

3rd Grade Social Studies Parent Guide



Unit 1 Title

“Using Connecting Themes in Third Grade Social Studies”

Unit Focus

This unit is designed to introduce students to the six themes that will feature prominently in Third Grade Social Studies. Activities will focus on relating beliefs and ideals, conflict and change, distribution of power, individuals, groups, institutions, location, and production, distribution, consumption to students. By the end of the unit students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.

Concepts Explored

- This unit is designed to teach the Enduring Understandings that will be used this year. There are no standards and elements for this introductory unit.
- They will focus on the following themes:
 - Beliefs and ideals
 - Conflict and change
 - Distribution of power
 - Individuals, groups, institutions,
 - Location
 - Production, distribution, consumption

How You Can Support Your Child

You can support your child by providing them quality text that that is directly correlated with the content in this unit. There are a host of print and digital resources that are available for your child to read, as well as reliable online interactive sites that will help your child understand the information.

Print Resources (suggested text only, others may be used)

- Rotten Ralph by Jack Gantos
- Never Forgotten by Patricia C. McKissack
- F is for Friendship: A Quilt Alphabet by Helen L. Wilbur
- I’m Here by Peter H. Reynolds
- The Colors of Us by Karen Katz

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- Tree of Hope by Amy Littlesugar
- The Magic Mustache by Gary Barwin
- The First Thanksgiving by Garnet Jackson
- When Marian Sang: The True Recital of Marian Anderson by Pam Muñoz Ryan
- The Three Little Javelinas by Susan Lowell

Digital Resources (suggested text only others may be used)

- Geography and Community– (website) <http://www.proteacher.com/090000.shtml>
- The Five Themes of Geography: <http://www.nationalgeographic.com/resources/ngo/education/themes.html>
- Discovery Education (videos) <http://streaming.discoveryeducation.com/>
 - McGruff: Bully Alert (15:00)
 - Angry? Catch Your Anger (3:35)

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Unit 2 Title

“The Foundation of the United States of America”

Unit Focus

In this unit, students will begin to learn the early history of the foundation of the United States. Students will understand that individuals, groups, and institutions have an effect on society whether intentional or not by learning about Paul Revere’s contribution to the rights and freedoms in a democracy. By understanding conflict and change, students will see how Paul Revere’s actions contributed to independence. Finally, students will learn about location, and how it affects the people in a given area.

Concepts Explored

- Discuss the life, character traits, and cultural and geographic systems, of Paul Revere, an Americans who expanded independency.
- Locate the major topographical features such as the Equator, Prime Meridian, and Lines of Latitude and longitude on a globe.

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Print Resources (suggested text only others may be used)

- Paul Revere's Ride by Henry Wadsworth Longfellow
- Paul Revere’s Ride by Vachula M. Longfellow
- And Then What Happened, Paul Revere? by Jean Fritz
- Paul Revere by J. Sutcliffe
- Reading Maps by Kevin Cunningham

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Digital Resources (suggested text only others may be used)

All website below are dedicated solely to Paul Revere:

- www.paulreverehouse.org
- www.earlyamerica.com/paulrevere.htm
- www.kidsandhistory.com/paulvm/foyer.html
- http://www.surfnetkids.com/paul_revere.htm
- <http://www.biography.com/search/article.do?id=192838>
- http://www.hwlongfellow.org/works_paul_reveres_ride.shtml
- <http://www.paulreverehouse.org/>
- <http://www.biography.com/bio4kids/bio4kids-meet-paul-revere.jsp>

Websites on Geographic Understandings:

- <http://www.wacona.com/promote/rivers/index.htm>
- KidsKnowit.com (song about latitude and longitude)
- http://peachebooks.com/geographic_understandings(read aloud)

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Unit 3 Title

Our Democratic Heritage

Unit Focus

In this unit, students will learn about the influence of ancient Greece on the development of the United States government. Using the connecting theme beliefs and ideals, student will explore concrete examples of Greek influence on United States architecture and the modern Olympic games; then they will learn about the more abstract influence of Greek government on the United States Constitution. Students will also use distribution of power to understand the reason for different levels of government and their purposes. By understanding location, students will understand where the United States is in relation to other places in the world and continue to develop basic map skills. Finally, students will learn how government provides services for its citizens through production, distribution, and consumption.

Concepts Explored

- Locate the major topographical features such as the Equator, Prime Meridian, and Lines of Latitude and longitude on a globe.
- Explain the political roots of our modern democracy in the United States of America.
- *(comparing Greece to United States)
- Explain the foundation and set-up of a republican form of government
- Explain that governments provide certain types of goods and services in a market economy
- Provide examples of how people trade and are interdependent on both parties.

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Print Resources (suggested text only others may be used)

- Exploring ancient Greece with Elaine Landau by E. Landau

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- Ancient Greece and the Olympics : a nonfiction companion to Hour of by M. Osbourne
- U.S. House of Representatives by M. Dubois
- U.S. Senate by M. Dubois
- What Is Government? by Ann-Marie Kishel
- Why Do We Have Laws? by Jacqueline L. Gorman
- Goods and services by J. Adil
- Supply and demand by J. Adil
- Taxes, taxes! : where the money goes by N. Loewen

Digital Resources (suggested text only others may be used)

Ancient Greece Information

- <http://www.topendsports.com/events/summer/ancient-events.htm>
- <http://greece.mrdonn.org/columns.html>
- <http://www.historyforkids.org/learn/greeks/government/>

American Government Information

- <http://bensguide.gpo.gov/3-5/index.html>
- Discovery Education:
 - The Executive Branch
 - The Legislative Branch
 - The Judicial Branch

Economics Explored

- Discovery Education:
 - Understanding Economics
 - Economics Consuming: The Productions, Distribution, and Consumption of Goods and Services: Consuming
 - Ben & Jerry's Homemade Ice Cream

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Unit 4 Title

“Life, Liberty, and the Pursuit of Happiness”

Unit Focus

In this unit, students will continue their study of the foundation of the United States. Students will examine the beliefs and ideals of certain historical figures in order to explain why they made the choices they did. Students will understand that individuals, groups, and institutions have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by Frederick Douglass, Susan B. Anthony, and Mary McLeod Bethune. Finally, students will learn about location and its relationship to production, distribution, and consumption and how it affects people in a given area.

Concepts Explored

- Discuss the life, character traits, and cultural and geographic systems, of Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Americans who expanded independency.
- Locate the major topographical features such as the major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.
- Provide examples of how people trade and are interdependent on both parties.
- describe the costs and benefits of personal spending and saving choices

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Print Resources (suggested text only others may be used)

- A Picture Book of Frederick Douglass by David Alder
- Frederick Douglass, Writer, Speaker, and Opponent of Slavery by S. Slade
- Susan B. Anthony: Fighter For Women's Rights by Deborah Hopkinson
- Mary McLeod Bethune : A Great Teacher by P. McKissack
- Mary McLeod Bethune: Empowering Educator by Lissa Jones Johnston

Digital Resources (suggested text only others may be used)

Frederick Douglass Resources:

- <http://www.nps.gov/history/museum/exhibits/douglass/>
- http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass/escape_1
- <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/douglass>
- <http://www.biography.com/bio4kids/bio4kids-meet-douglass.jsp>

Susan B. Anthony:

- <http://www.pbs.org/stantonanthony/>
- http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/stanton/friends_1
- <http://www.biography.com/bio4kids/bio4kids-meet-anthony.jsp>
- <http://www.greatwomen.org/women.php?action=viewone&id=13>
- <http://www.loc.gov/exhibits/treasures/trr005.html>
- <http://susanbanthonyhouse.org/biography.shtml>

Mary McLeod Bethune:

- <http://www.greatwomen.org/women.php?action=viewone&id=18>
- <http://www.usca.edu/aasc/bethune.htm>
- <http://www.nps.gov/mamc/>
- http://library.thinkquest.org/J0112391/mary_mcleod_bethune.htm
- http://www.floridamemory.com/OnlineClassroom/MaryBethune/Bethune_bio3.cfm

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Unit 5 Title

“Rights and Freedoms for Everybody”

Unit Focus

In this unit, students will continue their study of the foundation of the United States. Students will examine the beliefs and ideals of certain historical figures in order to explain why they made the choices they did. Students will understand that individuals, groups, and institutions have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by Eleanor Roosevelt, Thurgood Marshall, and Lyndon B. Johnson. Finally, students will learn about location and how it affects people in a given area.

Concepts Explored

- Discuss the life, character traits, and cultural and geographic systems, of Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), Americans who expanded people’s right and freedoms in a democracy.

How You Can Support Your Child

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Print Resources (suggested text only, others may be used)

- Our Eleanor: A Scrapbook Look at Eleanor Roosevelt's Remarkable Life by Candace Fleming
- Eleanor Roosevelt: First Lady Of The World (Signature Lives) by Barbara Somerville
- Freedom on the Menu by Carole Boston Wetherford
- Going Somewhere Special by Patricia McKissack
- Thurgood Marshall and the Supreme Court by Deborah Kent

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- Up Close: Thurgood Marshall by Chris Crowe

Digital Resources (suggested text only others may be used)

Eleanor Roosevelt Internet Resources:

- <http://www.whitehouse.gov/history/firstladies/ar32.html>
- <http://www.fdrlibrary.marist.edu/erbio.html>
- <http://www.pbs.org/wgbh/amex/eleanor/timeline/index.html>
- <http://www.pbs.org/wgbh/amex/eleanor/tguide/index.html>
- http://womenshistory.about.com/od/1stladyroosevelte/a/human_rights.htm

Thurgood Marshall Internet Resources:

- <http://www.stamps.org/kids/images/thurgood.pdf>
- <http://www.thurgoodmarshall.com/home.htm>
- <http://library.thinkquest.org/3337/tmarsh.html>
- <http://www.notablebiographies.com/Lo-Ma/Marshall-Thurgood.html>
- <http://www.thurgoodmarshall.com/home.htm>

Lyndon B. Johnson Internet Resources:

- <http://www.whitehouse.gov/history/presidents/lj36.html>
- http://www.core-online.org/History/voting_rights.htm
- <http://www.lbjlib.utexas.edu/johnson/lbjforkids/main.htm>
- <http://americanradioworks.publicradio.org/features/prestapes/b1.html>
- <http://www.lnstar.com/mall/texasinfo/lbj.htm>

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Unit 6 Title

“The Workforce in a Democracy”

Unit Focus

In this unit, students will continue their study of the foundation of the United States. Students will understand that individuals, groups, and institutions have an effect on society whether intentional or not by learning about the contribution to the rights and freedoms in a democracy provided to us by President Franklin Delano Roosevelt. Students will learn also focus on the economic side of a democracy and begin to learn the relationship of production, distribution, and consumption.

Concepts Explored

- Explore the life of Franklin D. Roosevelt and his contribution to people’s rights and freedoms. (New Deal and world War II)
- Describe the role government plays in providing goods and services to its citizens
- Describe interdependence, trade, and the benefits of voluntary exchange.

How You Can Support Your Child

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Print Resources (suggested text only, others may be used)

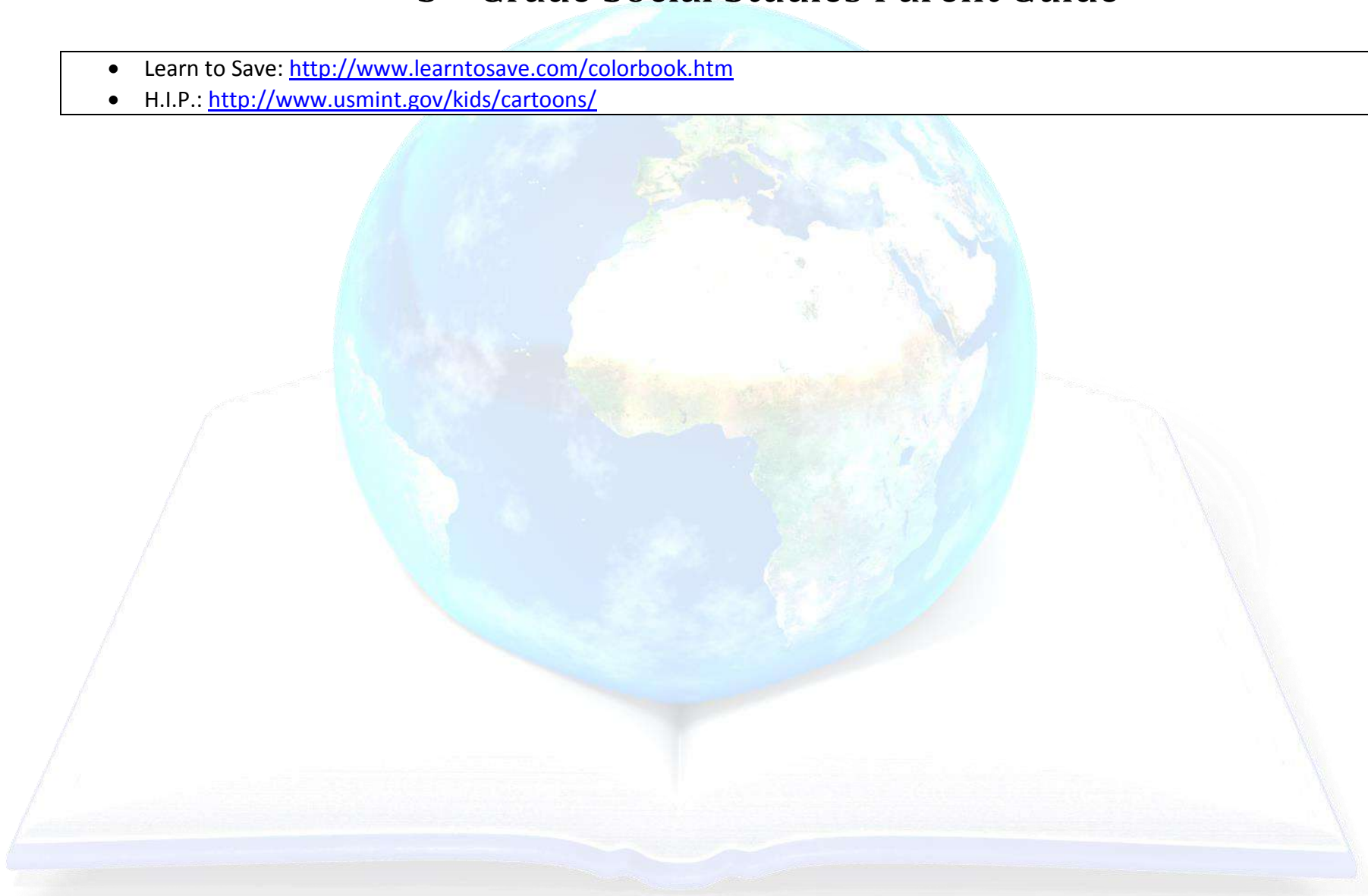
- Franklin D. Roosevelt: Our Thirty-second President by Melissa Maupin
- Make Your Mark, Franklin Roosevelt by Judith St. George
- How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty by Nathan Zimelman
- Goods and Services by Janeen Adil

Digital Resources (suggestions only, others may be used)

- Ed’s Bank: http://www.practicalmoneyskills.com/english/pop/games/p_ed_bank.html

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- Learn to Save: <http://www.learntosave.com/colorbook.htm>
- H.I.P.: <http://www.usmint.gov/kids/cartoons/>



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Unit 7 Title

“Rights of Workers in the United States”

Unit Focus

In this final unit, students will finish their study of the foundations of a democracy in the United States. Students will continue to examine how individuals, groups, and institutions help or harm those around them. Using the theme of conflict and change, students will learn that when people disagree with the way things are, change will result. Finally, students will complete their introduction to economics by using the theme of production, distribution, and consumption.

Concepts Explored

- Explore the life of Cesar Chavez and his contribution to worker’s rights and freedoms.
- Describe the four types of productive resources capital resources (i.e. human, natural, capital, and entrepreneur)
- Describe interdependence, trade, and the benefits of voluntary exchange.

How You Can Support Your Child

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Print Resources (suggested text only, others may be used)

- *Seedfolk*, Paul Fleishman
- *César : Sí, se puede! = Yes, we can!*, Carment T. Bernier-Grand
- *How to Make an Apple Pie and See the World*, Marjorie Priceman,
- *First Day in Grapes*, L. King Perez,
- *Esperanza Rising*, Pam Muñoz Ryan

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Digital Resources (suggestions only, others may be used)

- Biography of Cesar Chávez at Biography.com: <http://www.biography.com/search/article.do?id=9245781>
- Fun with Dough: <http://www.breadworldcanada.com/justkids/dough.asp>
- Cotton's Journey: <http://www.cottonsjourney.com/art/growcotton.asp>
- Georgia Cotton Commission: <http://www.georgiacottoncommission.org/index.cfm?show=10&mid=8>
- PBS Kids: How People Make Things: <http://pbskids.org/rogers/picpic.html>
- How Everyday Things are Made: <http://manufacturing.stanford.edu/hetm.html>
- Links to Learning CRCT Test Preparation
http://www.linkstolearning.com/links/Atlanta/Test%20Prep/CRCT/crct_social_studies-grade_3.htm