

Third Grade Social Studies

Description Third graders, having learned the components of a community, will investigate the historic community of Plymouth Colony during the 1620's. Extending the study will include two of the three global communities: Kanonji, Japan; Kurgan, Russia; and/or Chinandega, Nicaragua. Maps and globes continue to be an ongoing thread through the entire elementary social studies curriculum. Third graders will also learn to use critical analysis and judgments in studying current events.

Credits

Prerequisites

Textbooks/Resources

Communities Around Us. Silver-Burdett Ginn: 1997. ISBN: 0-38-232682-2
Books as listed in the Resource list. Culture kits.

Required Assessments District-Wide, Standards-Based Assessment

Board Approved May, 2007
Revised

AASD Social Studies Goals for K-12 Students

- *Develop a chronological sense of time, continuity and change and an awareness of geographic place.*
- *Recognize that history and culture influence a society.*
- *Develop an awareness of current affairs.*
- *Recognize facts and vocabulary pertinent to the grade and/or discipline.*
- *Discern cause and effect relationships.*
- *Analyze and evaluate information/data.*
- *Interpret visually-oriented content.*
- *Recognize the rights and responsibilities of individuals and of society.*
- *Understand reasons for conflicting ideas and develop possible resolutions.*
- *Adopt a wider perspective.*
- *Accept democratic beliefs.*

AASD Social Studies Standards for Students in Grades K-12

- I. Geography
- Students in the Appleton Area School District will learn about geography through the study of the relationships among people, places and environment:
- A. Location, place and regions.
 - B. Movement.
 - C. Human-environment interaction.
 - D. Process and investigation.
- II. History
- Students in the Appleton Area School District will learn about the history of Wisconsin, the U.S. and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships and analyze issues that affect the present and the future:
- A. Time, continuity and change in U.S. history.
 - B. U.S. cultures and cultural diversity.
 - C. People, places and events in U.S. history.
 - D. Process and investigation.
- III. Political Science and Citizenship
- Students in the Appleton Area School District will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance:
- A. World affairs.
 - B. Basic concepts/purposes of government.
 - C. American ideals and citizenship.
 - D. Government structures and processes.
- IV. Economics
- Students in the Appleton Area School District will learn about production, distribution, exchange and consumption so that they can make informed economic decisions:
- A. Production, distribution, consumption and exchange.
 - B. Science, technology, society and government.
 - C. Global connections.
 - D. Process, investigation and decision making.
- V. Behavioral Sciences
- Students in the Appleton Area School District will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the discipline of psychology, and the discipline of anthropology:
- A. Human origins and cultural development.
 - B. Individual human behavior.
 - C. Interactions between and among individuals, groups and institutions.
 - D. Cultural diversity.

Course Objectives	Performance Indicators	Classroom Assessments
<p>1. Apply geography concepts and skills in the study of the relationship among people, places, and environments</p> <p>2. Compare and/or contrast the geography of global communities to Appleton, locating places and regions</p>	<p>Performance will be satisfactory when the student:</p> <p>Maps and Globes</p> <ol style="list-style-type: none"> names the continents, oceans and hemispheres. defines land forms (valley, plain, coast, hill, mountain, peninsula, and continent). defines bodies of water (bay, harbor, lake, river, ocean, gulf, sea). comprehends map reading terminology (keys/legends, symbols, directions, coordinates, map symbols, title, key, scale, compass rose). identifies the major terms of a map and globe (equator, prime meridian, latitude and longitude lines, and poles). recognizes the globe is the most accurate representation of the earth. differentiate types of maps. identifies special purpose maps (physical, population, product, precipitation, political, road, historical, population density). <p>Historic Community-Plymouth</p> <ol style="list-style-type: none"> locates England and New England (Plymouth, Mass.) on a map. <p>Japan</p> <ol style="list-style-type: none"> locates the four major islands of Japan on a map (part of Asia and the eastern hemisphere). describes the climate in northern and southern Japan. names Appleton’s sister city in Japan (Kanonji, on island of Shikoku). compares and contrasts geography of Japan to Appleton. <p>Russia</p> <ol style="list-style-type: none"> locates the Rep. of Russia in the Commonwealth of Independent States. describes the climate in Russia. identifies as belonging to both Asia and Europe (divided by the Ural Mts.). names Appleton’s sister city in Russia (Kurgan, just east of the Ural Mountains in Asia). compares and contrasts the geography of Kurgan to Appleton. <p>Nicaragua</p> <ol style="list-style-type: none"> locates Nicaragua on a map of Central America. describes the climate of Nicaragua. identifies that it belongs to Central America (part of South America). names Appleton’s sister city in Nicaragua (Chinandega, on the west side). compares and contrasts the geography of Chinandega to Appleton. 	<ul style="list-style-type: none"> Locate by: using maps and globes, encyclopedias, atlases Drawing maps, making relief maps Use <i>Communities Around Us</i> (Silver-Burdett Ginn 1997) for identifying types of maps Use black line masters Compare and contrast by: making Venn diagrams, <i>Foldables</i> (Macmillan) Classroom discussion Internet Site: MAPS101
<p>Above objective aligned with AASD Social Studies standards: Geography: Location, Place and Regions</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>5. Describe the form of government and how it compares to that of the United States</p>	<p>Performance will be satisfactory when the student:</p> <p>Historic Community-Plymouth</p> <p>a. describes the way government was initiated at the new community of Plymouth (i.e. the Mayflower Compact).</p> <p>b. explains the similarities and differences of the community government of Plymouth and Appleton.</p> <p>Japan</p> <p>a. names the leader of the country as the Prime Minister.</p> <p>b. describes Japan’s government as a democracy with elected officials who make up the laws.</p> <p>Russia</p> <p>a. names the leader of the country as a president.</p> <p>b. describes Russia’s government as a new democracy with elected officials who make up the laws.</p> <p>Nicaragua</p> <p>a. names the leader of the country as a president.</p> <p>b. describes Nicaragua’s government as a democracy with elected officials who make up the laws.</p> <p>Current Events</p> <p>a. explains current events and how it relates to our lives.</p>	<ul style="list-style-type: none"> • Discuss using Interact Pilgrim Unit • Make own compact • Make a Venn diagram or Foldable • Read and discuss <i>* Questions and Answers: Japan and Japan ABC’s (page 30)</i> • Read and discuss <i>* Questions and Answers: Russia and Russia ABC’s (page 30)</i> • Current Event Magazines (i.e. <i>Time for Kids, Scholastic News, Weekly Reader</i>) • Websites: www.newscurrents.com/mch www.mhschool.com www.sfsocialstudies.com
<p>Above objective aligned with AASD Social Studies standards: Political Science and Citizenship: Government Structures and Processes</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>6. Apply concepts of production, distribution, exchange and consumption of goods</p>	<p>Performance will be satisfactory when the student:</p> <p>Historic Community – Plymouth a. describes how the Pilgrims paid off their debt to England (i.e. trading of furs). b. describes how and why they traded with the Indians.</p> <p>Japan a. identifies goods and/or services of Japan that are part of the global economy (i.e. food, electronics and autos). b. examines trades between people and their physical environment (i.e. farm products, seafood, arts and industry). c. identifies the yen as the official monetary unit.</p> <p>Russia a. identifies goods and/or services of Russia that are part of the global economy. b. examines trades between people and their physical environment (farm products, petroleum, paper and wood products, arts and industry). c. identifies the ruble as the official monetary unit.</p> <p>Nicaragua a. identifies goods and/or services of Nicaragua that are part of the global economy (coffee, sugarcane, bananas and cotton). b. examines trades between people and their physical environment (farm products, gold, silver, copper, lead, and iron). c. identifies the Cordoba as the official monetary unit.</p>	<ul style="list-style-type: none"> • Complete activities in Interact-Pilgrim Unit • Read and discuss <i>*Questions and Answers: Japan, *Look What Came From: Japan</i> • Read and discuss <i>*Questions and Answers: Russia</i>
<p>Above objective aligned with AASD Social Studies standards: Economics: Production, Distribution, Consumption and Exchange; Global Connections</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>7. Recognizes the interactions between and among people, groups and institutions in Nicaragua, Japan, Russia, and the historic community of Plymouth</p>	<p>Performance will be satisfactory when the student:</p> <p>Historic Community-Plymouth</p> <ul style="list-style-type: none"> a. identifies the contributions made by the Indians for the survival of the Pilgrims. b. explains how the Indians formed a peace treaty with the Pilgrims. c. lists the chores or responsibilities of children in 1620's. d. explains why the Pilgrims chose to leave both England and Holland (i.e. idea of Separatism, adventure and land). e. describes the hardship of crossing the Atlantic Oceans and the living conditions on the Mayflower. f. describes the hardships that the Pilgrims experienced the first year (i.e. illnesses, building of a community, finding food, living conditions). g. describes the reason for the First Thanksgiving (may include a simulation of the event). <p>Japan</p> <ul style="list-style-type: none"> a. identifies the characteristics of schools and education. b. identifies the characteristics of daily life. c. identifies means of transportation, housing and employment. d. identifies common foods and dress traditional to Japan. e. identifies sports and recreational activities. f. identifies common festivals and celebrations. g. identifies folktales common to Japan. h. identifies Japanese as the official language. <p>Russia</p> <ul style="list-style-type: none"> a. identifies the characteristics of schools and education. b. identifies the characteristics of daily life. c. identifies means of transportation (train and bus), housing and employment. d. identifies common foods and dress traditional to Russia. e. identifies sports and recreational activities (soccer, football, hockey, gymnastics). f. identifies common festivals and celebrations. g. identifies folktales common to Russia. h. identifies Russian as the official language. 	<ul style="list-style-type: none"> • Complete activities from Interact-Pilgrim Unit • Read and discuss related books about children during the 1620's such as: <i>Sara Morton's Day</i> (Kate Waters), <i>Samuel Eaton</i> (Kate Waters), <i>Tapenum's Day</i> (Kate Waters) • Read and discuss: <i>On the Mayflower</i> (Kate Waters), <i>Mayflower 1620: A New Look at a Pilgrim Voyage</i> (National Geographic) • <u>Smithsonian</u> article: "Squanto and the Pilgrims Native Intelligence", Dec. 2005 • Read and discuss: <i>*Questions and Answers: Japan</i>, <i>*Foods and Festivals: Japan</i>, <i>*Country File: Japan</i>, <i>*Japan ABC</i> • See suggested reading list for titles of folktales and other Japan related information • Read and discuss <i>*Questions and Answers: Russia</i>

	<p>Nicaragua</p> <p>a. identifies the characteristics of schools and education (3/4 primary age children go to school. Schools are crowded. Uniforms are worn. Students learn reading, writing, and arithmetic.) .</p> <p>b. identifies the characteristics of daily life (large families; many lack electricity and running water).</p> <p>c. identifies means of transportation (walking) , housing and employment (homes often made of wood, plastic bags or mud; most employment is farm related).</p> <p>d. identifies common foods and dress traditional to Nicaragua (rice, salsa, tortillas, bananas, coffee).</p> <p>e. identifies sports and recreational activities (baseball, boxing, soccer, bull fighting, volleyball and basketball).</p> <p>f. identifies common festivals and celebrations (Independence Day from Spain, La Purisma).</p> <p>g. identifies Spanish as the official language.</p>	<ul style="list-style-type: none"> • <i>Countries of the World: Nicaragua</i> by Janet Riehecky
<p>Above objective aligned with AASD Social Studies standards: Behavioral Sciences: Human Origins and Cultural Development; Interactions between and among Individuals, Groups and Institutions; Cultural Diversity</p>		

Resources: Suggested Reading List for Japan Unit

General Information:

Letters Home from Japan	Marcia Gresko
Japan: Country File	Michael March
Kodomo: Children of Japan	Susan Kuklin
Postcards from Japan	Zoe Dawson
First Thousand Words in Japanese	Heather Amery

Fiction:

The Crane Wife	Ena Keo
Momotaro: The Peach Boy	Linda Shute
The Terrible Eek	Patricia Compton
The Magic Fan	Keith Baker
Carp for Kimiko	Virginia Kroll
Chibi: A True Story from Japan	Barbara Brenner

Suggested Reading List for Russia Unit

General Information:

Letters Home from Russia	Marcia Gresko
Countries of the World: Russia	Kristin Thoennes
Russia: The Culture	Greg Nickles
Russia First Reports	Susan Gray

Holidays and Celebrations: I Live in Tokyo Mari Takabayashi**Russia Box****Books:**

Title	Author	Publisher	Copyright	
<u>Russia ABC's</u> (1)	Anne Berge	Window Books	2004	ISBN 1-4048-0284-3
<u>The Tale of the Firebird</u> (1)	Gennady Spirin	Philomel Books	2002	ISBN 0-399-23584-1
<u>Questions and Answers: Russia</u> (10)	Kremena Spengler	Capstone	2005	ISBN 0-7368-2692-0
<u>A to Z Russia</u> (paperback) (12)	Justine & Ron Fontes	Children's Press	2003	ISBN 0-516-26816-3
<u>Look What Came From Russia</u> (12)	Miles Harvey	Franklin Watts	1999	ISBN 0-531-11499-6
<u>Welcome to Russia</u> (1)	Alison Auch	Compass Point Books	2003	ISBN 0-7565-0371-X
<u>Welcome to My Country: Russia</u> (easy to read) (1)	Fiona Conboy	Garth Stevens	2000	ISBN 0-8368-2498-9
<u>Eyewitness: Russia</u> (1)		Murrell	2000	ISBN 978-078945880-3
<u>Discovering Russia</u> (1)	Dianna Sullivan	Hayes School Pub.	1995	ISBN 1-55767-238-5
<u>Russia: A Cultural Resource Guide</u> (1)	Susan J. Williams	Milliken Publishing	1993	ISBN 1-55863-155-0

Japan Box**Books:**

Title	Author	Publisher	Copyright	
<u>Japan ABC's</u> (1)	Sarah Heiman	Picture Window	2003	ISBN 1-4048-0021-2
<u>Destination Detectives Japan</u> (1)	Jen Green	Raintree	2006	ISBN 1-4109-1865-3
<u>Questions and Answers: Japan</u> (10)	Michael Burgan	Capstone	2005	ISBN 0-7368-2478-2
<u>Baseball Saved Us</u> (1)	Ken Mochizuki	Scholastic	1993	ISBN 0-590-80805-2
<u>Country File: Japan</u> (1)	Michael March	Franklin Watts	2003	ISBN 1-58340-237-3
<u>Foods & Festivals: Japan</u> (8)	Teresa Fisher	Raintree	2000	ISBN 0-7398-1407-9
<u>Discovering Japan</u> (1)	Dianna Sullivan	Hayes School Pub.	1995	ISBN 1-55767-247-4
<u>Japan: A Cultural Resource Guide</u> (1)	Ann C. Edmonds	Milliken Publishing	2005	ISBN 1-55863-153-4

Nicaragua Books**Books:**

Title	Author	Publisher	Copyright	
<u>Countries of the World: Nicaragua</u> (10)	Janet Riehecky	Bridgestone	2002	ISBN 0-7368-1107-9
<u>Uncle Nacho's Hat</u> (15)	Harriet Rohmer	Publishers Group	1989	ISBN 978-0-329-58741-3
<u>Trisba & Sula</u> (1)	Joan MacCracken	Tiffin Press	2005	ISBN 0-9646018-4-2

