

Unit 3: Communities Build a Nation

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies - Grade 3

Unit 3: Communities Build a Nation

Belleville Board of Education

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Unit Overview

In Unit 3, students will learn how our past affects our present. Students will learn how communities built our nation. They will be able to learn that people came to America to find wealth, land, and resources. Students will understand how American exploration and settlement caused changes in the lives of people at the time. Students will also learn how the changes caused by American exploration and settlement affect our lives today.

Enduring Understanding

- People came to America to find wealth, land, and resources.
- American exploration and settlement caused changes in the lives of people at the time.
- The changes caused by American exploration and settlement affect our lives today.

Essential Questions

- How does our past affect our present?
- What are the causes and effects of European exploration?
- Who were the early Spanish explorers and settlers in North America?
- Who were the early French explorers and settlers in North America?
- Why did settlers come from England to North America?
- What were the causes and effects of the American Revolution?

Exit Skills

By the end of Grade 3, Social Studies Unit 3, the student should be able to:

- Use prior knowledge to gain understanding.
- Make meaningful connections to personal experience.
- Establish meaning.
- Apply the concepts learned to write about past events that have made the most difference in our lives today.
- Discuss how past events influenced our lives.
- Identify and compare how different cultural groups used their available resources.
- Identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- Describe interactions between Europeans and American Indians.
- Compare and contrast American Indian cultures, past and present.
- Identify reasons for exploration by European explorers.
- Explain the reasons and resulting effects of Spanish exploration.
- Describe the findings of French exploration.
- Describe the sequence of English exploration.
- Describe key events in the Spanish exploration of Florida.
- Identify key events in the battle between Spain and France for settlement of Florida.
- Identify other Spanish explorers and the results of their explorations.
- Describe Spanish exploration and settlement of the Southwest.
- Explain why settlers came to North America.
- Describe the key events in the French exploration of North America.
- Identify the reasons why the French built Quebec City.
- Describe the exploration of the Mississippi River.
- Explain the onset and the result of the French and Indian War.
- Explain why English settlers came to North America.
- Describe key details in the settlement of English colonies.
- Identify hardships encountered in English settlements.
- Describe the key events in American Independence and the causes of the American Revolution.
- Describe the creation and significance of key documents.
- Identify the documents that exemplify American history and ideals.
- Describe how individuals, events, and ideas have formed and changed government.
- Use terms to describe historical times.
- Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.
- Understand that a primary source tells about events in the past from the perspective of someone who lived through them.
- Interpret a primary source to describe the effects of the Declaration of Independence on our lives today.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.9	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.4.A.CS3	American constitutional government is based on principles of limited government, shared authority, fairness, and equality.
SOC.6.1.4.A.CS4	There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
SOC.6.1.4.A.CS6	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.
SOC.6.1.4.D.1	Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.4.D.3	Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.
SOC.6.1.4.D.CS2	Key historical events, documents, and individuals led to the development of our nation.

Interdisciplinary Connections

LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Learning Objectives

- Research past events that have made the most difference in our lives today.
- Analyze how past events influenced our lives.
- Identify and compare how different cultural groups used their available resources.
- Identify ways that Native American groups cooperated with one another and ways that they worked against one another.
- Research interactions between Europeans and American Indians.
- Compare and contrast American Indian cultures, past and present.

- Identify reasons for exploration by European explorers.
- Research the reasons and resulting effects of Spanish exploration.
- Analyze the findings of French exploration.
- Research the sequence of English exploration.
- Identify key events in the Spanish exploration of Florida.
- Identify key events in the battle between Spain and France for settlement of Florida.
- Identify other Spanish explorers and the results of their explorations.
- Research Spanish exploration and settlement of the Southwest.
- Justify why settlers came to North America.
- Analyze the key events in the French exploration of North America.
- Identify the reasons why the French built Quebec City.
- Identify the exploration of the Mississippi River.
- Research the onset and the result of the French and Indian War.
- Identify why English settlers came to North America.
- Analyze key details in the settlement of English colonies.
- Identify hardships encountered in English settlements.
- Research the key events in American Independence and the causes of the American Revolution.
- Justify the creation and significance of key documents.
- Identify the documents that exemplify American history and ideals.
- Research how individuals, events, and ideas have formed and changed government.
- Identify terms to describe historical times.
- Identify the purpose of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.
- Identify that a primary source tells about events in the past from the perspective of someone who lived through them.
- Interpret a primary source to describe the effects of the Declaration of Independence on our lives today.

Suggested Activities & Best Practices

- Use the Student Activity Mats (in print or online) to provide students with hands-on support and practice for this unit: Who, What, Where in the United States, Mat 4A and Quest, Mat 4B
- Go online to have students apply their understanding of the Big Question, "How does our past affect our present?"
- Ask the students, "What is something you did or learned how to do in the past?" Ask volunteers to respond with things such as ride a bicycle, tie my shoes, or make my lunch. Allow volunteers to describe or act out their responses. Then ask, "How does this skill or action affect your life now?" Instruct students to Think-Pair-Share to communicate the connection between the skill or action and its current effect.
- Ask students, "When you think of our country's past, what event is the first one that comes to mind?" Distribute paper and art supplies to students, and instruct them to draw illustrations of this event. Allow students to share their illustrations and explain why this event is the first that comes to mind.
- Have students examine the images that depict Iroquois life long ago. Then have students brainstorm a list of resources that may have been important to the Iroquois (rivers, lakes, forests, rich soil, animals.) As a class, discuss the ways these resources were important to the Iroquois.
- Have students work with a partner. They are both explorers. Prepare and act out a short skit that tells why you decided to explore other lands. You should both include what you like about exploring, what you found hard about it, and how you treat the new people you meet.
- Imagine you are a Spaniard and have the chance to go to the Americas. Would you go there to live? Stand up and share whether you would make the move and why.
- Organize students into groups of 3 or 4 and have them list the reasons why Spanish explorers came to Florida (riches, fame,

to build a settlement.) As a class, discuss why Ponce de Leon returned to Florida, even though he did not find the Fountain of Youth. (He believed Florida was a nice place to start a settlement.) Ask, "Have you ever visited a place you think would be nice to live? What made it a nice place to live?"

- You live in England long ago. You have been selected to start a new colony in North America. Work with a partner to make an advertisement for others to join you in the adventure. Share it.
- Imagine you are forming a new country. Form a circle with three classmates. Talk about what needs to be done, how leaders will be chosen, and how laws will be made. Take turns naming one thing that needs to be done and how you might do it.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 3 Teacher's Edition, Student Activity Mats, Activity Guide, Student myWorld Interactive book

Ancillary Resources

www.pearsonrealize.com

<https://www.tikatok.com/>

<https://www.Kids.gov>

<https://www.usmint.gov/kids>

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
- www.pearsonrealize.com
- <https://www.tiktok.com/>
- relevant YouTube/TeacherTube videos

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Global Awareness
- Environmental Literacy
- Civic Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan

- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Decreasing the amount of work presented or required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Teaching key aspects of a topic. Eliminate nonessential information
 - Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
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- decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides

- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: