

# Grade 3 - Unit 3: History, Culture, and Perspectives (Holidays)

Content Area: **Social Studies**  
Course(s): **Social Studies 3**  
Time Period: **Week**  
Length: **9 Weeks**  
Status: **Published**

## Unit Overview

---

In this unit, students will learn:

- how past and present interactions of people, cultures, and the environment shaped American heritage.
- about US & NJ holidays and their importance in American history.

**SEE UNIT RESOURCES (below) FOR TOPICS COVERED IN WONDERS**

## Transfer

---

- Apply various comprehension strategies to connect and make meaning with text
- Cite text evidence from the text to support meaning
- Transfer vocabulary acquisition usage across content
- Use text features (maps, diagrams, headings, tabs, etc.) to interpret text

## Meaning

---

## Understandings

---

Students will demonstrate the following understandings:

- why various groups voluntarily and involuntarily immigrated to America and describe the challenges they encountered

- the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
- how key events led to the creation of the United States
- how culture is expressed through and influenced by the behavior of people
- how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices (**NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES**)
- how stereotyping and prejudice can lead to conflict
- the role of historical symbols, monuments, and holidays and how they affect the American identity (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- how an individual's beliefs, values, and traditions can reflect more than one culture.
- how experiences and events may be interpreted by people with different cultural or individual perspectives
- why it is important to understand the perspectives of other cultures in an interconnected world
- various patriotic and cultural holidays are celebrated in America

## **Essential Questions**

---

Students will keep considering...

- How have historical events and cultural differences shaped the culture of the United States?

## **Application of Knowledge and Skill**

---

## **Students will know...**

---

Students will know...

- how culture is expressed through and influenced by the behavior of people
- the impact of European colonization on Native American populations
- the reasons why various groups voluntarily and involuntarily immigrated to America, and the challenges they faced
- the impact of voluntary and involuntary immigration on America's growth
- the key events that led to the creation of the United States
- how various cultural groups have dealt with conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices
- how stereotyping and prejudice can lead to conflict

- the role of historical symbols, monuments, and holidays and how they affect the American identity
- how an individual's beliefs, values, and traditions may reflect more than one culture
- how experiences and events may be interpreted differently by different people
- why it is important to understand the perspectives of other cultures in an interconnected world
- various patriotic and cultural holidays are celebrated in America

### **Students will be skilled at...**

---

Students will be skilled at...

- determining the impact of European colonization on Native American populations
- summarizing why groups voluntarily and involuntarily immigrated to America
- identifying the challenges immigrants faced in the United States
- evaluating the impact of voluntary and involuntary immigration on America's growth as a nation
- explaining how key events led to the creation of the United States.
- describing how culture is expressed through and influenced by the behavior of people
- explaining how various cultural groups dealt with conflict between maintaining traditional beliefs and practices, and adopting new beliefs and practices
- describing how stereotyping and prejudice can lead to conflict
- explaining the role of historical symbols, monuments, and holidays and how they affect the American identity
- explaining how an individual's beliefs, values, and traditions may reflect more than one culture.
- explaining how experiences and events may be interpreted differently by people with different cultural or individual perspectives
- describing why it is important to understand the perspectives of other cultures in an interconnected world.

### **Academic Vocabulary**

---

Commodore John Barry

Abraham Lincoln

immigration

Ellis Island

citizen

Native American

monument

historical symbol

traditions

beliefs

## Learning Goal 1

---

- Explain why groups voluntarily and involuntarily immigrated to the United States and how they influenced the formation of the country.

SOC.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.
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS1	Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS7	Cultures struggle to maintain traditions in a changing society.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## Targets 1

---

- Describe how the world is divided into diverse nations that have their own languages, customs, and traditions
- Describe the impact of voluntary and involuntary immigration on America's growth
- Explain how and why it is important that people from diverse cultures work together
- Explain why groups voluntarily and involuntarily immigrated to the United States
- Describe how immigrants become United States citizens
- Describe how the world is divided into diverse nations that have their own languages, customs, and traditions
- Describe the impact of voluntary and involuntary immigration on America's growth
- Explain how and why it is important that people from diverse cultures work together
- Explain why groups voluntarily and involuntarily immigrated to the United States

## Learning Goal 2

---

- Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

SOC.6.1.4.A.13	Describe the process by which immigrants become United States citizens.
SOC.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.
SOC.6.1.4.A.CS9	The world is comprised of nations that are similar to and different from the United States.
SOC.6.1.4.A.CS10	In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
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.16	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS3	Personal, family, and community history is a source of information for individuals about the people and places around them.

SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.1.4.D.CS9	Historical symbols and the ideas and events they represent play a role in understanding and evaluating our history.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Targets 2

---

- explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives
- describe why it is important to understand the perspectives of other cultures in an interconnected world
- determine the impact of European colonization on Native American populations
- explain how various cultural groups have dealt with the conflict of maintaining traditional beliefs and practices, and adopting new ones
- describe how culture is expressed through and influenced by the behavior of people
- describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- explain how an individual's beliefs, values, and traditions may reflect more than one culture
- explain the key events that led to the creation of the United States
- identify and describe Abraham Lincoln and his importance in American history
- identify and describe Arbor Day and its importance in American history
- identify and describe Christopher Columbus and his importance in American history
- identify and describe Constitution Day and its importance in American history
- identify and describe Flag Day and its importance in American history
- identify and describe George Washington and his importance in American history
- identify and describe Memorial Day (Decoration Day) and its importance in American history
- identify and describe Thanksgiving and its importance in American history
- identify and describe Veterans' Day and its importance in American history
- identify Commodore John Barry and his importance in NJ history

## Summative Assessment

---

Common Summative Assessments via Linkit!

1. Grade 3 Social Studies Common Assessment #1 (First half of the year)
2. Grade 3 Social Studies Common Assessment #2 (Second half of the year)

## **21st Century Life and Careers**

---

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

## **Proficiency Scale**

---

## **Formative Assessment and Performance Opportunities**

---

- academic games
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

## **Accommodations and Modifications**

---

Immigration Assignment/Project- "Student Choice"

- Choose an immigrant from Ellis Island and research their back story, create a lapbook
- pretend you are an immigrant, write a journal about how you feel coming to America
- choose and research a culture different than your own-create a presentation

- Avoid corrections in the mechanical aspects in early stages of writing concentrate on idea development
- Teach and require the use of graphic organizers/outlines/mapping skills to help students learn to visualize the parts of the paragraph/essay/story
- Teach importance of beginning, middle and end of stories
- Require students to incorporate transition words (ex. first, next, then, last or most importantly, also of



interest ) into paragraph writing

\*Please refer to teacher's individual lesson plan for accommodations per student's 504, IEP and Access Plan

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

<https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations> "Culturally Responsive Instruction for Holiday and Religious Celebrations"

- additional practice/remediation
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments

## **Unit Resources**

---

*Wonders:*

Unit 1 Week 2

Unit 1 Week 5

Unit 2 Week 2

Unit 3 Week 2

- Print Resources:

- Digital Resources:
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Laptops; Student Response Systems
- NJ Amistad Curriculum:
  - Unit 2 - Indigenous Civilizations of the Americas (1000-1600): <http://www.njamistadcurriculum.net/history/unit/indigenous-civilizations-americas>
  - Unit 3 - Ancient Africa (3000 BCE - 1492): <http://www.njamistadcurriculum.net/history/unit/ancient-africa>
  - Unit 7 - The Evolution of a New Nation State (1801-1860): <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>
  - Unit 8 - The Civil War & Reconstruction (1861-1877): <http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction>
  - Unit 9 - Post-Reconstruction & the Origins of the Progressive Era (1878-1900): <http://www.njamistadcurriculum.net/history/unit/post-reconstruction>
  - Unit 10 - America Confronts the 20th Century & the Emergence of Modern America (1901-1920): <http://www.njamistadcurriculum.net/history/unit/emergent-modern-america>
  - Unit 11 - America in the 1920s & 1930s: Cultural, Political, and Intellectual Development & the New Deal, Industrialization, & Global Conflict (1921-1945): <http://www.njamistadcurriculum.net/history/unit/new-deal>

**New Jersey Amistad Commission Interactive Curriculum** - <http://www.njamistadcurriculum.net/>

New Jersey Student Learning Standards - Literature Resources

Science Fiction, Fables, Fairy Tales, Folklore, Historical Fiction, Poetry, Short Stories to aid the lessons- <http://www.njamistadcurriculum.net/history/commoncore/literature>

**New Jersey Commission on Holocaust Education Resources** - <https://www.nj.gov/education/holocaust/curriculum/>

Grades K-5- Lesson Title: From Friend to Upstander: Stand Up and Make a Difference (Grades 1-3)

---

## Interdisciplinary Connections

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.3.3	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.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.