

Wallingford Public Schools - ELEMENTARY GRADE LEVEL OUTLINE

Course Title: Wallingford and Surrounding Regions	
Department: Social Studies	Grade(s): 3
Course Description In grade 3 students will focus on learning about the town of Wallingford and the surrounding regions. Specific units of study will include community and culture, geography, history, contemporary Wallingford and the local economy. Students will develop key skills in the areas of reading, writing, mathematics, technology, research, and critical thinking.	
Required Instructional Materials	Completion/Revision Date Approved by The Board of Education on May 18, 2009

Mission Statement of the Curriculum Management Team
The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course
Content
<i>Students will understand that:</i>
<ul style="list-style-type: none"> • Culture is an ever-changing way of life of a group of people that share similar beliefs and customs. • Communities are diverse and therefore create different perspectives, contributions, and challenges. • Maps and globes portray the surface of the earth in different ways. • All maps have parts in common. • Different maps provide the same information in a variety of ways. • A relationship exists between Wallingford and the rest of the world. • Knowledge of the past helps one understand the present and make decisions about the future. • People are affected by societal, environmental, economic, cultural, and governmental changes. • A government develops rules to maintain order and safety within the community. • Natural resources affect people and the community. • Decisions concerning the use of economic resources impact individuals and groups. • All occupations work together to promote community development.
Skills
<ul style="list-style-type: none"> • Information can be acquired from various sources.

<ul style="list-style-type: none">• Organization is critical to the acquisition, application, and evaluation of information.
<ul style="list-style-type: none">• Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
<ul style="list-style-type: none">• Examining social and civic issues helps to expand understanding of one's community.
<ul style="list-style-type: none">• Collaboration is necessary in order to be an effective learner and citizen.
<ul style="list-style-type: none">• Language reflects historical changes and cultural differences.
<ul style="list-style-type: none">• Writing is a tool used for thinking, learning and communicating.
<ul style="list-style-type: none">• Technology is a tool that can be used for collecting, organizing, and presenting information.

LEARNING STRAND

1.0 Social Studies Skill Areas

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Information can be acquired from various sources.
- Organization is critical to the acquisition, application, and evaluation of information.
- Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience.
- Examining social and civic issues helps to expand understanding of one's community.
- Collaboration is necessary in order to be an effective learner and citizen.
- Language reflects historical changes and cultural differences.
- Writing is a tool used for thinking, learning and communicating.
- Technology is a tool that can be used for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- What do I do when my immediate resources are not adequate?
- What are the benefits of using multiple media to locate information?
- How does organizing the results of my research help me to use it?
- How do I determine the appropriate presentation format for my task and audience?
- How do my actions impact others in my community?
- How can I impact social change?
- What are the consequences if I do not accept my personal responsibilities to my community?
- Why do individuals choose to work together?
- How do my personal decisions and actions affect others?
- How does time and place in history influence language?
- How can we use evaluation and reflection to improve our writing?
- What is the impact of technology on research and communication?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Locate and use a variety of sources such as encyclopedias, newspapers, telephone directory, atlases, maps, Internet, websites, non-fiction texts, tables and charts to gather information.
- 1.2 Use parts of a book (index, copyright page, table of contents, glossary, chapter headings, captions, charts, graphs, diagrams, maps.)
- 1.3 Develop research questions
- 1.4 Identify main ideas.
- 1.5 Compare and summarize information from a variety of sources.

INSTRUCTIONAL SUPPORT MATERIALS

- *See other learning strands*
- Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/Elementary/ Grade 3/ Social Studies
- (W:) drive - Social Studies – Grade 3

SUGGESTED INSTRUCTIONAL STRATEGIES

- Oral/ written reports on topics related to Wallingford such as backyard animals, countries of ancestry, famous residents, town landmarks, etc.
- Wallingford scrapbook

<p>1.6 Begin to use note taking strategies (bulleting, highlighting, and using graphic organizers)</p> <p>1.7 Use a graphic organizer such as Venn diagrams, webs, KWL charts, timelines.</p> <p>1.8 Cite sources used for research and arrange alphabetically by author's last name (or title if there is no author.)</p> <p>1.9 Develop written and/or oral reports.</p> <p>1.10 Explain grade-level content area vocabulary.</p> <p>1.11 Explain different points of view expressed in texts.</p> <p>1.12 Work cooperatively with peers.</p> <p>1.13 Change behavior in response to rules, laws, and consequences.</p> <p>1.14 Establish, explain, and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts.</p> <p>1.15 Identify, plan, and carry out a small civic project and connect the importance to taking an active role in their school and community.</p> <p>1.16 Write one to two paragraph descriptions of historical events, people, and/or places using relevant social studies vocabulary.</p> <p>1.17 Write in different genres including narrative, expository, persuasive, and poetry.</p> <p>1.18 Use appropriate writing elements including characters, setting, events, problem, solution, main idea, and supporting details.</p> <p>1.19 Determine the purpose or message of the writing.</p> <p>1.20 Use developmentally appropriate spelling, grammar, and punctuation to communicate ideas through sentences.</p>	<ul style="list-style-type: none"> • Venn diagrams • Graphs/Charts • Community service projects • Maps • Diary/Journals • Timelines <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Pre-assessment and post-assessment located on the (W:) drive - Social Studies – Grade 3 - Assessments • Written assessments • Charts • Venn diagrams • Scrapbooks • Student presentations • Rubrics • Graphs • Map assessments • Research inquiry projects
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<u>LEARNING STRAND</u>	
2.0 Community and Culture	
<u>ENDURING UNDERSTANDING(S)</u> <i>Students will understand that:</i> <ul style="list-style-type: none"> • Culture is an ever-changing way of life of a group of people that share similar beliefs and customs. • Communities are diverse and therefore create different perspectives, contributions, and challenges. 	<u>ESSENTIAL QUESTION(S)</u> <ul style="list-style-type: none"> • What is culture? • Why should we study Wallingford's culture and what does it teach us? • How and why does culture change? • How does my family's culture influence my life today? • What impact does diversity have on the community?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i> <ul style="list-style-type: none"> 2.1 Explain what a community is. 2.2 Analyze why communities change and grow. 2.3 Identify characteristics of rural, urban, and suburban communities. 2.4 Explain characteristics that help define an ethnic group (language, religion, clothing.) 2.5 Explore customs and beliefs of cultural groups represented in Wallingford. 2.6 Compare and contrast individual identity (i.e., beliefs, values, abilities) with that of peers and other ethnic/cultural groups. 2.7 Describe the rights and responsibilities of people in a community. 	<u>INSTRUCTIONAL SUPPORT MATERIALS</u> <u>Print Resources</u> <ul style="list-style-type: none"> • <i>From These Roots, A Bicentennial History of a New England Town</i>, Eleanor & Gil Kelman, 1976 • <i>Grandfather's Journey</i>, Allen Say; Houghton Mifflin, 1993 • Multicultural Support Materials kit • <i>Peppe the Lamplighter</i>, Lothrop, Lee & Shepard, 1997 • <i>Seven Brave Women</i>, Betsy Hearne; Greenwillow, 1997 • <i>The Blue and the Gray</i>, Eve Bunting; Scholastic, 1996 • <i>The Butterfly Seeds</i>, Mary Watson; Tambourine Books, 1995 • <i>Coming to America: The Story of Immigration</i>, Betsy Maestro; Scholastic, 1996 • <i>Copper Lady</i>, Alice and Ross Kent; Lerner, 1995 • <i>The Keeping Quilt</i>, Patricia Polacco; Simon & Schuster, 1988 • <i>The Story of Ruby Bridges</i>, Robert Coles; Scholastic 1995 • <i>Wallingford Past and Present: A Program Guide for Third Grade Teachers</i>, Wallingford Public Schools • <i>When Jessie Came Across the Sea</i>, Amy Hest; Candlewick, 1997 • <i>Where Did Your Family Come From? A Book about Immigrants</i>, Ideals, 1993 • <i>Who Belongs Here? An American Story</i>, Margy Knight; Tilbury House, 1993 • <i>America, Too</i>, Elisa Bartone; Lothrop, Lee &

Shepard, 1996

- *How My Parents Learned to Eat*, Ina Friedman; Houghton Mifflin, 1987
- *I Hate English!*, Ellen Levine; Scholastic, 1995
- *If Your Name Was Changed at Ellis Island*, Ellen Levine; Scholastic, 1993
- *Lily and Miss Liberty*, Carla Stevens; Scholastic, 1993
- *Little House*, Virginia Burton; Houghton Mifflin, 1978
- *Long Way to a New Land*, Joan Sandin, 1986
- *Molly's Pilgrim*, Miriam Cohen; Bantam, 1990
- *Mrs. Katz and Tush*, Patricia Polacco; Dell, 1992

Digital Resources

- (W:) drive – Social Studies – Grade 3
- Wallingford Scrapbook - (W:) drive - Social Studies – Grade 3
- Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/Elementary/ Grade 3/ Social Studies
- Wallingford town website, www.town.wallingford.ct.us/
- Social Studies performance tasks at a variety of grade levels, www.dodea.edu/curriculum/socialStudies.cfm?cld=tasks

Other Resources

- Wallingford Historical Society

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite members of the community to talk about their cultural heritage
- Research family history and create a family tree
- Research and create a scrapbook on a family member back at least one generation
- Interview a person who has lived in the community for a long time and write how a community changes to meet the needs of its members
- Venn diagram comparing various cultural beliefs and traditions
- Use the *Bread, Bread, Bread* book (Multicultural Support Materials kit) to make breads from various countries to share with the class

- Hold a multi-cultural food celebration
- Select pictures from magazines to create murals or collages depicting rural, urban, and suburban communities
- Conduct a community service project
- Explain actions citizens can take to influence public policy. (i.e., One morning you discover trash in the park and graffiti scratched on buildings & fences. There are also reports of other vandalism around town. Write a letter to the local newspaper editor. State the problem, explain the need for laws, and identify public officials who can solve the problem.)
- Select a local contemporary issue and propose a community-wide plan for resolving it (i.e., recycling, nutrition, safety)
- Field trips to the police dept., fire dept., public library
- Wallingford scrapbook

SUGGESTED ASSESSMENT METHODS

- Written assessments
- Charts
- Venn diagrams
- Family tree
- Thank you letters to guest speakers
- Scrapbooks
- Student presentations
- Rubrics
- Murals/Collages

LEARNING STRAND

3.0 Geography

ENDURING UNDERSTANDING(S)

Students will understand that:

- Maps and globes portray the surface of the earth in different ways.
- All maps have parts in common.
- Different maps provide the same information in a variety of ways.
- A relationship exists between Wallingford and the rest of the world.

ESSENTIAL QUESTION(S)

- What makes places unique and different?
- What stories do maps and globes tell?
- What do maps have in common?
- Where in the world is Wallingford?

LEARNING OBJECTIVES *The student will:*

- 3.1 Use symbols to locate prominent features on a map of Wallingford.
- 3.2 Use a compass rose.
- 3.3 Locate places using a map grid.
- 3.4 Compare and contrast the major physical and man-made features of Wallingford with other communities.
- 3.5 Identify relative location (town, state, country, continent, planet)
- 3.6 Explain how weather and climate impact people and their lives.
- 3.7 Locate on a world map continents and bodies of water using proper names.
- 3.8 Identify various regions that Wallingford is located in (i.e., New England, the Northeast, New Haven county, North America.)

INSTRUCTIONAL SUPPORT MATERIALS

Print Resources

- *As the Crow Flies: A First Book of Maps*, Gail Hartmann; Simon & Schuster, 1991
- *Map Champ Atlases*, Nystrom
- Maps from a variety of locations such as towns, zoo, mall, parks etc.
- *Zoom*, Istvan Banyai; Puffin, 1998
- *Re-zoom*, Istvan Banyai; Puffin, 1998
- *Looking Down*, Steve Jenkins; Houghton Mifflin, 2003
- *The Armadillo from Amarillo*, Lynne Cherry; Voyager Books, 1999
- *Wallingford Past and Present: A Program Guide for Third Grade Teachers*, Wallingford Public Schools
- Various maps of Wallingford (Planning & Zoning, Mail-a-Map etc.)
- *Which Way to the Revolution?: A Book About Maps*, Bob Barner; Holiday House, Inc., 1998
- *Maps and Globes*, Jack Knowlton; HarperCollins Publishers, 1986

Digital Resources

- (W:) drive – Social Studies – Grade 3
- Google Earth
- Map Labeling Practice, (W:) drive - Social Studies – Grade 3 – Geography
- Geography study guide and quiz, (W:) drive - Social Studies – Grade 3 – Geography
- *Where in the World is Wallingford?*, student activity booklet - (W:) drive - Social Studies – Grade 3 – Geography
- Wallingford Brochure WebQuest, (W:) drive -

	<p>Social Studies – Grade 3 - WebQuests</p> <ul style="list-style-type: none"> • Wallingford Scrapbook - (W:) drive - Social Studies – Grade 3 • State and town maps, (W:) drive - Social Studies – Grade 3 – Geography • Geography photo slideshow, (W:) drive - Social Studies – Grade 3 – Geography • Wallingford town website, www.town.wallingford.ct.us/ • Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/ Elementary/ Grade 3/ Social Studies • Social Studies performance tasks at a variety of grade levels, www.dodea.edu/curriculum/socialStudies.cfm?cld=tasks <p><u>Other Resources</u></p> <ul style="list-style-type: none"> • Wallingford Historical Society <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Read and create maps of the classroom, neighborhood, and town. Use literature to teach point of view (e.g., <i>As the Crow Flies</i>, <i>Me On the Map</i>, <i>The Armadillo From Amarillo</i>) • Create a map of your neighborhood to assist firefighters using symbols, a legend, compass rose, and a title • Use map grids from a variety of locations to introduce students to map reading (e.g., malls, zoos, other towns) • Prepare a map of Wallingford depicting relevant information • Use ice cream cone scoops graphic organizer to teach the concepts of town, state, country, continent, planet • Write a postcard to a friend describing their location (town, county, state, country) • Venn diagram comparing and contrasting historical and contemporary Wallingford • Provide directions on how to get to their house • Create a visual birds-eye view of the classroom or other locations within the community • Wallingford scrapbook • Wallingford Brochure WebQuest, (W:) drive - Social Studies – Grade 3 - WebQuests
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SUGGESTED ASSESSMENT METHODS

- Map assessments
- Written assessments
- Venn diagrams
- Postcards
- Student presentations
- Scrapbooks
- Wallingford Brochure WebQuest

<u>LEARNING STRAND</u>	
4.0 The History of Wallingford	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future. 	<ul style="list-style-type: none"> • What was Wallingford like when the first settlers arrived in 1638? • How am I connected to those in the past? • How have local historical events and figures impacted life today?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>4.1 Trace the historical development of Wallingford through maps.</p> <ul style="list-style-type: none"> - Expansion - Similarities and differences over time <p>4.2 Identify when and how Wallingford became a town.</p> <p>4.3 Analyze how and why people settled in various areas in their community (i.e., religion, ethnicity, socio-economic level.)</p> <p>4.4 Identify the significance of events surrounding prominent historical figures in Wallingford's history.</p> <p>4.5 Explore major historical sites and landmarks in Wallingford.</p> <p>4.6 Evaluate the accuracy of different sides/points of view of one event.</p> <p>4.7 Compare and contrast events of the past with the present.</p>	<p><u>Print Resources</u></p> <ul style="list-style-type: none"> • <i>Wallingford Past and Present: A Program Guide for Third Grade Teachers</i>, Wallingford Public Schools, • Multicultural Support Materials kit • Various maps of Wallingford (Planning & Zoning, Mail-a-Map etc.) • <i>From These Roots</i>, A Bicentennial History of a New England Town, Eleanor & Gil Kelman, 1976 • <i>Images of America: Wallingford</i>, The Wallingford Historical Society, 1999 • <i>Tapenum's Day</i>, Kate Waters • <i>Giving Thanks</i>, Kate Waters • <i>A New Coat for Anna</i>, Harriet Ziefert • <i>Copper Lady</i>, Alice and Ross Kent; Lerner, 1995 • <i>Lily and Miss Liberty</i>, Carla Stevens; Scholastic, 1993 • <i>I Pledge Allegiance</i>, June Swanson; Carolrhoda, 1990 • <i>The Story of the Statue of Liberty</i>, Betsy and Guilio Maestro; Mulberry, 1989 • <i>Squanto: Friend of the Pilgrims</i>, Clyde Robert Bulla; Scholastic, 1990 • <i>Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times</i>, Kate Waters; Scholastic, 1996 • <i>Flute's Journey: The Life of a Wood Thrush</i>, Lynne Cherry; Harcourt Brace, 1997. • <i>Clambake: a Wampanoag Tradition</i>, Russell Peters; Lerner, 1992 • <i>Small Wolf</i>, Nathaniel Benchley; Harper Collins, 1994 • <i>Three Young Pilgrims</i>, Cheryl, Harness; Bradbury, 1992.

- *If You Sailed on the Mayflower in 1620*, Anne McGovern; Scholastic, 1991
- *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, Kate Waters and Russ Kendall; Scholastic, 1993
- *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, Kate Waters; Scholastic, 1989
- *Young John Quincy*, Cheryl Harness, 1994
- *A Picture Book of Benjamin Franklin*, David Adler; Holiday House, 1993
- *Giants in the Land*, Diana Appelbaum; Houghton Mifflin, 1993
- *Whaling Days*, Carol Carrick; Clarion, 1993
- *George the Drummer Boy*, Nathaniel Benchley; Harper & Row, 1987
- *Young John Quincy*, Cheryl Harness; Bradbury Press, 1994
- *Buttons for General Washington*, Peter Roop; Carolrhoda, 1986
- *Settler Sayings*, Bobbie Kalman; Crabtree, 1994
- *Paul Revere's Ride*, Henry Wadsworth Longfellow; Dutton, 1990
- *Katie's Trunk*, Ann Turner; Macmillan, 1992
- *A Picture Book of George Washington*, David Adler; Holiday House, 1989
- *George Washington: A Picture Book Biography*, James Cross Giblin; Scholastic, 1992
- *The Boston Tea Party*, Steven Kroll; Holiday House, 1998
- *Kate Shelley and the Midnight Express*, Margaret Wetterer; Carolrhoda, 1990
- *Mailing May*, Michael Tunnell; Greenwillow, 1997
- *The Kid Who Invented the Popsicle: and Other Surprising Stories About Inventions*, Don L. Wulffson; Cobblehill/ Dutton, 1997
- *The Way Things Work*, David Macaulay; Houghton Mifflin, 1998

Digital Resources

- (W:) drive – Social Studies – Grade 3
- Colonial America WebQuest, (W:) drive – Social Studies – Grade 3 - WebQuests
- Wallingford Scrapbook - (W:) drive – Social Studies – Grade 3
- Research/inquiry project (pages 32-33)
- Wallingford town website,

	<p>www.town.wallingford.ct.us/</p> <ul style="list-style-type: none"> • Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/ Elementary/ Grade 3/ Social Studies • Social Studies performance tasks at a variety of grade levels, www.dodea.edu/curriculum/socialStudies.cfm?cld=tasks <p><u>Other Resources</u></p> <ul style="list-style-type: none"> • Wallingford Historical Society • Guest speakers from the community <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Trace the historical development of Wallingford • Research and report on prominent historical figures • Student presentations/role-plays of historical events and/or figures (i.e., Tories and Sons of Liberty debate their positions) • Highlighting and note taking of historical information • Diary or journal of a day-in-the-life of a child from Wallingford's past • Write a story about a student from the present living in historical Wallingford • Historical cartoons • Colonial America WebQuest, (W:) drive – Social Studies – Grade 3 - WebQuests • Create a historical model of Main Street • Walking/bus tours of Wallingford <ul style="list-style-type: none"> – Center Street Cemetery – Wallingford Historical Society – Choate – Senior center – Public library (offer historical talks) • Wallingford War Memorials slideshow - (W:) drive – Social Studies – Grade 3 - History • People in Wallingford's History Jeopardy – (W:) drive – Social Studies – Grade 3 - History • Wallingford scrapbook <ul style="list-style-type: none"> – Research/inquiry project (pages 32-33) <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Timelines • Rubrics
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- Written assessments
- Notes
- Projects
- Written responses
- Teacher observations
- Scrapbooks/Research inquiry project
- Colonial America WebQuest

LEARNING STRAND	
5.0 Contemporary Wallingford	
ENDURING UNDERSTANDING(S) <i>Student's will understand that:</i> <ul style="list-style-type: none"> • People are affected by societal, environmental, economic, cultural, and governmental changes. • A government develops rules to maintain order and safety within the community. 	ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • Why do we have rules and laws; and what would happen if we didn't? • What would happen if there was no government? • What are the roles and responsibilities of members of the community? • How does change (environmental, economic, cultural, governmental) affect a community?
LEARNING OBJECTIVES <i>The student will:</i> <ol style="list-style-type: none"> 5.1 Identify how communities change and grow. 5.2 Describe the rights and responsibilities of people in a community. 5.3 Explain Wallingford's government and ways to effectively participate in it. 5.4 Describe functions of local government. <ul style="list-style-type: none"> - Provide services - Solve problems 5.5 Predict various points of view people might have on a contemporary issue affecting Wallingford. 	INSTRUCTIONAL SUPPORT MATERIALS Print Resources <ul style="list-style-type: none"> • <i>Wallingford Past and Present: A Program Guide for Third Grade Teachers</i>, Wallingford Public Schools, • Various maps of Wallingford (Planning & Zoning, Mail-a-Map etc.) Digital Resources <ul style="list-style-type: none"> • Wallingford Scrapbook - (W:) drive - Social Studies – Grade 3 <ul style="list-style-type: none"> – Population bar graphs – Community services table • Who Owns It? PowerPoint activity, (W:) drive – Social Studies – Grade 3 – Contemporary Wallingford • Wallingford History PowerPoint & Photo slideshow, (W:) drive – Social Studies – Grade 3 – History • Contemporary Wallingford Photo slideshow, (W:) drive - Social Studies – Grade 3 – Contemporary Wallingford • Wallingford School's Slide show, (W :) drive – Social Studies – Grade 3 – Contemporary Wallingford – Schools • Wallingford Community & Culture Photo slideshow, (W :) drive – Social Studies – Grade 3 – Community & Culture • Town government flowchart, (W :) drive – Social Studies – Grade 3 – Contemporary Wallingford • Wallingford Town Profile, (W :) drive – Social Studies – Grade 3 – Contemporary Wallingford

- Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/ Elementary/ Grade 3/ Social Studies
- Wallingford town website, www.town.wallingford.ct.us/
- CT Consortium for Law and Citizenship Education, www.cclce.org
- Social Studies performance tasks at a variety of grade levels, www.dodea.edu/curriculum/socialStudies.cfm?cld=tasks
- Kid's guide to U.S. government, <http://bensguide.gpo.gov/>
- Census information specific to Wallingford, [http://factfinder.census.gov/home/saff/main.html? lang=en](http://factfinder.census.gov/home/saff/main.html?lang=en)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Guest speakers from the community
- Make a chart labeled federal, municipal, and private, using the Who Owns This? PowerPoint, categorize the locations on the chart
- Predict the impact on a town, state or nation if people did not meet their responsibilities as citizens
- Simulate a functioning classroom government by establishing roles, voting, etc.
- Create a model of Wallingford
- Align student classroom jobs with governmental roles (e.g., secretary, treasurer, Mayor, etc.)
- Wallingford Scrapbook
 - Population bar graphs
 - Community services table

SUGGESTED ASSESSMENT METHODS

- Notes/Thank you notes
- Charts
- Student presentations
- Scrapbook
- Written assessments
- Simulations

LEARNING STRAND

6.0 The Local Economy

ENDURING UNDERSTANDING(S)

- Natural resources affect people and the community.
- Decisions concerning the use of economic resources impact individuals and groups.
- All occupations work together to promote community development.

ESSENTIAL QUESTION(S)

- How does where I live influence what I have and what I do?
- What does it mean to make a living?
- What affect does the economy have on society?
- How are economic resources distributed?

LEARNING OBJECTIVES *The student will:*

- 6.1 Describe how location and natural resources affect the jobs people have.
- 6.2 Explain how people use resources to make goods and services.
- 6.3 Explain why all types of occupations contribute to a market place (jobs that produce goods vs. jobs that provide services.)
- 6.4 Trace the economic development of Wallingford from a farming community to present day.
- 6.5 Explain the importance of how tax money is used in Wallingford.

INSTRUCTIONAL SUPPORT MATERIALS

Print Resources

- *Wallingford Past and Present: A Program Guide for Third Grade Teachers*, Wallingford Public Schools
- *The Go-Around Dollar*, Barbara Johnson Adams; Four Winds, 1992
- *Uncle Jed's Barbershop*, Margaree King Mitchell; Simon & Schuster, 1993
- *If You Made a Million*, David Schwartz; Mulberry, 1994.
- *Alexander Who Used to Be Rich Last Sunday*, Judith Viorst; Atheneum, 1978
- *The Goat in the Rug*, Charles Blood and Martin Link; Four Winds, 1976
- *Charlie Needs a Cloak*, Tomie DePaola; Simon & Schuster, 1973
- *A New Coat for Anna*, Harriet Ziefert; Dragonfly, 1986
- *The General Store*, Bobbie Kalman; Crabtree, 1996
- *Gristmill*, Bobby Kalman; Crabtree, 1990
- *No Star Nights*, Anna Smucker; Knopf, 1989
- *Train Song*, Diane Siebert; Crowell, 1990

Digital Resources

- (W:) drive - Social Studies – Grade 3
- Town government flowchart, (W:) drive – Social Studies – Grade 3 – Contemporary Wallingford
- The Graph Club 2.0 software (all schools)
- Wallingford Scrapbook - (W:) drive - Social Studies – Grade 3
 - Town budget graph activity (page 40)
 - Population graph activities (pages 41-42)
 - Community services activities (pages 43-

45)

- Wallingford town website, www.town.wallingford.ct.us/
- Curriculum documents, www.wallingford.k12.ct.us/ - Curriculum/ Elementary/ Grade 3/ Social Studies
- Social Studies performance tasks at a variety of grade levels, www.dodea.edu/curriculum/socialStudies.cfm?cld=tasks

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a pie chart of how tax money is used in Wallingford (The Graph Club 2.0)
- Create a class bank to simulate decision-making regarding how to use tax dollars
- Give examples for the three basic economic questions: What to produce? How to produce it? For whom to produce it ?
- Use Google Earth (or other live online mapping tool) to view agricultural, residential and commercial areas of town. Students can infer where people work and why.
- Create cards for different town occupations to match the census information (Services 36.6%, Trades 23%, Manufacturing 19.8%, Transportation 8.6%, Agriculture .7% - see census sheet for rest.) Have students role-play the occupations.
- Interview a member of the community about how Wallingford's economy has changed over time
- Create illustrated timelines depicting the economic development of Wallingford from a farming community to present day

SUGGESTED ASSESSMENT METHODS

- Town budget graph
- Population graph
- Written assessments
- Teacher observations of performance assessments
- Rubrics
- Role-plays/simulations