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| Subject: Social Studies Grade Level: Third Grade Unit Title: Geography, Environmental Literacy, and Culture | Timeframe Needed for Completion: 4 weeks Grading Period: 3rd |
| <p>Big Idea/Theme: Place, Location, Human-Environment Interaction, Movement, Region, Language, Diversity, Culture, Values and Beliefs</p> <p>Understandings:</p> <ul style="list-style-type: none"> • Places are often located by absolute and relative positions. • Places form and change as a result of human and physical characteristics. • Humans will interact with their environment in order to meet their needs • Places are often connected with one another through movement of goods, people and ideas. • Many factors can contribute to a region's identity. • Regions are often distinguished by their physical, human, and cultural characteristics. • Values, beliefs, and traditions often influence how people live in various local and regional communities. • A variety of languages and cultural traditions contribute to the cultural diversity of places • How people view themselves and their communities can be expressed through art. • People are often influenced by the beliefs, traditions and values of other cultures. • True stories can be used to explore the beliefs, traditions, values and relationships of various cultures | |
| <p>Curriculum Goals/Objectives:</p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p> <p>3.G.1.6 Compare various regions according to their characteristics.</p> <p>3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.</p> <p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p> <p>3.C1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</p> | <p>Essential Questions:</p> <p>Illustrate where you live using relative and absolute location.</p> <p>What is the relationship between where I live and how I live?</p> <p>Analyze how culture shapes the development of a community?</p> <p>Elaborate on how humans have changed the environment?</p> |

Essential Skills/ Vocabulary:

- **Absolute and relative location**
- Maps and globes (scale, directions, compass rose, map key, symbols, legend, labels)
- Human characteristics of a place come from human beliefs and actions.
- Physical characteristics of a place make up its natural environment.
- Humans depend on the environment for their basic needs.
- Humans modify the environment to meet their needs.
- **Define movement**
- **When people choose to move it can have impacts on various communities (immigration, migration, cultural diversity, the environment).**
- People rely upon products, information, and ideas that come from places other than their immediate environment.
- People create means for moving people, goods, and ideas within the local community.
- **Throughout history people have moved from place to place, traded goods and services, as well as ideas. This led to migration, trade, cultural diffusion and interdependence.**
- **Regions are defined by various elements of culture, demographics, economics and geography (coastal, piedmont, mountains).**
- A region is a basic unit of geographic study. It is defined as an area that has unifying characteristics.
- Regions are similar and different to each other.
- Different types of features such as physical, political, cultural, urban and rural, etc. characterize regions.

Assessment Tasks:

- **Construct maps of the local community that contain symbols, labels, and legends denoting absolute and relative locations.**
- **Compare the human and physical characteristics of the local community with those of another community.**
- **Use a variety of visual materials and data sources to compare regions.**
- **Students will use various types of maps to locate different communities.**
- **Students will write to explain the pros/cons of living in different communities and how they had to adapt to their environment.**
- **Students will create a map of their community describing the physical environment and adaptations made to live in that area.**
- **Students will research different cultures around the world.**
- **Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.**

Integration Opportunities:

English/Language Arts:

Write a fairy tale (Cinderella) based in a different region utilizing its geographic features, animals, plants and culture.

Mathematics: Coordinate Grids

Websites:

www.socialstudiesforkids.com (has other resources (student books and links) to use as well)

A NEPALESE VILLAGE AND YOUR TOWN: WHAT'S THE DIFFERENCE? LESSON-

[HTTP://WWW.NATIONALGEOGRAPHIC.COM/XPEDITONS/LESSONS/10/G35/NEPALVILLAGE.HTML](http://www.nationalgeographic.com/xpeditons/lessons/10/G35/NEPALVILLAGE.HTML)

CULTURAL CONNECTIONS: THE TAPESTRY OF LIFE-

[HTTP://WWW.NATIONALGEOGRAPHIC.COM/XPEDITONS/LESSONS/10/G35/TAPESTRY.HTML](http://www.nationalgeographic.com/xpeditons/lessons/10/G35/TAPESTRY.HTML)

MAPPING YOUR STATE'S CULTURE- [HTTP://WWW.NATIONALGEOGRAPHIC.COM/XPEDITONS/LESSONS/10/G35/TGMAPPING.HTML](http://www.nationalgeographic.com/xpeditons/lessons/10/G35/TGMAPPING.HTML)

LEARN360 VIDEOS:

USING MAPS TOGETHER

PHYSICAL FEATURES

MAP SKILLS FOR BEGINNERS: GLOBES

MAP SKILLS FOR BEGINNERS: MAPS

Culture- Children of Other Lands: Andres Orozco of Mexico

Culture- Georgina Williams of Ghana

Culture- Sasha Litvin of Russia

Culture- Bread is for Eating, Enemy Pie,