

Third Grade Social Studies
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Social Studies Objectives:

1. To provide abundant opportunities for exploration and various experiences related to history, geography, and social studies. (field trips, videos, books, presentations, etc.)
2. To help students develop a knowledge base in history, geography, and social studies. (What is a rural community like? How was the city of Cleveland established?)
3. To provide an introduction to the basic skills in historical thinking. (Why is this place or person important? Why did this event occur during this time period?)
4. To provide opportunities for training in historical research via simple research projects
5. To help students memorize central historical and geographical facts. (50 states, major U. S. mountain ranges and rivers, oceans, continents, the Great Lakes)

Social Studies Components:

1. Two textbooks

- *Communities* - this book will form the core of our curriculum
- *Cleveland, from Wilderness to City* - we will explore this book during the 2nd quarter

2. Study skills training - While going through both textbooks, we will use various study skills such as: note-taking, graphic organizers like Venn diagrams and web charts, flash cards, mnemonic devices, definitions of important vocabulary words, guide words, time lines, etc. The goal is: a) to learn how to use these to master content b) to build an array of study methods.

3. Research projects and topics - We will expand upon the textbook and do two research projects and one simulation.

- **2nd Quarter** – Students will complete a project on a city (U. S. or international).
- **3rd Quarter** – Students will complete a 14-hour Pilgrim simulation, in which they will get a “hands-on” taste of the first year of life in Plymouth Colony.
- **4th Quarter** – Students will complete a project on a monument or museum in Washington, D. C.

4. Map skills

- **1st Quarter** – Students will learn all of the items presented in the map handbook at the beginning of the social studies text.
- **2nd – 4th Quarters** – Students will use a Map Skills Workbook. Furthermore, we will practice using various kinds of graphs and charts, memorize key U.S. mountain ranges and rivers, and learn the names of all 50 states (capitals optional)

5. Exploration - This includes such items as field trips, videos, musical recordings, cooking and craft projects, supplementary readings, primary source readings, and speakers.

Weekly Schedule:

- A class period will usually be divided into several different activities. A typical class might consist of any of the following in various combinations: reading the text, converting the information to a graphic organizer, map skill activities, supplementary reading by the teacher, and research time. This allows all aspects of the curriculum to be covered while maintaining high levels of student interest.
- Once a week is a computer applications class in which students will use the computer lab both to practice social studies concepts they have already learned and to broaden their knowledge base. In this class, students will work on research projects and reports, define vocabulary, type answers to review questions, use a variety of social studies software, and practice social studies skills using quality websites.

How Parents Can Help:

1. Check daily homework and clean out social studies folder **after each chapter is completed**. *Map Skills* workbook should always be kept in their social studies folder.

2. Help your child study for quizzes and tests. Research has proven that several short study sessions are far more effective than one long grueling session.

3. Volunteer to drive to field trips, help out in the classroom, or give a short presentation to the children.

- If you have traveled just about anywhere and have pictures, videos, clothing, or other items to share, telling about your adventures expands their world a little more.
- You're always welcome to visit and talk about your job and all the interesting things you do. Learning what people do for a living in our area fits perfectly with our year-long study of communities.
- If you're willing to go on some great field trips, please respond to the notes that will go home (approximately one field trip per quarter).

4. Recycle any of your old magazines that have good S. S. pictures by sending them in for us to use in projects. *National Geographic* is particularly good, as are travel, science, and food-related periodicals

Homework:

- 20 minutes Monday and Tuesday nights, along with some Friday nights.

3rd Grade Social Studies Syllabus First Quarter

Content and Assessment: Study/Library/Research Skills

1) Chapter 1: What Are Communities (2 weeks)

- define vocabulary using guide words
- identify, become familiar with, and learn to use the various parts of the S.S. textbooks
- practice alphabetizing skills
- create a community flag
- construct a community mobile

Assessment: Ch. 1 Vocabulary Quiz

2) Chapter 5: Community Environments (1 ½ weeks)

- define vocabulary using guide words
- use graphic organizer to compare regional communities
- create weather pros and cons list; compare and contrast their lists

Assessment: Small Chapter Quiz

3) Chapter 6: Places Where Communities Start (1 ½ weeks)

- define vocabulary using guide words
- take notes according to teacher-given categories
- draw pictures and diagrams to help recall facts
- practice reading time lines
- create a community poster project

Assessment: Oral group interview

4) Chapter 2: Kinds of Communities (2 weeks)

- define vocabulary using guide words
- compare and contrast rural and urban life by making Venn diagrams
- take notes according to teacher-given categories
- draw pictures and diagrams to help recall facts
- construct flow charts and participate in brief group research to record the sequence of events: grass becoming milk, wheat becoming bread, and sheep's wool becoming a blanket

Assessment: Group Interview

5) Cleveland History Unit begins (refer to 2nd Quarter) (2 weeks)

Geography and Map Skills

- 1) Students will learn basic map skills including the oceans and continents; directions and use of a compass rose; reading a map key and symbols; parts of a map; the Great Lakes; the globe; the Equator and Prime Meridian; reading product, inset, political, physical, road, and weather maps; and the major U. S. rivers and mountain ranges.
- 2) Learn the states (capitals are optional) of the Southeast and Northeast regions.
- 3) Do a “Plan a Community” exercise.
- 4) Begin *Map Skills* book.

Assessments

- Quiz on oceans, continents, and compass rose
- Quiz on the Great Lakes
- Quiz on SE states
- Quiz on NE states

Field Trips and Activities

- 1) Students will construct paper globes using “Form-a-Globe” materials.
- 2) Students will enjoy the books *If You’re Not From the Prairie* and *Family Farm*, along with short read-alouds.
- 3) After doing class research on wheat becoming bread, students will eat fresh biscuits topped with butter made in class.
- 4) Tour The Plain Dealer facility on Tiedeman Rd.

3rd Grade Social Studies Syllabus Second Quarter

Content and Assessment: Study/Library/Research Skills

1) Cleveland history (6-7 weeks – first 2 weeks in 1st Quarter)

Textbook: *Cleveland, from Wilderness to City*

- gain an overview of our city's rich heritage from prehistoric times until 1850
- be introduced to outlining by using teacher-made models, working as a class, in groups, and individually
- summarize chapters and parts of chapters
- take notes on particular sections
- identify important people and their contributions to Cleveland history
- identify similarities and differences between early Clevelanders and city residents today

Assessments

- Quizzes
- Test at the end of Cleveland Unit

2) Individual research report on another city in the U. S. or in the world (concurrent with Cleveland Unit)

- explore websites to make a preliminary list of possible topics
- make final topic selection during class trip to Rockport Library
- write a business letter to selected city's Chamber of Commerce to request information
- develop questions to direct research
- take notes from materials received via mail, Internet, encyclopedia, and non-fiction books
- write a simple research paper to share their research discoveries
- construct a Venn diagram to compare the city researched to Cleveland
- list research sources used in a simple bibliography (author and title only)

Assessment: City Research Report

3) Chapter 3: People Move from Place to Place (2 ½ weeks)

- define vocabulary using guide words
- identify the main idea and supporting details (using charts & “main idea bugs”)
- use organizational charts
- use web charts
- use KWL charts
- skim for information needed to answer questions

Assessments:

- Chapter 3 test – will be given as a midterm
- Present Posters from project (*We Move from Place to Place*)

4) Start Chapter 7 (refer to 3rd Quarter) (1 ½ weeks)

Geography and Map Skills

- 1) Students will cover pages 5-20 of the *Weekly Reader Map Skills* book (2 pages/week)
- 2) Learn the Midwestern states (capitals are optional)

Field Trips and Activities

1. We will enjoy singing several canal songs as we study Cleveland's canal era.
2. We will read *Carry Me Home Cuyahoga: A Historical Novel* by Christine Kallevig: a tale of life in Cleveland when it was a frontier settlement.
3. Read *The Big Ditch* to learn about life along the Ohio-Erie Canal
4. Read *Wagon Wheels* by Barbara Brenner, along with short story *Why We Came*
5. In-school field trip presented by Western Reserve Historical Society: Family Life in Cleveland, 1850
6. Project *We Move from Place to Place*

3rd Grade Social Studies Syllabus Third Quarter

Content and Assessment: Study/Library/Research Skills

1) Chapter 7: Communities and Their Histories (2 ½ weeks – first 1 ½ weeks in 2nd Quarter)

- practice skimming text to answer questions
- compare and contrast communities using Venn Diagrams
- practice outlining
- use organizational charts, such as web and KWL charts

Assessment: Chapter 7 open book test

2) Simulation : Life in Plymouth Colony (4 weeks)

- depart from the social studies text to learn about Pilgrim life by doing an in-depth simulation
- practice working together as a team to survive the hardships of life in Plymouth Colony
- write clear, neat, concise entries in a personal “Pilgrim Log” to chart the first year of life in America

Assessment:

- Pilgrim Log developed in class throughout the unit
- T/F quiz at end of unit.

3) Chapter 8: Technology Changes Communities (2 weeks)

- define vocabulary, practice outlining, and practice skimming to study various lessons within the chapter
- create a timeline to show changes of 4 covered topics within the chapter
- use a web diagram to study main ideas

Assessment: Chapter 8 test

4) Chapter 9: Making Choices (2 weeks)

- define vocabulary, practice skimming to study various lessons within the chapter
- practice outlining, highlighting important parts

Assessment: Jeopardy

5) Simulation: Anytown Inc. (possible alternative to text chapters 9-10)

Geography and Map Skills

- 1) Students will practice map skills using a road map of the national parks.
- 2) Western states (capitals optional)
- 3) Complete *Map Skills* book, pp. 21-31.

Field Trips, Speakers, and Activities

- 1) Read *Wagon Wheels* by Barbara Brenner
- 2) Read short excerpts from: *The Diary of Christopher Columbus*, *Morning Girl*, and *East and West: Completion of the Great Line Spanning the Continent*
- 3) Read *Henry and the Paper Route*
- 4) Project *Travel Time Line*
- 5) *Silly Sale!* or *What's My Pay* project **OR** *A Class-y Business!* (long-term unit project)
- 6) Create Morse Code Bracelets
- 7) Visit the Cleveland Museum of Natural History for a program on Native Americans

3rd Grade Social Studies Syllabus Fourth Quarter

Content and Assessment: Study/Library/Research Skills

1) Chapter 10: Making Goods (2 weeks)

- define vocabulary
- Find the answer to questions from the text via small group discussions
- Practice skimming the text for find answers to questions

Assessment: Chapter 10 Vocabulary Quiz

2) Chapter 11: Rights and Responsibilities (4 weeks)

- learn the vocabulary words related to this chapter
- construct a time line of important dates related to the development of Washington, D. C.
- practice finding the main idea for most lessons in chapter 11
- skim to find information: main buildings in Washington, D. C.

Assessment: Ch. 11 Test

3) Individual research report on a famous building in Washington, D. C. (Concurrent with Ch. 11)

- use textbook to compile a list of well-known buildings in Washington, D. C.
- finalize topic on which to do further research during class trip to Rockport Library
- locate at least one book and one encyclopedia (if possible) on topic during library visit
- develop 3 questions to direct research
- take notes from Internet, encyclopedia, and non-fiction books
- practice using index and table of contents in non-fiction books
- write and present a simple research speech (1-3 minutes) to share highlights of research with classmates
- list research sources used in a simple bibliography
- construct a simple model of a building/memorial/monument to use as a visual aid during oral presentation

Assessments:

- Points received on research notes, oral presentation, and visual aide
- Points received from notes taken during classmates' presentations

5) Chapter 12: Your Local Government (2 weeks)

- define vocabulary using guide words
- Review the Pledge of Allegiance
- practice using atlases
- practice using almanacs
- memorize the 3 branches of government via a tree diagram and skit
- study city government, including the role of a mayor and city council
- memorize the levels of government via a worksheet and craft
- learn various forms of taxation via skits

Assessment: Chapter 12 test – will be given as a final exam. The final will include the Southwest states and capitals test.

Geography and Map Skills

1. Complete *Map Skills* book
2. Learn the Southwest states (Capitals are optional.)
3. Map-It activities in text

Field Trips, Speakers, and Activities

1. Classroom improvisation illustrating good citizenship
2. Read *Dear Benjamin Banneker*, *The Story of the White House*, and *Ripsnorting Whoppers*
3. View Washington, D. C. video
4. Visit to Rockport branch of Cleveland Public Library for library overview and to locate materials for Washington, D. C. research project.
5. Visit Judge Ray Pianka's courtroom at the Cleveland Justice Center and tour Cleveland City Hall with Councilman Martin Sweeny.