

Social Studies

**Topic: Geography**

**Grade 3**

<b>Learning Outcomes</b>		<b>Teaching/Learning Strategies</b>	
<p>1. Apply and illustrate cardinal directions, map scales, legends and titles to locate places on contemporary maps of New England, MA, and the local community</p> <p>2. Differentiate between a contemporary map of their city or town and the map of their city or town in the 18<sup>th</sup>, 19<sup>th</sup>, or early 20<sup>th</sup> century.</p>		<ul style="list-style-type: none"> <li>Label classroom with cardinal and intermediate directions.</li> <li>Display various maps, an atlas, and a globe.</li> <li>Cardinal Directions: Make bingo cards (5x4) labeled with cardinal directions. Make up a list of questions such as: which direction is the teacher’s desk from the door? Etc.</li> <li>Map Scales: Students <u>measure</u> themselves using the scale 1 inch = 1 foot. Pairs measure each other head to toe and round their height to the nearest foot and draw a scaled down version. Display under caption “If A Foot Were An Inch...”</li> <li>Map Legends: students create a map of a place such as the Plymouth Plantation using a list of labeled symbols cardinal directions and compass rose.</li> <li>Students locate the New England states using an unlabeled New England States map and identify it. The class then chimes in “We found Vermont on our map...” sung to the tune of “He’s Got the Whole World In His Hand”.</li> <li>Hold a “Get to Know Your State” celebration. Assign each student a location on a Mass. Map to investigate and to write a one-to-three paragraph report about. As each child presents their findings; have everyone locate it on their individual map.</li> <li>Using a map of their local city or town in the 18<sup>th</sup>, 19<sup>th</sup> or early 20<sup>th</sup> century, students use a Venn Diagram to compare and contrast it to a contemporary map.</li> </ul>	
<p><b>In alignment with MA State Frameworks’ Standards:</b> (LS 3.1, 3.8, 3.11)</p>			
<b>Values/Attitudes</b>	<b>Resources</b>		<b>Assessment</b>
<ul style="list-style-type: none"> <li>Pride in one’s town, city, state, nation, and world.</li> <li>Analyzing through maps.</li> <li>Appreciate of past and how it impacts present and future.</li> </ul>	<p><u>Map Skills Grades ¾</u> by Instructional Fair</p> <p><u>Great Map Games</u> by Scholastic</p> <p><u>Social Studies Ready to Go Lessons for Grs. 3&amp;4</u> by The Education Center.</p> <p><a href="http://www.enchantedlearning.com/geography">http://www.enchantedlearning.com/geography</a></p> <p><a href="http://www.nationalgeographic.com/geospj">http://www.nationalgeographic.com/geospj</a></p>		<ul style="list-style-type: none"> <li>Students draw a map of an area in their city or town to include title, compass rose, symbols, and legend</li> <li>A variety of map worksheets where students demonstrate map skills.</li> <li>Write a one-to-three paragraph report on a MA location.</li> </ul>

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**Topic: Economics**

**Grade 3**

<b>Learning Outcomes</b>		<b>Teaching/Learning Strategies</b>	
<ol style="list-style-type: none"> <li>1. Define what a tax is and the purposes for taxes; with the help of teachers and parents, distinguish between different kinds of taxes (such as property, sales, or income taxes).</li> <li>2. Give examples of goods and services provided by local businesses and industries. Explain specialization in jobs and businesses and give examples of specialized businesses in the community.</li> <li>3. Give examples, demonstrate and explain how money makes it easier for people to get things they want rather than barter.</li> </ol>		<ul style="list-style-type: none"> <li>• Construct mobiles on taxes, defining tax and identifying tax-supported facilities and services provided by their local government (e.g., public schools, parks, recreational facilities, police and fire depts. and libraries).</li> <li>• Discuss the different kinds of taxes.</li> <li>• Students design a business sign for a specialized job they are interested in having in their local community. Display signs and have an open house where each student can explain what kind of goods or services he can provide and how others assist them in their job.</li> <li>• Students barter using common items (e.g., trading baseball cards w/ each other) Students bring in used books and have a book bartering sale.</li> </ul>	
<p><b>In alignment with MA State Frameworks’ Standards:</b> (LS 3.13, 3.14).</p>			
<b>Values/Attitudes</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Thrift, care of possessions, and conservation of resources.</li> <li>• Understands that consumers make choices according to values and resource limits.</li> <li>• Sharing: Identifies situations where there is not just distribution for basic needs and lists actions students can take to influence situations positively.</li> <li>• Recognizes the relationship of their “work” in school and their personal human capital.</li> </ul>		<p><a href="http://www.enchantedlearning.com">http://www.enchantedlearning.com</a></p> <p><a href="http://www.socialstudiesforkids.com">http://www.socialstudiesforkids.com</a></p> <p><u>Social Studies Lessons To Go</u> (Gr.3) by The Mailbox</p>	
		<b>Assessment</b>	
		<ul style="list-style-type: none"> <li>• Observation of students to correctly use economic terms used in discussion.</li> <li>• Students write a 2-3 paragraph essay on the pros and cons of bartering based on their book sale experience.</li> <li>• Student presentation of business signs using a rubric to determine whether or not they can explain job parameters.</li> <li>• Students choose and illustrate an artifact and compare it with a modern day tool.</li> </ul>	

Social Studies

**Topic: Civics and Government**

**Grade 3**

<b>Learning Outcomes</b>		<b>Teaching/Learning Strategies</b>	
<ol style="list-style-type: none"> <li>Examine why it's necessary for communities to have governments (i.e., government.) Provide order and protect rights.</li> <li>Question the different ways people in a community can influence their local govt. (e.g., voting, running for office, participating in meetings)</li> <li>Explain the meaning of the stars and stripes in the American flag and how to officially display the flag.</li> </ol>		<ul style="list-style-type: none"> <li>Discuss Roxaboxen , the story of an imaginative community. Point out how children in the story work together to build a community. Students identify the rights and responsibilities described in the story.</li> <li>A city leader, ie., a council member, visits the class to discuss how laws are made locally, recent laws, and outdated laws due to changes in the community.</li> <li>Students create a classroom constitution that reflects the need(s) for rules and laws and the role of citizenship in promoting these and the consequences for violators.</li> <li>Identify the purpose of the Mayflower Compact through classroom discussion.</li> <li>Students write a paragraph about an historical event, document, or person that played a role in the birth of our nation and an illustration.</li> <li>Discuss the importance of public virtue and the role of citizens in a classroom, community and in civic life. Hold a classroom mock debate and election.</li> <li>Students color a colonial flag and the current flag</li> </ul>	
<b>In alignment with MA State Frameworks' Standards:</b> (LS 3.3, 3.6, 3.10)			
<b>Values/Attitudes</b>	<b>Resources</b>		<b>Assessment</b>
<ul style="list-style-type: none"> <li>Working for common good.</li> <li>Responsible for decision-making.</li> <li>Respect for other' opinions.</li> <li>Civic responsibility shaped by Catholic values.</li> <li>Growing awareness of human rights issues.</li> <li>Choosing solutions to problems based on cooperation, truth and non-violence.</li> </ul>	<p>Books:  <u>The Star Spangled Banner</u> illus. by Doubleday, 1973  <u>Duck for President</u> by Betsy Lewin  <i>Scholastic News Election</i> editions: (<a href="http://www.scholastic.com/sn2">www.scholastic.com/sn2</a>)  <u>The Flag of the United States</u> (Childrens Press, 1988)  <u>If You Were There When They Signed The Constitution</u> by Ann McGovern  <a href="http://www.mhcalifornia.com/socialstudies/">http://www.mhcalifornia.com/socialstudies/</a>                      Local newspapers                      White House for Kids:  <a href="http://www.whitehouse.gov/kids/news/index.html">http://www.whitehouse.gov/kids/news/index.html</a>  <a href="http://www.whitehouse.gov/kids/">http://www.whitehouse.gov/kids/</a>  <a href="http://kidlink.org/kidcafe/main.htm/">http://kidlink.org/kidcafe/main.htm/</a></p>		<p>Students and teacher refer to a teacher created rubric when writing their paragraph about an historical event, document, or person.</p> <p>Students are assessed on the content of their debate and whether or not they can support their views.</p>

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**Topic: History**

**Grade 3**

<b>Learning Outcomes</b>		<b>Teaching/Learning Strategies</b>	
<ol style="list-style-type: none"> <li>1. Explain the meaning of time periods or dates in historical narratives and use them correctly in speaking and writing.</li> <li>2. Identify the Wampanoags and their leaders at the time the Pilgrims arrived and describe their way of life.</li> <li>3. Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony</li> <li>4. Explain how the Puritans and Pilgrims differed and identify early leaders in Mass. Describe the daily life, education, and work of the Puritans in the Mass. Bay Colony.</li> <li>5. Introduction to the importance of the political, economic, and military developments leading to and during the American Revolution relative to the state of Massachusetts.</li> <li>6. Observe visual sources such as historical paintings, photographs, or illustrations accompanying historical narratives and analyze details such as clothing, setting, or action.</li> <li>7. Explain how objects or artifacts of everyday life have changed.</li> <li>8. After reading a biography of a person from Massachusetts, students summarize the person’s life and achievements</li> </ol>		<ul style="list-style-type: none"> <li>• Discuss the histories of important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, Statue of Liberty, the U.S. Constitution, etc.)</li> <li>• Students use books, stories, letters, photographs and interviews to learn about the past and create a journal.</li> <li>• Students role play the story of the Pilgrims explaining why they left Europe, their journey, and their early life in the Plymouth Colony. Have students perform for a younger class.</li>   <li>• Make a class time-line of the important political, economic, and military developments leading to and during the American Revolution.</li>   <li>• Given resources, students create a “mini-museum” about how their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time.</li>   <li>• Visit a local historical society or museum to identify objects or artifacts that tell about the past and how life has changed.</li> <li>• Create “Famous American Puppets of Mass.”</li> </ul>	
<p><b>In alignment with MA State Frameworks’ Standards:</b> (LS3.2, 3.3, 3.4, 3.5, 3.7, 3.12)</p>			
<b>Values/Attitudes</b>	<b>Resources</b>		<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Appreciation of God given gifts and talents.</li> <li>• Recognizing one’s area of giftedness and ability to contribute.</li> <li>• Recognize others for their time and use of talents to benefit all.</li> <li>• Pride in one’s city or town.</li> <li>• Freedom of worship is protected by the Constitution.</li> </ul>	<p><u>Learning About Our Country</u> by Frank Shaffer  <a href="http://www.socialstudiesforkids.com/articles/ushistory/pilgrims1.htm">http://www.socialstudiesforkids.com/articles/ushistory/pilgrims1.htm</a>  <a href="http://www.enchantedlearning.com">http://www.enchantedlearning.com</a></p> <p><u>We the Kids: The Preamble to the Constitution of the United States</u> by David Catrow  <u>If You Sailed on the Mayflower</u> by Ann McGovern  <u>My Country</u> by Teacher Created Materials, Inc.</p> <p><a href="http://www.50states.com/massachu.htm">http://www.50states.com/massachu.htm</a>  <a href="http://www.myworksheets.com/Themes/ColonialAmerica">http://www.myworksheets.com/Themes/ColonialAmerica</a></p>		<ul style="list-style-type: none"> <li>• Written assignments, such as quizzes, reports, and journal entries.</li> <li>• Students organize information into a timeline that is chronologically correct.</li> <li>• Students connect some events in early history of Massachusetts to the development of our nation.</li> </ul>

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