

## Introduction

Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present. They will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will examine our connections to the past and the ways in which local, regional, and national governments and traditions have developed and left their marks on current societies. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. Students will understand the role of rules and laws in our daily lives and the basic structure of the United States government, with opportunities to compare different government systems. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based. (TN DOE 2014)

## Quarter 1 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Geography</b></p> <p><b>3.1</b> Process and report information identifying, locating, comparing, and contrasting the major continents and oceans: North America, South America, Europe, Africa, Australia, Asia, Antarctica, Arctic, Atlantic, Indian, Pacific, and Southern using maps, globes, and other technologies.</p> <p><b>3.2</b> Interpret maps and globes using common terms, including country, region, mountain, hemisphere, latitude, longitude, north pole, south pole, equator, time zones, elevation, approximate distances in miles, isthmus, and strait.</p> <p><b>3.3</b> Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p><b>3.4</b> Examine major physical and political features on globes and maps, including mountains, plains, plateaus, mesas, buttes deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p><b>3.5</b> Explain the difference between relative and absolute location.</p> <p><b>3.6</b> Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.</p> <p><b>3.7</b> Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).</p> <p><b>3.8</b> Interpret digital sources and informational text to</p>	<p><b>Guiding Questions:</b></p> <p>What are the major physical components of the world, and how are they represented on a map?</p> <p>What can we learn about our world by studying and comparing formal regions?</p> <p>How does a product go from a natural resource to a finished product?</p> <p>How do Earth's physical systems affect how people live?</p> <p>How do environments and regions differ around the world and what weather forces contributed to these differences?</p> <p>How do human interactions to meet basic needs affect the environment?</p> <p><b>Vocabulary:</b></p> <p>geography landforms cardinal directions legend (map key) compass rose country region mountain hemisphere</p>	<p>Color and label a blank world map with the names of the continents and oceans.</p> <p>Draw the equator and prime meridian and fold on those lines.</p> <p>Label the hemispheres and the north and south poles.</p> <p>Students should add a compass rose.</p> <p>Look at a map of the community and write out directions from one point of interest to another.</p> <p>Choose 2 continents to compare and contrast.</p> <p>Choose a continent you want to visit and write a persuasive letter to your parents convincing them to travel there on your next family vacation.</p> <p>Make a T chart to categorize geographic features as either land or water.</p> <p>Landform art: Give students a piece of drawing paper and have them fold it into 4 to 8 squares. Have students label each square with the names of a landform or a body of water. Then have them create an illustration that depicts</p>	<p><a href="#">Archived TN SPI's Research Project:</a> Features of Geography- Choose a North American landform to research. Students should write an informative report about the chosen landform. Students can research the landform using books or the internet. Students should write a report about the chosen landform</p> <p><i>Inquire A Student Handbook for 21<sup>st</sup> Century Learning – Chapter 20</i></p> <p><b>Websites:</b> <a href="http://www.ikeepbookmarks.com/browse.asp?account=46523&amp;clientWidth=0">http://www.ikeepbookmarks.com/browse.asp?account=46523&amp;clientWidth=0</a></p> <p><b>Books:</b> <i>Houghton Mifflin Social Studies Tennessee: Many Regions, One World</i> (2009) <i>Discovery Channel School Series Oceans Volcanoes Looking at Landforms</i> by Ellen K.</p>

## Quarter 1 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>describe how humans interact with their environment.</p> <p><b>3.9</b> Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p><b>3.10</b> Trace the development of a product from its natural resource state to a finished product.</p> <p><b>3.11</b> Analyze how natural resources have impacted the economy of each region and their connections to global trade.</p> <p><b>3.12</b> Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).</p> <p><b>3.13</b> Summarize how people interact with their environment to satisfy basic needs and how geographic challenges are resolved, including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.</p> <p><b>TNSS:</b></p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>3.RIT.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3.W.7</b> Conduct short research projects that build knowledge about a topic</p>	<p>latitude longitude north pole south pole equator hemisphere time zones elevation approximate distances in miles isthmus strait</p>	<p>that landform and write a caption that describes each landform.</p> <p>As students learn about Ecosystems they can create a chart to list the details of each. Create a model of a specific ecosystem. Summarize the ways in which human activities can affect ecosystems. Describe and compare rivers, lakes, and oceans.</p> <p>Chose a product and trace it from its natural resource state to a finished product.</p> <p>Summarize the ways in which human activities can affect ecosystems.</p> <p>Describe and compare rivers, lakes, and oceans.</p> <p>Watch Discovery Education videos about different regions and types of communities throughout the world.</p> <p>Describe and compare interdependence among states, countries, and regions.</p> <p>Compare and contrast the Blue Ridge, Cascade, Rockies, and Alaska Range mountain regions.</p>	<p>Mitten</p> <p><i>U. S. Landforms</i> by Dana Meachen Rau</p> <p><i>America's Top 10 Natural Wonders</i> by Edward Ricciuti</p> <p><i>Looking at Maps and Globes</i> by Rebecca Olien</p>

## Quarter 1 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>North America/Government</b></p> <p><b>3.14</b> Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.17</b> Compare and contrast a primary source and secondary source of the same event or topic. <b>(C, H)</b></p> <p><b>3.18</b> Identify and locate on a map: Canada, Mexico, Central America, and the 50 states of the U.S. <b>(G)</b></p> <p><b>3.19</b> Compare and contrast different maps to show the location of Alaska and Hawaii as outside of the contiguous United States, using a globe to refine understanding of the location of the two states. <b>(G)</b></p> <p><b>3.20</b> Identify on a map major cities of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.). <b>(G, TN)</b></p> <p><b>3.21</b> Locate the states that comprise the regions of the United States. <b>(G)</b></p> <p><b>3.22</b> Identify major physical features on a map <b>(G, TN):</b></p> <p>Rivers – Colorado, Cumberland, ---Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee</p> <ul style="list-style-type: none"> <li>Mountains – Alaska Range, Appalachian,</li> </ul>	<p>How does where you live affect how you live?</p> <p>Why is culture such a valued component to human existence?</p> <p>Why are primary and secondary sources important components to history and learning?</p> <p>What can we learn about our world by studying and comparing formal regions?</p> <p>How do environments and regions differ around the world?</p> <p>What is the purpose of a physical map?</p> <p>How do people make a living? How do they use their money? What is a budget and why is it important?</p> <p>Why are import and export important in terms of economics?</p> <p>What is the relationship between producers and consumers and how do they depend on each other?</p> <p>How are products made, sold, and transported around the world?</p>	<p>Make a Venn diagram that compares two cultural groups and the components of their culture.</p> <p>Student can draw an original representation of culture within their environment, then exchange their art piece with another student to analyze their artwork and write descriptive piece to describe that individual's culture. Look at pictures of another culture in their environment. Students will explain how that culture would be able to meet their basic needs.</p> <p>Create a puzzle with the regions of the US.</p> <p>Describe and compare the different lakes, rivers, oceans, and deserts through descriptive writing.</p> <p>Have each student bring in an item to barter with a classmate.</p> <p>Have students categorize pictures or scenarios as barter of money economy</p>	<p><b>Websites:</b></p> <p>North America <a href="http://continents.mrdonn.org/nor-america.html">http://continents.mrdonn.org/nor-america.html</a></p> <p>The Branches of Government <a href="http://www.flocabulary.com/3-branches-of-government/">http://www.flocabulary.com/3-branches-of-government/</a></p> <p>The Constitution <a href="http://www.usconstitution.net/constkidsK.html">http://www.usconstitution.net/constkidsK.html</a></p> <p><a href="http://www.usconstitution.net/constkidsK.html">The Constitution by Christine Taylor-Butler.</a></p> <p><a href="http://www.usconstitution.net/constkidsK.html">The Constitution by Geoffrey M. Horn.</a></p> <p>TN History for Kids <a href="http://www.tnhistoryforkids.org">www.tnhistoryforkids.org</a></p> <p>(50 States – Interactive Activity) <a href="http://exchange.smarttech.com/tails.html?id=83b43e77-38c3-46ca-9b5c-3be076b12213">http://exchange.smarttech.com/tails.html?id=83b43e77-38c3-46ca-9b5c-3be076b12213</a></p> <p><a href="http://www.50states.com/">http://www.50states.com/</a></p>

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2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Cascade, Rockies</p> <ul style="list-style-type: none"> <li>Bodies of Water – Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific</li> <li>Deserts – Death Valley, Great Basin</li> <li>Landforms – Grand Canyon</li> </ul> <p><b>3.23</b> Identify examples of scarcity in and around specific regions. <b>(E, G)</b></p> <p><b>3.24</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>3.25</b> Define supply and demand and describe how changes in supply and demand affect prices of specific products. <b>(E)</b></p> <p><b>3.26</b> Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. <b>(C, E, G, TN)</b></p> <p><b>3.27</b> Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. <b>(G, TN)</b></p> <p><b>3.28</b> Discuss the structure and purpose of government. <b>(P)</b></p> <p><b>3.29</b> Compare and contrast the national governments of Canada, Mexico, and the United States. <b>(P)</b></p>	<p>Why do people have governments, and how does our government work?</p> <p>What is the Constitution? What influence does this document have on decisions made by governments today?</p> <p><b>Vocabulary:</b>            culture            ethnic group            diversity            population            diversity            needs            wants            tradition            customs            shelter            urban            suburban            rural            longitude            latitude            primary sources            secondary sources            weapons            landforms            physical map            rivers            mountains            oceans</p>	<p>Create scenarios in which students experience supply and demand and its changes on economy based on the scarcity of a product.</p> <p>Create a cause and effect chart to show how supply and demand affects price.</p> <p>Create a comic strip to show supply and demand for a popular product.</p> <p>Make a list of five things the government should do. Choose one thing and prepare a speech that explains why it is important.</p> <ul style="list-style-type: none"> <li>Create a poster that describes the duties of the three branches of government in Tennessee.</li> <li>Research and compare how Supreme Court justices are chosen with</li> </ul> <p>Have students do a compare and contrast writing on the culture of each Grand Division</p> <p>(Preamble) Place students in small group are giving one piece of the preamble to each. The group discusses what their part means, why it is important and how it affects their personal rights. After they have discussed their part, the students work within their group to create a skit to present to the class. Their skit outlines one portion of the preamble and</p>	<p>Major Cities in the U.S.  <a href="http://www.enchantedlearning.com/usa/cities/">http://www.enchantedlearning.com/usa/cities/</a></p> <p><a href="http://www.mapsofworld.com/usa-capital-and-major-cities-map.html">http://www.mapsofworld.com/usa-capital-and-major-cities-map.html</a></p> <p>Regions of the World – (Smart board)  <a href="http://exchange.smarttech.com/tails.html?id=0811479c-51f8-4bba-a3df-d854cead6f5a">http://exchange.smarttech.com/tails.html?id=0811479c-51f8-4bba-a3df-d854cead6f5a</a></p> <p><a href="http://exchange.smarttech.com/tails.html?id=58918afa-d3a7-43b0-88c4-7b3c6d21602a">http://exchange.smarttech.com/tails.html?id=58918afa-d3a7-43b0-88c4-7b3c6d21602a</a></p> <p><a href="http://www.scholastic.com/teach/top_teaching/2010/03/region-tour">http://www.scholastic.com/teach/top_teaching/2010/03/region-tour</a></p> <p>American Rivers (Smart board)  <a href="http://exchange.smarttech.com/tails.html?id=3f91daa1-c405-4fa84bd-2af3a0273c09">http://exchange.smarttech.com/tails.html?id=3f91daa1-c405-4fa84bd-2af3a0273c09</a></p> <p><i>Three Grand Divisions of TN            Tennessee History PowerPoint            Tennessee River Trail Drive and ...</i></p>

## Quarter 1 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>3.30</b> Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. <b>(P, TN)</b></p> <p><b>TNSS:</b></p> <p><b>3.RIT.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>3.W.2</b> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3.W.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>lakes deserts scarcity import and export goods services supply and demand barter consumer producer agriculture industry natural resource finished product human resources capital resources assembly line trade manufacturing Three Grand Divisions of Tennessee government Constitution laws government service Congress Supreme Court President taxes</p>	<p>creates a modern-day scene showing how it is important today.</p>	<p><b>Books:</b> <i>The Day I Swapped My Dad for Two Goldfish</i> written by Neil Gaiman</p> <p><i>North America</i> by Michael and Jane Pelusey</p> <p><i>North America</i> by Helen Bateman and Jayne Denshire</p> <p><i>In 1492</i> by Jean Marzollo</p>

## Quarter 2 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>South America</b></p> <p><b>3.31</b> Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.32</b> Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. <b>(C, G, H, P)</b></p> <p><b>3.33</b> Identify on a map major countries of the continent (Brazil, Colombia, Cuba, and Peru, Argentina). <b>(G)</b></p> <p><b>3.34</b> Identify major physical features of the continent <b>(G)</b>:</p> <ul style="list-style-type: none"> <li>• Rivers - Amazon</li> <li>• Mountains - Andes</li> <li>• Bodies of Water - Straits of Magellan, Lake Titicaca</li> <li>• Landforms - Caribbean Islands, Galapagos Islands</li> </ul> <p><b>3.35</b> Identify examples of scarcity in and around specific regions. <b>(E, G)</b></p>	<p>Why are Christopher Columbus and Amerigo Vespucci important people in South American history?</p> <p>What are the characteristics of culture with South American natives?</p> <p>What similarities or differences are there between North American culture and South American culture?</p> <p>What is the Panama Canal and how does it benefit travelers today?</p> <p>How does the climate in a region affect the supply of a natural resource?</p> <p>How can the scarcity of resources influence the citizens of a specific region?</p> <p>Why are select items found at certain stores in South America?</p> <p>Why do the people of this continent have to travel to several stores to get what they specifically need?</p> <p>Why is the government increasing the prices of certain food items?</p> <p>What is the difference between dictatorship and democracy?</p>	<p>Research-South America and tell about its history and culture</p> <p>Create a double bubble map, comparing and contrasting carnival like celebrations in North America to those in South America (Rio de Janeiro)</p> <p>Write a persuasive or informative piece on the Rio de Janeiro carnival.</p> <p>Make a facts chart about South America, then have students summarize their information in the form of a news report. (Oral presentations)</p> <p>Review the geography of South America with tutorials, quizzes and games from the <a href="#">South America Geography</a> link</p> <p>Write a reflective piece on water scarcity in Bolivia or the food shortage in Venezuela.</p> <p>Students will create a persuasive skit or commercial in which they are trying to inform an audience of the scarcity of resources in South America and how they can persuade them to help solve it.</p> <p>Discuss a dictatorship and a democratic government.</p> <ul style="list-style-type: none"> <li>• Have students write a persuasive piece on which form of government they would prefer to lead or be a part of and have them explain their selection.</li> <li>• Have students brainstorm words to describe</li> </ul>	<p><b>Websites:</b></p> <p>South American Geography <a href="http://www.mapsofworld.com/south-america/">http://www.mapsofworld.com/south-america/</a></p> <p><a href="http://www.sheppardsoftware.com/South_America_Geography.htm">http://www.sheppardsoftware.com/South_America_Geography.htm</a></p> <p><a href="http://www.pancanal.com/eng/photo/camera-java.html">http://www.pancanal.com/eng/photo/camera-java.html</a></p> <p>Continent and Map Quizzes <a href="http://www.ilike2learn.com/">http://www.ilike2learn.com/</a></p> <p>South American Landforms <a href="http://education.nationalgeographic.com/education/encyclopedia/south-america-physical-geography/?ar_a=1">http://education.nationalgeographic.com/education/encyclopedia/south-america-physical-geography/?ar_a=1</a></p> <p>Water Scarcity in S. America <a href="http://www.coha.org/on-water-scarcity-and-the-right-to-life-bolivia/">http://www.coha.org/on-water-scarcity-and-the-right-to-life-bolivia/</a></p> <p>South American Culture <a href="http://education.nationalgeographic.com/education/encyclopedia/south-america-human-geography/?ar_a=1">http://education.nationalgeographic.com/education/encyclopedia/south-america-human-geography/?ar_a=1</a></p> <p><a href="http://angelasancartier.net/south-america-history-of-dress">http://angelasancartier.net/south-america-history-of-dress</a></p> <p>Inquire – pgs. 261 &amp; 316 (creating a</p>

## Quarter 2 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>3.36</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>3.37</b> Define supply and demand and describe how changes in supply and demand affect prices of specific products. <b>(E)</b></p> <p><b>3.38</b> Summarize the differences between a dictatorship and democratic forms of government. <b>(P)</b></p> <p><b>TNSS:</b>  <b>3.RIT.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</p>	<p><b>Vocabulary:</b>  culture  isthmus  Christopher Columbus  Inca empire  slavery importation  Rio de Janeiro  colonization  mestizo  industry  merchant  urban  suburban  rural  longitude  latitude  primary sources  secondary sources  weapons  landforms  physical map  rivers  mountains  oceans  lakes  deserts  scarcity  import and export  goods  services  supply and demand</p>	<p>freedom. Then have them create a poem about freedom. (Have them reference dictatorship and democracy within the poem to show true understanding of the terms.)</p>	<p>timeline) pg. 302 (Expository essay)</p> <p>Amerigo Vespucci  <a href="http://www.biography.com/people/amerigo-vespucci-9517978#awesm=~oB5hN4nd2aawxF">http://www.biography.com/people/amerigo-vespucci-9517978#awesm=~oB5hN4nd2aawxF</a></p> <p>Pablo Neruda  <a href="http://www.biography.com/people/pablo-neruda-9421737#awesm=~oB5s5Zp2uZ9rEi">http://www.biography.com/people/pablo-neruda-9421737#awesm=~oB5s5Zp2uZ9rEi</a></p> <p>South American Timeline  <a href="http://www.historyworld.net/timesearch/default.asp?conid=2&amp;topsort=202001&amp;direction=PREV&amp;keywords=South%20America%20timeline&amp;timelineid=">http://www.historyworld.net/timesearch/default.asp?conid=2&amp;topsort=202001&amp;direction=PREV&amp;keywords=South%20America%20timeline&amp;timelineid=</a></p> <p>Imports and Exports  <a href="http://pierstransportation.wordpress.com/2013/08/01/top-u-s-imports-exports-with-south-america/">http://pierstransportation.wordpress.com/2013/08/01/top-u-s-imports-exports-with-south-america/</a></p> <p><a href="http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&amp;filename=em400_mappingexports.swf">http://www.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?lid=400&amp;filename=em400_mappingexports.swf</a></p> <p><b>Books:</b>  <i>South America</i> by Myra Weatherly</p>

**Quarter 2  
Weeks 1-4**

<b>2014-2015 TN State Standards (TNSS)</b>	<b>Guiding Questions/ Vocabulary</b>	<b>Assessment/ Activities</b>	<b>Instructional Resources</b>
<p>(e.g., where, when, why, and how key events occur)</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3. W.8.</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>	<p>barter consumer producer agriculture industry natural resource finished product human resources capital resources assembly line trade manufacturing dictatorship democracy Cuban Revolution</p>		<p><i>South America</i> by Helen Bateman and Jayne Denshire.</p> <p>Houghton Mifflin <i>Social Studies Tennessee: Many Regions, One World</i> (2009)</p>

## Quarter 2 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Europe</b></p> <p><b>3.39</b> Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.40</b> Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. <b>(C, G, H, P)</b></p> <p><b>3.41</b> Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). <b>(G)</b></p> <p><b>3.42</b> Identify major physical features of the continent <b>(G)</b>:</p> <ul style="list-style-type: none"> <li>• Mountains – Alps, Gibraltar</li> <li>• Bodies of Water - Arctic Ocean, Mediterranean Sea</li> </ul> <p><b>3.43</b> Identify examples of scarcity in and around specific regions. <b>(E, G)</b></p> <p><b>3.44</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>3.45</b> Compare and contrast a monarchy and a democratic form of government. <b>(P)</b></p> <p><b>TNSS:</b></p> <p><b>3.W.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>3.RIT.3</b> Describe the relationship between a series</p>	<p><b>Guiding Questions:</b></p> <p>What can we learn about our world by studying and comparing formal regions?</p> <p>What can culturally and economically unify people of a continent or a region?</p> <p>How do cultures change over time and how do they spread?</p> <p>What are the basic human needs of all cultures, and how do they differ across cultures?</p> <p>What is a cultural celebration?</p> <p>What cultural and religious holidays are celebrated in the major countries of Europe? (France, Italy, Germany, Russia, Spain, and the United Kingdom)</p> <p><b>Vocabulary:</b></p> <p>landforms physical map rivers mountains oceans lakes deserts</p>	<p>Discuss how different cultures in major European countries meet their basic needs.</p> <p>Research the different governments in the major countries of Europe.</p> <p>Choose two countries and compare and contrast their governments.</p> <p>Identify major imports and exports of European countries.</p> <p>Compare and contrast a monarchy and a democratic form of government.</p> <p>Have students research Christmas traditions of the major countries of Europe and identify traditions that were brought to The New World by these cultures.</p>	<p><b>Maps:</b></p> <p><a href="http://continents.mrdonn.org/europe.html">http://continents.mrdonn.org/europe.html</a></p> <p><a href="http://www.worldatlas.com/webimage/countrys/eumaps.htm">http://www.worldatlas.com/webimage/countrys/eumaps.htm</a></p> <p><a href="http://www.mapsofworld.com/europe/">http://www.mapsofworld.com/europe/</a></p> <p><a href="http://www.lib.utexas.edu/maps">http://www.lib.utexas.edu/maps</a></p> <p>Countries in Europe: <a href="http://kids.nationalgeographic.com/kids/places/find/">http://kids.nationalgeographic.com/kids/places/find/</a></p> <p>European Introduction-Smart Exchange: <a href="http://exchange.smarttech.com/details.html?id=3e5f5266-3b48-4c88-9dae-7bfb87574cc0">http://exchange.smarttech.com/details.html?id=3e5f5266-3b48-4c88-9dae-7bfb87574cc0</a></p> <p><b>Books:</b></p> <p><i>Monarchy</i> by Richard Tames</p> <p><i>Olympic Games in Ancient Greece</i> by Shirley Glubok and Alfred Tamarin</p> <p><i>An Online Visit to Europe</i> by Erin M. Hovanec</p> <p>Houghton Mifflin <i>Social Studies Tennessee: Many Regions, One World</i> (2009)</p>

## Quarter 2 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3.W.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>	<p>scarcity import and export goods services supply and demand barter consumer producer agriculture industry natural resource finished product human resources capital resources assembly line trade manufacturing artifacts ancestors traditions cultures ethnic populations urban suburban rural longitude latitude primary sources secondary sources weapons</p>		

## Quarter 3 Weeks 1-5

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Africa</b></p> <p><b>3.39</b> Describe the diverse but unified nature of people within a continent or region, identifying the distinct contribution made by their culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.40</b> Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. <b>(C, G, H, P)</b></p> <p><b>3.41</b> Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). <b>(G)</b></p> <p><b>3.42</b> Identify major physical features of the continent <b>(G)</b>:</p> <ul style="list-style-type: none"> <li>• Mountains – Alps, Gibraltar</li> <li>• Bodies of Water - Arctic Ocean, Mediterranean Sea</li> </ul> <p><b>3.43</b> Identify examples of scarcity in and around specific regions. <b>(E, G)</b></p> <p><b>3.44</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>3.45</b> Compare and contrast a monarchy and a democratic form of government. <b>(P)</b></p>	<p><b>Guiding Questions:</b></p> <p>How does migration play a key role in the cultural geography of Africa?</p> <p>What is cultural celebration?</p> <p>What cultural and religious holidays do we celebrate in Africa?</p> <p>Why are physical characteristics of a place a liability for settlement?</p> <p>What are the major physical components of the world, and how are they represented on a map?</p> <p>What factors influence the quality of the environment?</p> <p>How can humans promote a healthy environment?</p> <p><b>Vocabulary:</b></p> <p>migration artifacts ancestors population ethnic Egypt Bantu Migration</p>	<p>Look at pictures of components of culture and identify them as language, food, clothing, art, and music.</p> <p>Create a double bubble map, comparing and contrasting American culture to African culture.</p> <p>Make a list human basic needs and how they are met in TN, Africa, and the world.</p> <p>Research Nelson Mandela's Nobel Peace Prize in 1993.</p> <p>Create an "I Have, Who Has?" game using the physical features of African and their location.</p> <p>Have students identify major continents and landforms on an outlined map of</p>	<p><b>Research Project:</b></p> <p>Human Geography- Have students compare and contrast African culture to North American culture. (Suggestions: government, food, dance, traditions, clothing, celebrations, art and music)</p> <p><b>Websites:</b></p> <p>African Geography <a href="http://www.yourchildlearns.com/africa_map.htm">http://www.yourchildlearns.com/africa_map.htm</a></p> <p><a href="http://continents.mrdonn.org/africa.html">http://continents.mrdonn.org/africa.html</a></p> <p><a href="http://www.worldatlas.com/webimage/countrys/af.htm">http://www.worldatlas.com/webimage/countrys/af.htm</a></p> <p><a href="http://www.mapsofworld.com/africa/">http://www.mapsofworld.com/africa/</a></p> <p><a href="http://education.nationalgeographic.com/education/mapping/interactive-map/?lg=33&amp;b=0&amp;f=247&amp;bbox=-170.55769,-67.06743,162.72356,67.47492&amp;ar_a=1&amp;ls=1800007&amp;t=1">http://education.nationalgeographic.com/education/mapping/interactive-map/?lg=33&amp;b=0&amp;f=247&amp;bbox=-170.55769,-67.06743,162.72356,67.47492&amp;ar_a=1&amp;ls=1800007&amp;t=1</a></p>

Quarter 3 Weeks 1-5			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>TNSS:</b></p> <p><b>3.W.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>3.RIT.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3.W.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort</p>	<p>African slave trade cheches bubus countries continent mountains desert oceans landforms population urban suburban rural longitude latitude primary sources secondary sources weapons</p>	<p>Africa and its countries.</p> <p>Students create a persuasive writing piece in which they are to imagine they live in Africa and they are only allowed two natural resources to live.</p> <p>Students can create a commercial, skit or song that provides a solution to water scarcity in Africa.</p>	<p>Africa : Human Geography <a href="http://education.nationalgeographic.com/education/encyclopedia/africa-human-geography/?ar_a=1">http://education.nationalgeographic.com/education/encyclopedia/africa-human-geography/?ar_a=1</a></p> <p>Nelson Mandela <a href="http://www.timeforkids.com/news/nelson-mandela-1918-2013/97361">http://www.timeforkids.com/news/nelson-mandela-1918-2013/97361</a></p> <p><a href="http://www.ducksters.com/biography/nelson_mandela.php">http://www.ducksters.com/biography/nelson_mandela.php</a></p> <p><a href="http://www.scholastic.com/teachers/article/biography-nelson-mandela">http://www.scholastic.com/teachers/article/biography-nelson-mandela</a></p> <p>Africa: Resources <a href="http://education.nationalgeographic.com/education/encyclopedia/africa-resources/?ar_a=1">http://education.nationalgeographic.com/education/encyclopedia/africa-resources/?ar_a=1</a></p> <p><b>Books:</b> <i>7 Wonders of Africa</i> by Michael Woods and Mary B. Woods (2008)</p> <p><i>Egypt</i> by Elizabeth Berg (2010)</p>

## Quarter 3 Weeks 6-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Australia</b></p> <p><b>3.53</b> Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.54</b> Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. <b>(C, G, H, P)</b></p> <p><b>3.55</b> Identify the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania. <b>(G)</b></p> <p><b>3.56</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>TNSS:</b></p> <p><b>3.RIT.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Guiding Questions:</b></p> <p>What makes one place different from another?</p> <p>Who were the first people of Australia?</p> <p>What happened when the English landed on the Australian continent?</p> <p>How does the settlement of Australia compare with the settlement of the United States of America?</p> <p><b>Vocabulary:</b> Landforms, physical map, rivers, mountains, oceans, lakes, deserts, scarcity, import and export, goods, services, supply and demand, barter, consumer, producer, agriculture, industry natural resource, finished product, human resources, capital resources, assembly line, trade, manufacturing, artifacts, ancestors, traditions, cultures, ethnic, populations, urban suburban, rural, longitude, latitude, primary sources, secondary sources, weapons</p>	<p>Research and discuss the origins of Aboriginal people in Australia. Discuss James Cook and his exploration in 1770, landing in Botany Bay aboard the ship named HM Bark Endeavour.</p> <p>Compare the gold rushes in <a href="#">Ballarat</a>, and <a href="#">Bendigo</a> to the California gold rush.</p> <p>Research the creation of The Commonwealth of Australia-1901.</p> <p>Create a timeline depicting the history of Australia (<a href="http://www.tiki-toki.com/">http://www.tiki-toki.com/</a> - excellent timeline website)</p> <p>Research Australian customs and holidays. How do they compare to those in the United States? Compare the culture of Australia with that of the United States.</p>	<p><b>Websites:</b></p> <p>Landforms <a href="http://www.australianlandmarks.com.au/lists/australian-landforms-top-10-list">http://www.australianlandmarks.com.au/lists/australian-landforms-top-10-list</a></p> <p>Timelines <a href="http://www.aushistorytimeline.com/">http://www.aushistorytimeline.com/</a></p> <p>Power Point presentations <a href="http://australia.mrdonn.org/powerpoints.html">http://australia.mrdonn.org/powerpoints.html</a> (terrific website!)</p> <p>Maps <a href="http://www.worldatlas.com/webimage/countrys/oceania/australia/auland.htm">http://www.worldatlas.com/webimage/countrys/oceania/australia/auland.htm</a></p> <p><b>Books</b> <i>Discover Australia</i> by Chris Ward <i>The Aboriginal Peoples of Australia</i> by Anne Bartlett <i>James Cook</i> by Zachary Kent</p>

Quarter 3 Weeks 8-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>History</b></p> <p><b>3.16</b> Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. <b>(C, G, H, P, TN)</b></p> <p><b>Suggestions are as follows:</b>                      Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama</p>	<p><b>Guiding Questions:</b>                      How is it possible for different people to interpret an event differently?</p> <p>How can the story of another American, past or present, influence your life?</p> <p><b>Vocabulary:</b>                      Boycott                      Human Rights                      Civil Rights                      Nonviolent Protest                      Desegregation                      Prosperity                      Baby Boom                      Veteran                      Vaccine</p>	<p>Research a historical figure and create a timeline of important events in the life of that person.  <a href="http://www.tiki-toki.com/">(http://www.tiki-toki.com/</a></p> <p>Conduct a debate about an issue that a chosen historical figure faced during their lifetime.</p>	<p><b>Websites:</b>                      TN History for Kids  <a href="http://www.tnhistoryforkids.org">www.tnhistoryforkids.org</a>                      George Washington:  <a href="http://www.libertyskids.com/arch_who_gwashington.html">http://www.libertyskids.com/arch_who_gwashington.html</a>   <a href="http://www.ducksters.com/biography/uspresidents/georgewashington.php">http://www.ducksters.com/biography/uspresidents/georgewashington.php</a>                      Noah Webster:  <a href="https://www.noahwebsterhouse.org/discover/kids-corner/">https://www.noahwebsterhouse.org/discover/kids-corner/</a>                      Nancy Ward:  <a href="http://www.tnhistoryforkids.org/people/nancy_ward">http://www.tnhistoryforkids.org/people/nancy_ward</a>                      Abraham Lincoln:  <a href="http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php">http://www.ducksters.com/biography/uspresidents/abrahamlincoln.php</a>                      Harriet Tubman:  <a href="http://www.ducksters.com/biography/women_leaders/harriet_tubman.php">http://www.ducksters.com/biography/women_leaders/harriet_tubman.php</a>   <a href="http://kids.nationalgeographic.com/kids/stories/peopleplaces/harriet_tubman/">http://kids.nationalgeographic.com/kids/stories/peopleplaces/harriet_tubman/</a>                      Barack Obama:  <a href="http://www.ducksters.com/biography/uspresidents/barackobama.php">http://www.ducksters.com/biography/uspresidents/barackobama.php</a>   <a href="http://www.timeforkids.com/news/meet-barack-obama/44386">http://www.timeforkids.com/news/meet-barack-obama/44386</a>  <b>Books:</b>  <i>Of thee I sing : a letter to my daughters</i> by Barack Obama                      by Stephen Feinstein   <i>Harriet Tubman, secret agent : how daring slaves and free Blacks spied for the Union during the Civil War</i> by Thomas B. Allen</p>

<b>Quarter 3 Weeks 8-9</b>			
<b>2014-2015 TN State Standards (TNSS)</b>	<b>Guiding Questions/ Vocabulary</b>	<b>Assessment/ Activities</b>	<b>Instructional Resources</b>
			<p>Abraham Lincoln by Tanya Lee Stone</p> <p><i>Wild Rose : Nancy Ward and the Cherokee Nation</i> by Mary R. Furbee</p> <p><i>What do you mean? : a story about Noah Webster</i> by Jeri Ferris</p> <p><i>George Washington</i> by Lenny Hort</p> <p><i>George Washington</i> by Stephen Feinstein</p>

## Quarter 4 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Asia</b></p> <p><b>3.57</b> Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. <b>(C, H)</b></p> <p><b>3.58</b> Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. <b>(C, G, H, P)</b> Suggestions are as follows: Mesopotamia including the creation of the written alphabet; important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper; The Great Wall of China; Marco Polo and trade along the Silk Route; 2004 Indian Ocean Tsunami, and current events.</p> <p><b>3.59</b> Identify the major countries of the continent (China, India, Israel, and Japan). <b>(G)</b></p> <p><b>3.60</b> Identify the Himalayas, Mount Everest, and Mesopotamia. <b>(G)</b></p> <p><b>3.61</b> Interpret a chart, graph, or resource map of major imports and exports. <b>(E, G)</b></p> <p><b>3.62</b> Describe how goods and services are exchanged on local and international levels. <b>(E, G)</b></p>	<p><b>Guiding Questions:</b></p> <p>Why do we remember those who helped form our state?</p> <p>Who are the people who helped shape Tennessee?</p> <p>How did these people make difference?</p> <p><b>Vocabulary:</b></p> <p>Tennessee leader community</p>	<p>Have students research, dress as a famous Tennessean and tell something about the person.</p> <p>Read various trade books about these famous Tennesseans:</p> <ul style="list-style-type: none"> <li>• David Crockett</li> <li>• Sequoyah</li> <li>• Andrew Jackson</li> <li>• James K. Polk</li> <li>• Alvin C. York</li> <li>• Wilma Rudolph</li> <li>• Elvis Presley</li> </ul> <p>Have students write/draw about each famous Tennessean and explain why they are remembered</p>	<p><b>Research Project:</b></p> <p>Famous People of Tennessee</p> <p><b>Websites:</b></p> <p><a href="http://www.tnhistoryforkids.org">http://www.tnhistoryforkids.org</a></p> <p><a href="http://tntrivia.com/famous_tennesseans.htm">http://tntrivia.com/famous_tennesseans.htm</a></p> <p><b>Books:</b></p> <p><i>Inquire: A Student Handbook to 21<sup>st</sup> Century Learning: Zaner-Bloser Part 3: Developing Projects</i></p>

## Quarter 4 Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Antarctica</b></p> <p><b>3.63</b> Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or accounts of experiences when appropriate to clarify ideas, thoughts, and feelings. <b>(C, G)</b></p> <p><b>3.64</b> Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. <b>(C, H, P)</b> Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.</p> <p><b>3.65</b> Conduct a short research project to examine the Antarctic Treaty. <b>(P)</b></p> <p><b>3.66</b> Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. <b>(G)</b></p> <p><b>3.67</b> Read and interpret information about the impact of people on the environment. <b>(G)</b></p> <p><b>3.68</b> Identify McMurdo Station. <b>(G)</b></p> <p><b>TNSS:</b></p> <p><b>3.RIT.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>3.RIT.4</b> Determine the meaning of general academic and domain-specific words and</p>	<p>How can geographic information systems and other geographic technologies impact development?</p> <p>How is one place different from another place?</p> <p>Why are extreme physical characteristics a liability for settlement?</p>	<p>Research the history of the Antarctic. Create a timeline of people who have explored this continent. Use <a href="http://www.tiki-toki.com/">http://www.tiki-toki.com/</a> to help create timelines.</p> <p>Research the American McMurdo Station which is a center for all manner of scientific programs and experiments.</p>	<p><b>Websites:</b></p> <p>Maps: <a href="http://continents.mrdonn.org/antarctica.html">http://continents.mrdonn.org/antarctica.html</a></p> <p>Cool facts: <a href="http://faculty.umf.maine.edu/gretchen.legler/public/www/antarcticawebsite/coolf.htm">http://faculty.umf.maine.edu/gretchen.legler/public/www/antarcticawebsite/coolf.htm</a></p> <p><a href="http://factsforkids.net/antarctica-facts-for-kids/">http://factsforkids.net/antarctica-facts-for-kids/</a></p> <p>Timelines: <a href="http://www.timeforkids.com/minisite/antarctica">http://www.timeforkids.com/minisite/antarctica</a></p> <p>Explorers: <a href="http://www.enchantedlearning.com/explorers/antarctica.shtml">http://www.enchantedlearning.com/explorers/antarctica.shtml</a></p> <p>McMurdo Station: <a href="http://www.timeforkids.com/news/life-mcmurdo/140131">http://www.timeforkids.com/news/life-mcmurdo/140131</a> <a href="http://www.coolantarctica.com/Community/mcmurdo/mcmurdo_base_antarctica.htm">http://www.coolantarctica.com/Community/mcmurdo/mcmurdo_base_antarctica.htm</a></p> <p><a href="http://newswatch.nationalgeographic.com/2013/02/11/landing-on-thin-ice-arriving-in-mcmurdo-station-antarctica/">http://newswatch.nationalgeographic.com/2013/02/11/landing-on-thin-ice-arriving-in-mcmurdo-station-antarctica/</a></p> <p>Antarctic Treaty:</p>

Quarter 4  
Weeks 5-7

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>3.RIT.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</p> <p><b>3.W.2</b> Write Informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>3.W.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort.</p>			<p><a href="http://www.usap.gov/usapgov/theAntarcticTreaty/index.cfm?m=2">http://www.usap.gov/usapgov/theAntarcticTreaty/index.cfm?m=2</a></p> <p><a href="http://classroom.antarctica.gov.au/international/antarctic-treaty">http://classroom.antarctica.gov.au/international/antarctic-treaty</a></p> <p><b>Books:</b>  <i>Black Whiteness: Admiral Byrd Alone in the Antarctic</i> by Robert Burleigh   <i>The Antarctic</i> by Lynn M. Stone   <i>North Pole, South Pole</i> by Nancy Smiler Levinson  <i>Greetings from Antarctica text and photographs</i> by Sara Wheeler</p>

**Quarter 4  
Weeks 8-9**

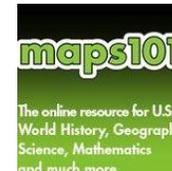
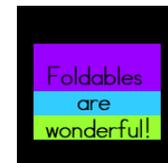
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p><b>Culture and Geography</b></p> <p><b>K.3</b> Compare family traditions and customs among different cultures. <b>(C)</b></p> <p><b>K.13</b> Identify the student’s street address, city/town, school name, and Tennessee as the state in which they live.</p> <p>Identify the location of Tennessee and the United States on a map. <b>(G)</b></p>	<p><b>Guiding Questions:</b> Why do we celebrate Cinco de Mayo?</p> <p>What are some traditions and customs from that culture?</p> <p>What do know about _____, the country Memphis in May is honoring this year?</p> <p><b>Vocabulary:</b> celebration community neighborhood Tennessee United States map globe holiday</p>	<p>Students will participate in the celebration of Cinco de Mayo by identifying the traditions and customs- dance, music, food/drink, art, and symbols.</p> <p>Memphis/Tennessee History Have the name and create a list/book of the famous sites of Memphis. (Example: the Mississippi River, the Pink Palace, the Zoo, the airport, Elvis Presley’s home, Brooks Museum, the bridge, the Peabody Hotel, etc.</p> <p>Have the students illustrate/color pictures of the sites and write descriptive sentences about these sites.</p> <p>Have the students create a map of Memphis including the school, and the famous sites.</p>	<p><b>Websites:</b> <a href="http://www.kids.librarypoint.org_cinco_de_mayo">http://www.kids.librarypoint.org_cinco_de_mayo</a></p> <p><a href="http://www.memphisinmay.org">http://www.memphisinmay.org</a></p> <p><b>Books:</b> Memphis in May Curriculum</p>

## Tool Box



<http://www.brooksmuseum.org/>

<http://www.newsela.com>



\*Please register for unlimited access to: <http://www.newela.com>, Flocabulary, Discovery Education, iCivics, BrainPop, and Maps101