

Social Studies Curriculum Guide - Grade Three
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Grade Three Teachers :

You will find information here that the Social Studies Committee hopes will be helpful to you as you try to meet the performance goals as set by the New York State Learning Standards for Social Studies document. Look for the New York Learning Standards with suggested activities following the Curriculum Outline. If the activity or piece of literature can be found in the Harcourt Brace text, the text pages have been noted.

A Curriculum Outline has been included with time expectations for teaching. For the most part the outline follows the Harcourt Brace, Communities text. One area that needs more investigation is 4."World Communities." I have added selections to the "Related Literature" sections of Learning Standard I and Learning Standard II to help meet the World Communities study.

Additional activities are requested. If you have an activity or a piece of literature you think may be helpful and would like to share it with others, please send them to me and I will add them to our outline. This outline will be revised as we hear and learn more from those who wish to share their ideas. If you are recommending a piece of literature, please include the title, author, publication date and a brief annotation. I will try to update this document periodically.

Thanks, Mary Ellen Graham

***email: to grahamm or send written activities to me at Zoller School.

Curriculum Outline with Suggested Teaching Time: Units refer to the Harcourt Brace Communities textbook unless otherwise noted.

1. **Geography** - Harcourt Brace Atlas pages in the beginning of the book - including oceans, continents, [regions of the world (deserts, rainforests, temperate forests, savannas, mountains)], maps, globes, land forms, world address of students - *three weeks*
2. **Unit One** - "What is a Community" Lessons 1-5 - *two weeks*
3. **Unit Two** - "Where People Start Communities Lessons 1-7 - four weeks
4. **World Communities** more information about world communities is recommended. See New York State Learning Standard I - Cultures and Civilizations and New York State Learning Standard II - Communities Around the World for related literature. Some of the related literature has been listed by continent. It is recommended that students be exposed to cultures from each continent. - *seven to nine weeks*
5. **Unit Six** - "The Many People of a Community" Lessons 1-5 - *three weeks*
6. **Unit Three** - "Communities Grow and Change Lessons 1-7 - *three weeks*
7. **Unit Four** - "People Working Together" Lessons 1-5 - *three weeks*
8. **Unit Five** - "Living Together in a Community, State, and Nation - Lessons1-6 - *three weeks*

New York State Learning Standards for Social Studies
Communities Around the World – Learning About People
Standards, Performance Goals, with Suggested Activities

Unit 1 – Cultures and Civilizations

Concepts and themes: culture, empathy

Students will be able to:

- A. Define culture and civilization
- B. Describe and recognize similarities and differences between cultures
- C. Differentiate reasons why cultures grow and change
- D. Discuss reasons why people settle and live where they do
- E. Understand how legends, folktales, oral histories, biographies, autobiographies, and historical narratives transmit peoples' values, ideas, beliefs and traditions
- F. Recognize that historic events can be viewed through the eyes of those present as shown in their art, writings, music and artifacts

Suggested Activities:

- Read Roxaboxen, by Alice McLerran (Harcourt Brace p27-37) and identify community members in the story or make maps of Roxaboxen.
- Read Aurora, by Scott Russell Sanders (Harcourt Brace p82-87) and discuss the time period, why Pioneer families might want to move, and what the family may need to bring with them to a new home..
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- Read "What Makes Groups Special" (concepts vocabulary: custom and culture) and have students restate meanings in their own words *Harcourt Brace p62
- Use a visual framework to organize features that make places different (physical features and human features) *Harcourt Brace p88
- Make a passport and keep a diary as students visit each continent identifying regions existing there
- *Create semantic maps for cultures visited beginning with United States include: See Related Literature for Standard Unit I
 - Where (continent, location reference points on the continent, bordering areas
 - How they live (house, type of community, transportation, geographic region)
 - People (family group, dress, language, food, religions, traditions, work and money)
 - Animals (pets and wild)
 - Things kids do (chores, school, games)
 - Folktales (Read and suggest why they were told - see Related Literature)
- *This makes comparing and contrasting cultures very easy
- Use literature and textbooks to identify regions and locations on each continent
- Use literature to build children's understanding about people and their daily lives
- Write a personal narrative about a community you have visited through literature. Tell what it would be like living in that community, include details from the text *Harcourt Brace
- Conduct interviews with adults about different communities they have lived in *Harcourt-Brace, p 22E
- Discuss the environment's role in how and why people live the way they do
- Point out art, writings, music and artifacts used by different cultures in literature and texts

Related Literature:

Roxaboxen, by Alice McLerran (Harcourt Brace p26-37) A make-believe community
Aurora, by Scott Russel Sanders (Harcourt Brace p82-87) First Pioneer family to settle in Aurora, Ohio.

When Jaguars Ate the Moon and Other Stories About the Animals and Plants of the Americas. Retold by Maria Cristina Brusca and Tona Wilson, 1995. The authors, fascinated by the fauna and flora native to the Americas, spent several years researching the many stories told about them in different American cultures. This is an A B C book of the stories introducing young readers to plants and animals indigenous to the Americas. Twenty-five American cultures are represented.

The Fantastic Flying Journey, by Gerald Durrell, 1987. This book is an adventure in natural history. A great uncle takes three children on a fantastic balloon adventure to five continents. There the children experience the animal life indigenous to the particular region of the world being explored. Children discover, through a bit of magic, how animals have adapted to these regions and about the natural habitats from the animal's point of view.

Twenty-Two Splendid Tales To Tell From Around The World, Volume One and Volume Two, retold by Pleasant DeSpain, 1994. This two-volume set is a collection of forty-four traditional folktales. The first volume representing seventeen different countries and cultures, and the second volume representing sixteen different countries and cultures.

Ordinary Splendors, by Toni Knapp, 1993. This book of folktales is intended to affirm universal values in the words and stories of people throughout the globe.

South and North, East and West, The Oxfam Book of Children's Stories, edited by Michael Rosen, 1992. An anthology, which represents the cultural heritage of nineteen countries, with twenty-five stories that, captures the traditions, customs, and beliefs of their original tellers. Young readers may observe how stories and legends of different societies echo one another.

Literature listed by Continents:

Africa:

Bringing the Rain to Kapiti Plain, retold by Verna Aardema, 1981. This is a Nandi tale told in Kenya, Africa about life on the Kapiti Plain.

Why Mosquitoes Buzz In People's Ears, retold by Verna Aardema, 1975. An African folktale about what happens to whiners or a "Just-So" story that explains why the mosquito buzzes in people's ears.

My Painted House, My Friendly Chicken, and Me, by Maya Angelou, 1994. A story about eight year old Thandi's village, family, customs and culture of the Ndebele people. All Ndebele women paint their houses with "very good designs."

Life on the African Savannah, by Melvin Berger, 1995. Big Book - This book offers much information and photographs of the African Savannah. This selection primarily deals with information about the land and its animals.

It Takes A Village, by Jane Cowen-Fletcher, 1994. The setting for this story is an open-air market. The story depicts a typical market day, a time not only for buying and selling but also a social occasion for market goers.

Learning to Swim in Swaziland, A child's-eye view of a southern African Country, by Nila K. Leigh, 1993. This story tells about Nila's journey from her home in New York to her new home in Swaziland, South Africa. Nila tells you first hand of the contrasts and similarities between both places.

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Peoples of the Desert, by Robert Low, 1996. An informative non-fiction selection that describes the desert, Peoples, migration, animals, food, clothing, homes, families, communities, children, and changing lives of desert peoples.

Peoples of the River Valley, by Robert Low, 1996. This book looks at the Wayana People of South America and the Omo People of the Omo River Valley in East Africa. Topics covered include what a river valley is, Peoples living there, plants and animals, hunting, fishing and farming, travel, clothing, homes and challenges in River Valleys

Peoples of the Savanna, by Robert Low, 1996. An informative non-fiction selection about the African Savanna. This series speaks from the child's perspective. Topics covered include plants, animals, food, clothing, homes, families, communities, children of the Savanna and changing lives on the African Savanna.

Ashanti to Zulu, by Margaret Musgrove, 1976. ABC book of African Traditions.

A is for Africa, by Ifeoma Onyefulu, 1993. Onyefulu's ABC book depicts her favorite images of Africa. Ifeoma is a member of the Igbo tribe and she grew up in southeastern Nigeria, but she states that the book reflects the rich diversity of the continent as a whole. She captures traditional village life, warm family ties and above all, the hospitality for which Africans are famous.

Mufaro's Beautiful Daughters, retold by John Steptoe, 1987. Set in the Zimbabwe region, this tale is an African Cinderella story.

Teacher's Resources:

Africa, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster and reproducible pages.

"Africa Close-Up" - video - Maryknoll World Productions. A look at the lives of two teenagers. The first takes us to Cairo, Egypt. We are introduced to the local culture, we tour the pyramids, Sphinx, and Nile River. The second teen takes us to a remote, rural village in Tanzania, East Africa.. We see local people struggle with desertification and how local tree and water projects give hope.

Antarctica:

Life in the Polar Regions, by Melvin Berger, 1996. Big Book - A non-fiction account of land, ocean and wildlife of Polar Regions.

Antarctica, by Helen Cowcher, 1990. This book tells about the penguins of Antarctica.

A Tale of Antarctica, by Ulco Glimmerveen, 1989. Penguin life intermingled with human encroachment. A penguin is caught in an oil spill. Humans help take the oil out of the bird's feathers and the penguin is able to return to his family.

Playing with Penguins and Other Adventures in Antarctica, by Ann McGovern, 1994.

Written in diary form, this book documents a visit to Antarctica on the modern ship, the Frontier. This book offers a tremendous amount of information about icebergs, snow-covered glaciers, seals, whales, penguins and other animals

Summer Ice, by Bruce McMillan, 1995. This book tells about Antarctica, a cold island continent. It's a desert of ice at the bottom of the world. It is also a continent where a few species of plants and animals thrive during summer months. Colorful photographs bring Antarctica to the reader.

Icebergs, by Jenny Wood, 1990. This selection examines what icebergs are, Where they can be found, and What species of animals live on them.

Teacher's Resources:

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Antarctica, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster and reproducible pages.

"Arctic & Antarctic" - Eyewitness video. This video explores the life and legends of polar kingdoms. It shows how the polar climate challenges the survival of indigenous animals.

Asia:

This Place is Crowded, by Vicki Cobb, 1992. This is a non-fiction book about Japan. The first thing you would notice about Japan is that it is crowded.. Japan lies in the Pacific Ring of Fire, where active and inactive volcanoes can be found. Other information includes farming, fishing, food, housing, people and traditions.

The Empty Pot, by Demi, 1990. A Chinese tale about an Emperor who wanted to choose a worthy successor. He gave all the children a seed and said to bring them back in a year. Young Ping planted his seed but no matter what he did, the seed did not grow. The Emperor had cooked all the seeds. Ping was the only one to bring an empty pot. The Emperor had found his successor.

One Grain of Rice, by Demi, 1997. A mathematical folktale set in India. A wise and fair raja repays Rani for her good deed by agreeing to give her a grain of rice doubled each day for thirty days. (The children will be amazed at how much rice this is.)

Peoples of the Mountains, by Robert Low, 1996. An informative non-fiction selection about mountain regions in Asia and South America. This selection describes the Peoples, plants and animals, travel, fishing and farming, food, clothing, homes, family and community, and modern day challenges.

Top Secret Guide to Japan, by Michael March, 1995. This guide gives the reader insights into the Japan of old and new. It looks at its cities, volcanoes, Japanese traditions and ends with facts about the people, farming, fishing, food, drama, art, religion, festivals and holidays, plants and animals.

Grandfather Tang's Story, by Ann Tomperi, 1990. A Chinese Folktale told with tangrams. Grandfather Tang tells this folktale to Little Soo while playing a game of tangrams.

Changing the arrangement of tans, Grandfather tells the story of Chou and Wu Ling were fox fairies who could change their shapes. Fox fairies are an integral part of Chinese folklore. They have supernatural powers and can live for eight hundred to one thousand years.

The City of Dragons, by Laurence Yep, 1995. A folktale from southern China. A boy joins a friendly caravan of giants. It is on their underwater journey into the City of Dragons that he learns the true power of his beautiful sad face.

Teacher's Resources:

Asia, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster, and reproducible pages.

"Asia Close-Up" video, Maryknoll World Publications. Close-up visits with teens from this continent. The first is from Kyoto, Japan. Satomi Tamura brings us to school where she and her friends study English and character painting. Her parents and home are viewed, as are visits to a cemetery and nearby Shinto shrine.

Australia:

This Place is Lonely, by Vicki Cobb, 1991. This book is about the Australian Outback. Ranches in the outback are called stations. Water is very scarce. Many stations are too remote to get electricity. Mail is delivered by plane.

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Radios are used for communication. Children go to school by short-wave radio. The book takes a look at indigenous animals and indigenous Peoples, the Aborigines.

Baru Bay, by Bob Weir and Wendy Weir, 1995. Baru Bay, Australia is a place of raw beauty unchanged for thousands of years. The Aboriginal people who live in Baru Bay are descendants of people who have lived in this area since the Dreamtime, the time of creation in the Aboriginal Culture. Tamara, a young Australian girl, sets out to explore this world

Teacher's Resources:

Australia, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster, and reproducible pages.

Europe:

Trouble With Trolls, by Jan Brett, 1992. This fictional story was inspired by Jan Brett's visit to the Scandinavian country of Norway where stories about trolls abound.

Teacher's Resources:

Europe, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster and reproducible pages.

North America - Arctic Regions:

Life in the Polar Regions, by Melvin Berger, 1996. Big Book - Non-fiction account of Polar Regions land, ocean and wildlife.

This Place is Cold, by Vicki Cobb, 1989. A look at the Arctic region and survival at the top of the world. Illustrations and text explore the cold and darkness, the land, the people, traditions, and plant and animal life.

Arctic Memories, by Normee Ekoomiak, 1988. Ekoomiak is an Inuk. His people are the Inuit of James Bay. This book is a collection of quilts which depict the Inuit way of life.

Eskimo Boy, by Russ Kendall, 1992. A look at the life of an Alaskan Eskimo Boy, Norman Kokeok. This book shows where Norman lives, looks at his family, school, the jobs his family does and what he does for recreation.

Angela from the Arctic, by Diane Hoyt-Goldsmith, 1996. This is one in a series of books told in a child's point of view about how each celebrates his/her cultural heritage. (see Alex Lee and others below)

Peoples of the Arctic, by Robert Low, 1996. An informative non-fiction book that tells about the Arctic, the Peoples who inhabit it, the plants and animals, survival, food, clothing, hunting, fishing and farming, travel, homes, families and communities, along with the changing times.

A Promise is a Promise, by Robert Munsch & Michael Kusugak, 1992. An Inuit story about a Qallupilluit (imaginary creature somewhat like a troll) who reportedly grabs children when they come too near cracks in the ice.. This creature was invented to keep children away from dangerous crevices in the ice.

Houses of Snow, Skin and Bones, by Bonnie Shemie, 1989. This book describes and shows the reader how to make an igloo (Inuits call all houses igloos, but snow houses are referred to as iglavigak. Other shelters used by the Inuit are made from stone, skin and whalebone.

Also included in the book is an Alaska sod house.

North America - Other than Arctic Region

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Life in the Desert, by Melvin Berger, 1996. This Big Book describes plant and animal life found in the Sonoran Desert. The Sonoran Desert stretches from Mexico into Arizona.

This Place is Dry, by Vicki Cobb, 1989. This book is an exploration of the Arizona Sonoran Desert, its plants and animals, native Peoples, and the many changes made by humans to the land.

Alex Lee, A Chinese American, April, A Pueblo Storyteller, Clay Hernandez, A Mexican American, Mark's Kwanzaa Celebration by Diane Hoyt-Goldsmith, 1996. This is a series of books told from a child's point of view about how each celebrates his/her cultural heritage.

Also see Angela from the Arctic.

Pueblo Storyteller, by Diane Hoyt-Goldsmith, 1991. A longer version of April's Pueblo Storyteller book. Additions include children learn to do the "Buffalo Dance" and also the inclusion of a Pueblo Legend, "How the People Came to Earth."

How My Family Lives In America, by Susan Kuklin, 1992. This book talks about three American families who each has at least one parent who did not grow up in the United States. Sanu, Eric, and April explain how their families celebrate special days, keeping old traditions, while, also beginning new traditions from the American culture.

Family Pictures, by Carmen Lomas Garza, 1990. Carmen Lomas Garza is considered one of the major Mexican American painters in this country. Garza's paintings show the everyday activities of her childhood in a traditional Hispanic community in South Texas.

Diego, by Jeanette Winter, 1991. This is a story of the making of an artist, Diego Rivera, one of the greatest muralists of Mexico

Lion Dancer, by Kate Waters and Madeline Slovenz-Low, 1990. This Big Book explores the celebration of Chinese New Year by the Wan family in China Town, New York City..

Teacher's Resources:

North America, Geography Unit, by Jo Ellen Moore, 1992. This selection offers map skills, overview of plants, animals and people, poster and reproducible pages.

"Arctic & Antarctic" - Eyewitness video. This video explores the life and legends of polar kingdoms. It shows how the polar climate challenges the survival of indigenous animals.

South America:

Life in the Rainforest, by Melvin Berger, 1996. This Big Book gives information about the plants life and animal life of the Amazon Rain Forest. It also pictures a Yanomami hunter and a boy making bread from the root of the casava plant. Statistics are given about rain forest destruction and what can be done to help save the rain forest.

The Great Kapok Tree, by Lynne Cherry, 1990. A Woodcutter comes to the rain forest. He begins cutting the Great Kapok when he tires and falls asleep. The rain forest animals and a rain forest child visit him while he sleeps, trying to persuade the cutter why the Great Kapok Tree is important to save.. He awoke and found the animals and child all around. He dropped his ax and walked out of the rain forest.

This Place is Wet, by Vicki Cobb, 1989. This book tells of the lands that surround the Amazon River and the Amazon River Basin in the Brazilian Rain Forest. This is a tropical region with lush rain forests. Descriptions of plant life and animal life are given. The book tells of natives and strangers who have settled in this region along with the changes they have made to the land which are upsetting the balance of nature not only for Brazil, but possibly world wide.

This Place is High, by Vicki Cobb, 1989. Readers explore the people and their traditions, animal life and plant life of the Andes Mountains in South America. The capital city, La Paz, has more than a million residents and it is about two and a half miles above sea level.

Historical references are made about Francisco Pizarro, conquerer of the Incas, and the location of Machu Picchu by Hiram Bingham..

Peoples of the Rain Forest, by Robert Low, 1996. An informative non-fiction selection that describes the Rain Forest, Peoples, animals and plants, travel, food, clothing, homes, families and communities and the challenges of the Rain Forest.

Peoples of the River Valley, by Robert Low, 1996. This book looks at the Wayana People of South America and the Omo People of the Omo River Valley in East Africa. Topics covered include what a river valley is, Peoples living there, plants and animals, hunting, fishing and farming, travel, clothing, homes and challenges in River Valleys.

Teacher's Resources:

South America, Geography Unit, by Jo Ellen More, 1992. Selection offers map skills, overview of plants, animals and people, poster and reproducible pages.

**Rainforest for Children Video Series - "Animals of the Rainforest," "people of the Rainforest," and "Plants of the Rainforest" A look at life in the rainforests of Costa Rica. Each looks at a variety of indigenous plants, animals and cultures.

***"South America Close-up" Children of the Earth Series video. A look at two cultures in South America. The first is the Aymara Indian culture on the two-mile high plains of the Andes Mountains of Peru. A look at a small village's cultural roots dating to before the Spanish conquest. The second is a boy with his nine siblings living in Gamillera, a settlement in the impoverished northeast of Brazil. The video follows the boy's family as they struggle to gain title to unused land under the government Land Reform Laws. They dream of the day when the small group of families will establish a town with a plaza, school and soccer field.

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit

Unit II – Communities Around the World

Concepts and themes: identity, change, empathy, culture, places and regions, human systems, environment and society

Students will be able to:

- A. Explain how people of similar and different cultural groups often live together in world communities
- B. Distinguish social, political, economic, and cultural similarities and differences of world communities
- C. Discover how world communities change over time
- D. Develop time lines which identify important events and eras of the near and distant past
- E. Examine how calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- F. Describe how families in world communities differ from place to place
- G. Discuss how people in world communities need to learn and learn in different ways
- H. Understand how beliefs, customs and traditions are learned from others and may differ from place to place
- I. Find world communities on maps and globes using latitude and longitude

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- J. Demonstrate how spatial relationships of world communities can be described by direction, location, distance and scale
- K. Use unifying characteristics of the Earth's surface to identify geographic regions
- L. Locate world communities in relation to other communities using principal parallels and meridians
- M. Use aerial photographs and satellite-produced images to locate world communities by recognizing their geographical representations
- N. Locate the Earth's continents and oceans by their relationship to each other and by using principal parallels and meridians

Suggested Activities:

- Using physical maps, divide students into seven groups. Have students identify the regions found on each continent (Harcourt Brace Atlas pA4)
- Compare and Contrast world cultures using literature, Internet sources, and videos to create semantic maps (see Related Literature Standard I)
 - Include details from:
 - Political Organization (country -- president, prime minister, king/queen, emperor, chief)
(community -- city, town, village – mayor, chief, supervisor)
 - Social Organization (family group, tribe. association)
 - Economic Systems (jobs, natural resources, import/exports)
 - Education (find out how children and adults learn new things)
- Create globes using papier mache and colored paper continents – label oceans and continents
- Locate world communities using political maps and globes using principle parallels and meridians
- Identify hemispheres and what continents belong in each (Harcourt Brace p44 and p45)
- Make physical maps by locating geographical regions using atlases
- Keep a Social Studies journal of geographical terms and notes *See Harcourt Brace Vocabulary Blackline Masters
- Create and label a mural depicting various land forms (Harcourt Brace p 91)
- Write five questions about land forms for classmates to answer, then have a game (Harcourt Brace p97)
- Measure distances from place to place using established scales of miles/kilometers
- Use your physical maps to identify and locate similar regions on different continents (Harcourt Brace pA4)
- Create murals, dioramas, or models of geographical regions including geographical features, animals, and people in their natural surroundings
- Make a list of ideal factors that make up a community, include physical features (Harcourt Brace p89-94) and human features (Harcourt Brace p95) (Harcourt Brace p88)
- Design and build communities from ideas and information gained from literature, texts, videos, and Internet resources
- Read Shaker Lane, by Alice Provensen and Martin Provensen (Harcourt Brace p144-153) and have students keep a log as they read the story about how and why the community changes over time.
- Make world communities using empty boxes, sticks and other materials (Harcourt Brace p76 and p77)
- Create a personal or family timeline to distinguish between near and distant past and interpret simple timelines that show a progression of events
- View time lines that show important events in history - Make your own time line (Harcourt Brace p61)
- Compare decades and centuries (Harcourt Brace p155)

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- Contact the Schenectady Historical Society for materials or interviews about how Schenectady has grown and changed over time. Make a time line.
- Write an explanation about something that happened when you were younger that affects your life today (Harcourt Brace p140)
- Write an on-line news summary of something that happened (Harcourt Brace p140E)
- Interview a community member about the growth and change of your community
- Have students find out where their relatives came from. Help them find the country or countries on a map. Have each student make a poster, complete a quilt square, make a class power point presentation or other way to display what they find (Harcourt Brace p352)
- Read books about important people who have vision and what contributions they made to the growth and change of a community, include illustrations (Harcourt Brace p78E)
- Develop individual or class timelines, using correct chronological order, by gathering information from texts and literature (historical narrative, biography or autobiographies) to identify important events and eras in the near and distant past
- Compare and contrast Native Americans with the Aztec Indians of Mexico (Harcourt Brace p164-174)
- Compare and contrast Tenochtitlan, Mexico with what is now the present day Mexico City. (Harcourt Brace p171-179)

Related Literature: *See Related Literature in NYS Standard I

Shaker Lane, by Alice Provensen and Martin Provensen (Harcourt Brace p144-153). This story is about the growth and change of a community over time.

This Is the Way We Eat Our Lunch, by Edith Baer This book tells the many things children eat for lunch around the world.

This Is the Way We Go to School, by Edith Baer, 1990. This book tells the many ways children go to school around the world.

Everybody Cooks Rice, by Norah Dooley, 1991. Everyone is cooking rice in this multicultural community. Recipes for the different kinds of rice are included at the end of the book.

Blast Off To Earth, A Look At Geography, by Loreen Leedy, 1992. An encounter with alien visitors gives children a fresh look at our world. Concepts covered include: North Pole & South Pole, Equator, Oceans, Continents with Physical Maps, and Compass Rose.

Somewhere In The World Right Now, by Stacey Schuett, 1995. An excursion that compares what is happening simultaneously in time zones around the world.

Nine O'Clock Lullaby, by Marilyn Singer, 1991. Readers are transported around the world to view a series of sixteen simultaneous happenings on six continents. This is a perfect introduction to the concept of time zones and cultural similarities.

Me On The Map, by Joan Sweeney, 1996. An introduction to maps. This book shows children how easy it is to find places using maps of streets, towns, states and countries.

Atlas: Scholastic Student Desk Atlas, 1996. This atlas gives a history of maps, their purpose, making maps. Included are maps of: Nations of the World, Physical Features, Natural Regions, United States, North America, Central America and the Caribbean, South America, Africa, Europe, Asia, Commonwealth of Independent States, Middle East, Australia and the Pacific, North Pole, and South Pole.

Teacher's Resources

Connecting Geography & Literature, by Leigh Hoven-Severson, 1992. This resource integrates geography activities with forty related literature selections which are organized by geographic region..

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Beginning Geography, How to Use a Map, by Jo Ellen Moore and Joy Evans, 1991

Beginning Geography, Land Forms and Bodies of Water, by Jo Ellen Moore and Gary Shipman, 1993.

Beginning Geography, Continents and Oceans, by Jo Ellen Moore and Gary Shipman, 1993

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit

Unit III – Physical, Human and Cultural Characteristics of World Communities and Their Physical Environments

Concepts and themes: human systems, environment and society

Students will be able to:

- A. Discuss the causes and effects of human migration in different world regions
- B. Identify the physical, human, and cultural characteristics of different regions and people throughout the world
- C. Explain the interactions between economic activities and geographic factors
- D. Determine the factors that influence human settlements throughout the world
- E. Relate how people living in world communities depend on and modify their physical environments
- F. Recognize how lifestyles in world communities are influenced by environmental and geographic factors
- G. Understand how development of world communities is influenced by environmental and geographic factor

Suggested Activities:

- Research how human migration effects world regions using current events, textbooks, literature, and Internet resources (see Africa, Peoples of the Desert)
- Make Venn diagrams to compare and contrast physical, human and cultural characteristics of world regions using textbooks, literature, videos, and Internet resources (see literature listed under continents)
- Using physical maps and product maps have cooperative small groups explain why certain regions' natural resources produce particular goods and services
- Research what humans need to grow and live and why they settle in the places they do and how they change their environment to make places more habitable (see Harcourt Brace Unit Two and Related Literature - continents)
- Write a news summary about a sudden change in a community and what that community will have to adapt to that change (Harcourt Brace p140E)
- Write a descriptive paragraph about how environment and geographical regions play a part in the ways people live

Related Literature:

See already listed literature - continents

Maps

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit

Unit IV – Challenge of Meeting Needs and Wants In World Communities

Concepts and themes: economic systems, needs and wants, factors of production, interdependence

Students will be able to:

- A. Investigate how societies organize their economies to answer three fundamental economic questions
 1. What goods and services should be produced and in what quantities?
 2. How shall goods and services be produced?
 3. For whom shall goods and services be produced?
- B. Discuss how human needs and wants differ from place to place
- C. Explain how people in world communities make choices due to unlimited wants and needs and limited resources
- D. Relate how people in world communities must depend on others to meet their needs and wants
- E. Examine how production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make
- F. Describe how people in world communities use human, capital, and natural resources
- G. Explain how people in world communities, locate, develop, and make use of natural resources
- H. Explore how resources are important to economic growth in world communities
- I. Examine how production, distribution, exchange and consumption of goods and services are economic decisions which all world communities must make
- J. Communicate how economic decisions in world communities are influenced by many factors

Suggested Activities:

- Discuss marketing concepts (Harcourt Brace p210) and have students give examples of each
- To help students understand the difference between wants and needs, Have students make a list of wants - Then have them cross everything off everything that is not needed (explored Harcourt Brace Unit 4, Lesson One)
- Role-play a family or group situation in which group members make an economic decision about whether to buy something, plan a trip, or invest money
- Make a poster and discuss the differences between capital, human and natural resources and classify pictures of each resource type in the appropriate category
- Using clothing labels in shirts, use a map to locate countries where the clothing has been produced. You may use yarn or string to show the connection between Schenectady, New York and these countries. (Additional activity, use a map scale to determine how far away the country is)
- Write an International Ad about a product or service available *Harcourt Brace p208
- Read about how people provide goods and services (Harcourt Brace p235) then have students write or state how supply and demand effects product pricing (Harcourt Brace Unit 4, Lesson 3)
- Read Saturday Sancocho, by Leyla Torres (South American setting) (Harcourt Brace p242) and explain how Maria was able to acquire all the ingredients necessary for Chicken Sancocho (chicken stew)
- Read Saturday Sancocho, by Leyla Torres and compare and contrast any of the following: Maria's culture, money/trade/barter, family home, food, clothing, language, etc; with what children know about their lives in Schenectady, New York.
- Read "The World Is A Marketplace", (Harcourt Brace Unit 4, Lesson 5) and ask students to write a personal response using at least five details from the unit telling how world trade brings world communities closer together.
- Interpret the Import/Export Table located in the student text Harcourt Brace p256
- Write a personal narrative about a personal or family buying choice, list-associated costs and benefits, and explain how and why particular decisions were made. Clarify how prices and personal values influence individual and family decisions

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- Describe the characteristics of at least two of the following economic units: a family, a worker, a business, a government agency (local, state or national); identify the kinds of economic choices each economic unit must make and explain the positive and negative results of at least one choice
- Create a map locating and identifying natural resources or produces of a particular continent/region
- Observe economic characteristics of places; draw conclusions about how people in families, schools, and communities all over the world must depend on others to help them meet their economic needs.(Harcourt Brace Unit 4, Lesson 5)

Related Literature:-

Saturday Sancocho, by Leyla Torres, Harcourt Brace p244, 2000. Maria Lili and her grandparents live in a small South American town. They want to make a special sancocho (stew) but they have no money. Sometimes when people don't have money they barter or trade for what they need.

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit

Unit V – Symbols of Citizenship in World Communities

Concepts and themes: citizenship and civic life, nation state, civic values

The students will be able to:

- A. Value how people in world communities celebrate various holidays and festivals
- B. Report how people in world communities use monuments and memorials to represent symbols of their nations

Suggested Activities:

- Read "Holiday, Customs and Traditions, (Harcourt Brace p368-373,) then read about and research how and why people celebrate various festivals and holidays in the world community. Have students report their findings to the class.
- Create a Cultural Holiday/Festival Patchwork quilt, illustrating and writing a brief description (Harcourt Brace p336E)
- Have students plan and carry out festivals and holiday celebrations from the world community
- Find, draw, or cut out pictures of patriotic symbols and explain where they are found and what they represent (Harcourt Brace - U.S. Government p310-319; p326-327)
- Identify important monuments, memorials and symbols of nations while studying regions of the world (Harcourt Brace - South Africa p320-325)
- Prepare brief illustrated reports about holidays celebrated world wide (Harcourt Brace p336)
- Select a country and research one custom or other cultural element and make a simple model to show it (Harcourt Brace p68)
- Read and prepare country book reports; including drawing the flag, identifying important buildings or memorials, and/or report on symbols unique to a particular culture, country, or region of the world

Related Literature:

Alex Lee, A Chinese American, April, A Pueblo Storyteller, Clay Hernandez, A Mexican American, Mark's Kwanzaa Celebration by Diane Hoyt-Goldsmith, 1996. This is a series of books told in a child's point of view about how each celebrates his/her cultural heritage. Also see Angela from the Arctic
My Family Lives In America, by Susan Kuklin, 1992. This book talks about three American families

who each has at least one parent who did not grow up in the United States. Sanu, Eric, and April explain how their families celebrate special days, keeping old traditions, while, also beginning new traditions from the American culture.

Lion Dancer, by Kate Waters and Madeline Slovenz-Low, 1990. This Big Book explores the celebration of Chinese New Year by the Wan family in China Town, New York City

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit

Unit VI – Governments Around the World

Concepts and themes: nation state, civic values, decision making, government

- A. Understand that people in world communities form governments to develop rules and laws to govern community members
- B. Determine that people in world communities may have conflicts over rules, rights, and responsibilities
- C. Explore how the processes of selecting leaders, solving problems, and making decisions differ in world communities
- D. Recognize that governments in world communities organize to provide functions people cannot provide as individuals
- E. Understand that governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them
- F. Explain how governments in world communities plan, organize, and make decisions

Suggested Activities:

- Read City Green, by DyAnne DiSalvo -Ryan. (Harcourt Brace p272-281) Have students discuss in groups how this community worked together to reach their goal.
- Read "People Make Communities Good Places to Live," (Harcourt Brace p282-289) and write a paragraph about how people in communities need to work together
- Chart reasons for creating governments and reasons why all groups and societies create laws and rules
- Role play a day without rules
- Chart "What Responsible Citizens Do" Have the students brainstorm and then read (Harcourt Brace p52)
- Explain how voting helps community members make decisions (Harcourt Brace 295-297)
- Create a class constitution and class rules
- Assemble a display of different government levels and what each offers a community, state, national levels (Harcourt Brace p268E)
- List ways local, state and national levels of government affects people's lives (Harcourt Brace p 301)
- Brainstorm how rules and laws help people resolve conflicts
- Make a flow chart showing the steps that could be taken to resolve conflicts (Harcourt Brace p288-289)
- Promote environmental awareness through selection of an issue and groups cooperatively working together to inform others about the situation (Harcourt Brace p268E)
- Make a poster motivating people in a community to help on a project (Harcourt Brace p140F)
- Identify the structure of government in the United States – (Harcourt Brace p298-309)
 - Make a chart of local, state and federal government
 - List local, state and federal government leaders (which are elected – which are appointed)
 - Identify the three branches of the United States Federal Government and list their functions.
- Compare and contrast governments in the world community with the government of the United States

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- Identify as many human made features linked to government as possible in pairs or cooperative groups and then chart them as a whole group (Harcourt Brace p94)

Related Literature:

50 Simple Things Kids Can Do To Save The Earth

***See Harcourt Brace teacher's manual Multimedia Resource Center at the beginning of each unit