: none"> <li>RI.3.6. Distinguish their own point of view from that of the author of a text.</li> <li>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> </ul>	

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RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.7. Conduct short research projects that build knowledge about a topic.

**Project Citizen:** Students identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt their proposed policy.

[http://www.civiced.org/index.php?page=we\\_the\\_people\\_project\\_citizen](http://www.civiced.org/index.php?page=we_the_people_project_citizen)

Common Core ELA Standards:

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

RI.3.6. Distinguish their own point of view from that of the author of a text.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.7. Conduct short research projects that build knowledge about a topic.

### Content/Focus Questions:

#### Why do we need government?

- What are the purposes of government has identified in the Preamble to the Constitution?
- What is the common good (local-global) and how can individuals contribute to it?
- Why do we have a democratic form of government?

#### Why do we need rules and people with authority?

- What are the sources of authority?
- Can you evaluate, take, and defend a position on how to use authority? (Trawlers Come to Hasting)
- How should we choose people for a position of authority?
- What is a good leader and how do they make decisions?
- Who has the authority to make, carry out, and enforce laws and manage disputes?
- How can you use authority to solve a community problem?
- How can you develop a rule or law to solve a problem?

#### What are your rights and responsibilities?

- What are the sources of responsibility?
- What might be the consequences of taking on a responsibility? (Harriet Tubman)
- What are the rights of Americans?
- Why is the Bill of Rights so important?
- What responsibilities do people have in a democracy?

#### How do governments work?

- How does a representative democracy work?
- What are the responsibilities of each of the three branches of government at the local, state, and national levels?

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- How are local, state, and national leaders selected?
- What roles and responsibilities to elected representatives have to the people?
- How can people bring about changes at the local, state, and national levels?
- What can individuals and groups do to ensure that government is meeting its responsibilities?

### Sample Activities and Resources :

- Post the words to the Preamble of the Constitution in the classroom and have student rewrite the Preamble in simpler language by using dictionaries for words students do not understand. Play School House Rock – The Preamble, available on the Internet.
- Students develop a chart listing the reasons why people create governments and why all groups and societies create rules and laws. Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Posters, booklets, display panels, and/or charts can be created about rules that help people get along together in school. Collect newspaper cartoons dealing with rules and laws, and discuss them with the class. Help students make distinctions between fact and opinion.
- Students identify the services provided by the community at the local, county, state and national levels; and list them on a chart/poster. Have students identify similarities and possible reasons why they exist. Students can create a collage of words and images from newspapers and magazines and online sources that describe and depict these services.
- *Read House Mouse, Senate Mouse* (Peter Barnes)--the importance of making laws. Ask the students to decide on a law that would help everyone in the classroom. Write and post the law. After several days let the class decide whether to keep the law or replace it.
- *Foundations of Democracy: Authority and Responsibility* (Upper Elementary Editions)(Center for Civic Education)

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<b>Unit Five</b> <b>Unit Title: Economic Decision-Making</b>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Can the needs and wants of individuals and communities be satisfied?</li> <li>• How are producers and consumers around the world interconnected and interdependent?</li> <li>• How can people and communities make responsible economic decisions?</li> </ul>	<p><b>Enduring Understandings / Content Statements:</b></p> <ul style="list-style-type: none"> <li>• People make choices because they cannot have everything they want.</li> <li>• People’s choices about what goods and services to buy and consume determine how resources will be used.</li> <li>• Whenever a choice is made, something is given up because resources are limited.</li> <li>• People have to make choices between wants and needs and evaluate the outcomes of those choices.</li> </ul>
<p><b>NJSLS Correlations:</b></p> <p>6.1.4.C.3 Explain why incentives vary between and among producers and consumers.</p> <p>6.1.4.C.4 Describe how supply and demand influence price and output of products.</p> <p>6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</p> <p>6.1.4.D.7 Explain how the availability of private and public goods and services is influenced by the global market and government.</p> <p>6.1.4.D.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.4.C.1 Apply opportunity cost to evaluate individuals’ decisions, including ones made in their communities.</p> <p>6.1.4.D.10 Explain the role of money, savings, debt, and investment in individuals’ lives.</p> <p>6.1.4.D.11 Recognize the importance of setting long-term goals when making financial decisions within the community.</p> <p>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</p> <p>6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.</p>	
<p><b>Sample Assessment / Targeted ELA Common Core:</b></p> <p><u>Solve a Community Problem:</u> Each student selects an economic or environmental problem and creates a pamphlet that explains why it is a problem, what will happen if the problem is not solved, what are some possible solutions, select or create a solution, and explain how others will be informed about the problem and the solutions. Common Core ELA Standards:</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	

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RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RI.3.6. Distinguish their own point of view from that of the author of a text.

### Content / Focus Questions:

#### **Can the needs and wants of individuals and communities be satisfied?**

- What is scarcity and opportunity cost, and how do these ideas influence my economic decision-making individuals and governments?
- What makes prices go up and down (supply and demand, productivity)?
- How are land (natural resources), labor, and tools used to meet needs and wants?
- How do communities and individuals use scarce capital and human/natural resources to satisfy their needs?
- How are decisions made about what will be produced, how much should be produced, and how products/goods are distributed?

#### **How are producers and consumers around the world interconnected and interdependent?**

- Why is it important that producers and consumers around the world are interconnected?
- In what ways are nations economically interdependent?
- How have various cultures around the world utilized or adapted their environment to address needs and wants?

#### **How can people and communities make responsible economic decisions?**

- How can I be a responsible consumer?
- What are the advantages and disadvantages of savings, debt, and investment?
- Why is setting long-term goals when making financial decisions important?
- How do incentives, values, and traditions influence economic decisions?
- What are the differences between public and private services?
- What services do local and state governments provide and where does the money come from to paid for those services?
- Why can there be differences between the “common good” and individual wants?

### Sample Activities and Resources :

#### Economic and Environmental Issues:

- Have students read and analyze the book Uncle Jed’s Barbershop by M.K. Mitchell, a story about a family and the economic hardships they face after the Great Depression. Have students explain how Uncle Jed provided a service to earn an income that would satisfy his family’s needs and wants.
- Using a cause and effect chart to demonstrate the effect of a scarcity of a specific product, service, resource, tool, or labor.
- Create a list of 10 economic decisions/choices people in your community. Which of these are the most important to the community, and why?

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- Students examine goods/products at home that are from other countries. Have student create a list if those items and that name of the country.
- Each student creates an ABC book, or a picture dictionary about the economy and how the economy work.
- *Night of the Twister* (Ruchman)-- how the Hatch family and the people of Grand Island, Nebraska, survive a night of terror when their town is devastated by several tornadoes. Based on real events. Economic concepts: productive resources, scarcity, government agencies, taxes, specialization, and public goods.
- Free, online lessons from Econolink at <http://www.econedlink.org/lessons/economic-lesson-search.php>