

# Grade 3 Unit 4: History, Culture, and Perspectives

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 3**  
Time Period: **MP4**  
Length: **45 days**  
Status: **Published**

## NJSLS - Social Studies

---

SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.

## Rationale & Transfer Goals

---

Understanding history is essential for citizens moving forward and becoming active citizens in our country. By knowing where we came from it helps us as people understand where we are going. Students will be able to transfer their knowledge by adding their own perspectives and how it compares to various groups studied from the past's perspectives. By understanding the past, as students mature and become a part of the society, they will be able to see the lasting effects from events that are transpiring in their lives and the media. We are learning to read and analyze events in our country's past to make our own opinions of events that transpired.

## Enduring Understandings

---

- Chronological sequencing helps us track events over time
- Interactions of people and events throughout history have shaped the world we experience today.
- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.

- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.

## **Essential Questions**

---

- How did American Indians live before and after European settlers arrived?
- What motivated people to move to the United States and settle in different areas?
- What represents America's heritage, or our shared history and traditions?

## **Important Vocabulary**

---

### **The First People**

tribe: a group of Indians living in the same environment

shelter: a home or building that protects people from the weather

language: the set of sounds and words people use to communicate

government: a group of people who solve problems and make rules for a community to follow

confederation: a group of people who have joined together

barter: to trade without using money

trade: to exchange one good or service for another

scarce: the state of not being widely available in a community

economy: the way a community produces and uses goods and services

elder: an older person with a high rank in a tribe's government

customs: ways groups of people have of doing things

religion: beliefs about gods or spirit held by a group

ceremony: an event that marks a special day or season

treaty: a formal agreement between two groups of people or countries

reservation: an area set aside by the U.S. government for American Indians to live on

sovereign: independent

## **Settling The Land**

settlement: a new community

explorer: a person who goes to find out about a place

convert: to change

claim: to say something belongs to you

missions: religious communities

colony: a settlement that is ruled by another country

plantation: a large farm in which crops are made

revolution: a fight for change in the government

independence: freedom

constitution: a written set of laws that tells how a government will work

frontier: land beyond the settled land of a country

pioneer: a person who helps settle a new land

homestead: a home and its surrounding land

transcontinental: going across a continent

boomtown: a town that grows very quickly

immigrant: a person who comes to settle in a country from somewhere else in the world

## **America: Heritage and Culture**

patriotism: a feeling of pride in one's country

values: the standards and behaviors that matter to a people

heritage: people's shared history and tradition

anthem: a song that is important to and inspires a group of people

pledge: a promise people make to be loyal or be true

culture: a way of life shared by members of a group

landmark: an important natural or human feature that marks a location

holiday: a day set aside for remembering a person, an idea, or an event

## **Content - What students will know**

---

- American Indians lived off the land in North America before any European settlers settled on the land
- American Indians had their own ways of life, economy, and “government” before European contact. These ways of life changed after European settlers came.
- How American Indians lived depended on the climate of where they lived and the resources available to them

## **Skills - What students will be able to do**

---

- Describe various American Indian tribes and their culture and way of life
- Identify the different ways American Indians used their resources
- Identify the original 13 colonies
- Understand the rights that were given in the Bill of Rights and the Constitution

## **Instructional Activities - How we teach content and skills**

---

The following S.S. magazines will be used as a guide to teaching these standards:

- The First People
- Settling the Land
- America: Heritage and Culture

This [document](#) has a list of suggested resources and activities for each magazine.

## Evidence/Assessment - How we know students have learned

---

- Teacher observation of oral discussions
- Successful completion of performance tasks
- Magazine assessments
- Use of vocabulary learned throughout the unit
- Completion of exit tickets and classwork assignments
- [Assessments](#)

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Identify the different ways American Indians used their resources	In unit 1, students had to identify and understand how people get resources from the Earth	Students will explain how resources in the land that American Indians settled on were imperative to their way of life

## Key Resources

---

Each magazine has online resources that can be printed from the digital teacher's manual. The resources are located and directly linked on the table of contents page for each magazine. These resources include an anticipatory set to test student's prior knowledge on the topic, a reading skills sheet to foster interdisciplinary connections, various social studies skills pages (ex. maps and globes), vocabulary activities, magazine assessments, and performance tasks that correlate with skills developed in the unit.

## 21st Century Life & Careers

---

WRK.9.2.5.CAP.4

Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

## Career Readiness, Life Literacies, & Key Skills

---

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## 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.
MA.3.NBT.A	Use place value understanding and properties of operations to perform multi-digit arithmetic.

## Intersections of History

---

**Black:** Black Americans will see parallel with the treatment of Native Americans to their own ancestors' treatment in our country. Students will also gain their own perspective by viewing the supposed rights that were granted in our new country and were denied to various minority groups.

**Hispanic:** Students will gain their own perspective by viewing the supposed rights that were granted in our new country and were denied to various minority groups. This unit highlights immigration which is relatable to a large portion of Hispanics in America and our school.

**Women:** Students will gain their own perspective by viewing the supposed rights that were granted in our new country and were denied to various minority groups.

**LGBTQ:** Students will gain their own perspective by viewing the supposed rights that were granted in our new country and were denied to various minority groups.

