

Spring 2009



History and Social Science Curriculum Guide

Grade Three

Spring 2009

Amherst County Public Schools History and Social Science Curriculum Guide

Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

Amherst County Public Schools Grade 3 History and Social Science Curriculum

SOL: 3.1

The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Contribution Government Direct democracy Representative democracy Rules Laws Architecture Parthenon Columns Arches Colosseum Aqueducts Sculpture Mosaics Olympics Citizen</p> <p>2) Explain how contributions of ancient Greece have influenced present day government in the United States</p>	<p>1) Teacher reads and discusses trade books about ancient Greece.</p> <p>2) Group discussions clarifying the vocabulary associated with Greece.</p> <p>3) Writing assignments: Students use graphic organizers to compare and contrast information (past and present) on ancient Greece before composing a paragraph about the information.</p> <p>4) Students identify characteristics of Greek architecture in pictures of famous buildings.</p> <p>5) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p>	<p>Reproducible Materials: <i>Color & Learn Ancient Greece</i>, Edupress ISBN 1-56472-209-0</p> <p><i>Ancient Greece</i> by Barbara Spilman Lawson, Fun Stuff Publications</p> <p><i>Ancient Greece Activity Book</i>, Edupress ISBN 1-56472-062-4</p> <p>CD Rom <i>Ancient Civilizations Greece and Rome</i>, National Geographic Picture Show ISBN 0-7922-3210-0</p> <p>Transparencies: National Geographic PPACK.GRE.TRAN-3-051595</p>	<p>K.2</p> <p>1.1</p> <p>2.1</p> <p>3.2, 3.4, 3.7, 3.10, 3.12</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>3) Compare and contrast ancient Olympic Games with Olympic Games of today</p> <p>4) Identify examples of Greek architecture and art</p> <p>5) Explain how contributions of ancient Rome have influenced present day government in the United States</p> <p>6) Identify examples of Roman architecture and art</p> <p>7) Distinguish between representative and direct democracy</p> <p>8) Recognize that a republican form of government is a representative democracy</p>	<p>6) Students vote on various issues simulating a direct democracy.</p> <p>7) Students participate in a mock election and simulate a representative democracy.</p> <p>8) Each student compiles a notebook with a section or portfolio for each ancient civilization. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>9) Class reads and discusses trade books about ancient Rome.</p> <p>10) Group discussions clarifying the vocabulary associated with Rome.</p> <p>11) Writing assignments: Students use graphic organizers to compare and contrast information about Rome before composing a paragraph about the information.</p>	<p><i>The Trojan Horse: How the Greeks Won the War</i> by Emily Little, Random House ISBN 0-394-89674-2</p> <p><i>Hour of the Olympics</i> by Mary Pope Osborne (Magic Tree House series)</p> <p><i>Growing Up in Ancient Greece</i> by Chris Chelepi, Troll Publishers ISBN 0-8167-2720-1</p> <p>Media Center: 1) "Ancient Civilizations for Children" Ancient Greece VT 558 2) "The Greeks: Athena's City and Greek Pottery" (20 min.) VT791 3) "The Greeks: Women and Children Greek Schools" (20 min.) VT 792 4) "Ancient Civilizations for Children" Ancient Rome VT 562</p> <p><i>Growing Up in Ancient Rome</i> by Mike Corbishley, Troll Publishers</p> <p>United Streaming</p>	
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	<p>12) Discuss how Greece and Rome influenced the United States government.</p> <p>13) Students create posters advertising games at the Olympics.</p> <p>14) Field trip to Sweet Briar College: examine the Greek and Roman influence on today's architecture.</p> <p>15) Students make models of the Colosseum, Parthenon, and aqueducts from clay, paper mache, or corrugated paper.</p> <p>16) Card sort for examples of paintings, sculptures, and mosaics.</p> <p>17) Given various scenarios of direct democracy and representative democracy, students identify which is being practiced in the scenario.</p> <p>18) Students design their own buildings incorporating columns and arches into the design.</p>	<p><i>Vacation Under the Volcano</i> by Mary Pope Osborne, Magic Tree House # 13</p> <p>Scenarios about the practice of direct and representative democracy</p> <p>Pictures of the Colosseum, Parthenon, columns, arches, and aqueducts</p> <p>Materials for making models</p> <p>Pictures of mosaics, sculptures, and paintings</p>	
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**Amherst County Public Schools
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SOL: 3.2

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify and demonstrate the oral tradition of storytelling</p> <p>2) State that the government of ancient Mali was ruled by kings</p> <p>3) Explain the economic development in Mali that evolved from trade</p> <p>4) Identify the location of the empire of Mali</p> <p>5) Define the following: Empire Oral tradition Storytellers Trade Trade route Preserve Natural resources University Timbuktu</p>	<p>1) Students sing a song from <i>The West African Empire of Mali</i> by Barbara Spilman Lawson, "On My Journey To Mali."</p> <p>2) Students read and discuss trade books about ancient Mali.</p> <p>3) Students participate in activities listed in <i>The West African Empire of Mali</i> by Barbara Spilman Lawson</p> <p>4) Teacher led group discussions clarifying the vocabulary.</p> <p>5) Use graphic organizers to summarize the importance of Timbuktu. Students compose a paragraph about Timbuktu.</p> <p>6) Simulate a field trip to ancient Mali.</p>	<p>www.doe.virginia.gov/VDOE, SOL Resources, <i>Mali: Ancient Crossroads of Africa</i></p> <p><i>Mali: Land of Gold and Glory</i> by Joy Masoff (Five Ponds Press)</p> <p><i>The West African Empire of Mali</i> by Barbara Spilman Lawson (Fun Stuff Publications)</p> <p>CD ROM: National Geographic Picture Show <i>Ancient Civilizations – Africa</i> ISBN 0-7922-9360-6</p> <p>Amherst County Public SchoolsMedia Center: "Ancient Civilizations for Children" Ancient Africa VT 555 (23 minutes)</p> <p><i>Factivity Booklet</i> by Gallopade International, Inc.</p> <p>United Streaming</p>	<p>K.1</p> <p>1.1, 1.6</p> <p>2.3, 2.7, 2.8</p> <p>3.4, 3.7, 3.8</p> <hr/> <p>For map skill activities refer to 3.4 and 3.5</p> <p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>6) Explain how Mali became a wealthy empire</p>	<p>7) Activities from <i>Factivity Booklet</i> by Gallopade International that summarize the ancient civilization of Mali, <i>The Empire of Mali: Land of Kings, Storytellers, and Trade!</i></p> <p>8) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>9) Students read African folk tales, make class presentations (play, puppet show, dance, etc.), and retell the tales.</p> <p>10) Students role play storytellers by retelling stories they have heard from family members.</p> <p>11) Each student compiles a notebook or portfolio for each ancient civilization. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p>	<p><i>The Empire of Mali: Land of Kings, Storytellers, and Trade!</i> Gallopade International ISBN 0-635-00862-9</p> <p><i>On the Edge of Timbuktu</i>, www.npr.org/programs/re/archivesdate/2003/may/mali/index.html</p> <p>www.uen.org/core/socialstudies/html/oueslessebougou/index.html</p> <p><i>Virtual Tour of Mali</i>, www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14877</p> <p>Dancescape presents "The Kingdom of Mali" http://mali.mydancescape.com</p> <p>Mali Lesson Plans, http://mali.pwnet.org/lessonplan/lessonplan-elementary.htm</p> <p>United Streaming</p>	
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**Amherst County Public Schools
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SOL: 3.3

The student will study the exploration of the Americas by

- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- b) identifying reasons for exploring, the information gained, the results of the travels, and the impact of these travels on American Indians.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport</p> <p>2) Compare the motivations of European explorers</p> <p>3) Identify the different sponsors of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport</p> <p>4) Identify the motivation for the explorations of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport</p>	<p>1) Make BINGO cards, crossword puzzles, word searches, et cetera to review facts on explorers. (www.TeachingIsEasy.com) (www.puzzlemaker.com)</p> <p>2) Students construct mini-books about each explorer, including their sponsor, motivation for exploring, and accomplishments.</p> <p>3) Student groups construct timelines (explorer names, dates, destinations).</p> <p>4) Students create computer databases on the explorers using the Essential Knowledge information from the Curriculum Framework.</p>	<p><i>Virginia SOL Biographies</i>, Gallopade International, 0-635-00390-2</p> <p><i>Christopher Columbus European Explorers</i> by Barbara Spilman Lawson (Fun Stuff Publications)</p> <p><i>Jacques Cartier European Explorers</i> by Barbara Spilman Lawson (Fun Stuff Publications)</p> <p><i>Christopher Newport European Explorers</i> by Barbara Spilman Lawson (Fun Stuff Publications)</p> <p><i>Thematic Unit: Explorers</i>, Teacher Created Materials, ISBN 1-55734-288-1</p>	<p>K.1</p> <p>K.2</p> <p>1.3</p> <p>2.2, 2.4, 2.7, 2.9</p> <p>3.5</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Define the following: Explorer European Sponsor Motivation Relocation</p> <p>6) Locate on world maps and globes origin and final destination of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport</p> <p>7) Describe the impact of European exploration on American Indians</p>	<p>5) Each student compiles a notebook with a section for explorers or portfolio for each explorer. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>6) Using the Essential Knowledge chart about explorers from the Curriculum Framework, create a chart with the headings kept on the chart and the columns blank. Reproduce another chart that has the information on the chart which students will cut out to use in sorting/matching activities. Students work in pairs using a completed chart to sort the information initially and progress to working independently without the completed chart.</p> <p>7) Students use maps and globes to locate origin and final destination of each explorer's voyage(s). They then label those locations on blank outline maps.</p>	<p><i>United States History: Early Explorers</i> by Jane Pofahl, T.S. Denison Publications, ISBN 0-513-02219-8</p> <p><i>Christopher Columbus</i> by Stephen Krensky (Random House), ISBN 0-679-80369-6</p> <p><i>Christopher Columbus</i> by David Goodnough (Troll Associates), ISBN 0-89375-162-6</p> <p><i>Pocahontas and the Strangers</i> by Clyde Robert Bulla, Scholastic (Christopher Newport is in this book)</p> <p>Media Center: 1) "Explorers of the World: Christopher Columbus" (VT 953) 23 minutes 2) "Explorers of the World: Spanish Explorers" (VT 963) 23 minutes 3) "Ponce de León: The First Conquistador" (VT 162) 53 minutes 4) "Explorers of the World: French Explorers" (VT 957) 23 minutes</p> <p>United Streaming</p>	
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	<p>8) Differentiated activities: Students work in small groups on class presentations of individual explorers. (skits, dramatizations, big books, puppet shows, songs, et cetera)</p> <p>9) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>10) Teacher led discussion of the impact European exploration had on American Indians. Students illustrate the impact.</p> <p>11) Complete a KWL chart for the contributions of American Indians (review SOL 2.2). Discuss what happened, positives and negatives, when the European explorers met the American Indians.</p> <p>12) Students role play or make illustrations of the European explorers first meeting the American Indians.</p>	<p>Explorers Powerpoints www.pwcs.edu/i-tech/Resources/TLCFOZ/seafaring-explorers/table_of_contents_student_home_table_of_contents.html</p> <p>Jeopardy http://www.salem.k12.va.us/south/gradelevels/third/SolLinks.htm</p> <p><i>Encounter</i> by Jan Yolen and David Shannon, Voyage Books</p>	
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	<p>13) Students complete a Venn diagram comparing the lifestyles of the explorers and the American Indians.</p> <p>14) Students make posters to contrast the lifestyles for American Indians before the European explorers and after encountering the European explorers.</p> <p>15) Given an outline world map students label the continents and oceans. Given a different color yarn or string for each explorer, students map the explorers' routes.</p>		
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**Amherst County Public Schools
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SOL: 3.4

The student will develop map skills by

a) locating Greece, Rome, and West Africa;

b) describing the physical and human characteristics of Greece, Rome, and West Africa;

c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Locate Greece, Rome, and West Africa on a globe, world map, and blank outline maps</p> <p>2) Locate the Mediterranean Sea on a globe and map</p> <p>3) Describe the physical characteristics of the land and surrounding geographic features of ancient Greece, Rome, and West Africa (Mali)</p> <p>4) Define the following: Characteristics Trait Peninsula Island Desert Empire</p>	<p>1) Working in small groups, students draw world maps on poster board and label continents, ancient Greece, Rome, Mali, Egypt, China; Mediterranean Sea, Nile River, and Sahara Desert. Students create a map key for the geographic features.</p> <p>2) Students use a Venn diagram to compare human characteristics of ancient Greece, Rome, and Mali. Class uses this information to compose two comparative paragraphs. (English SOL 3.9 and 3.10)</p> <p>3) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p>	<p><i>Ancient Greece</i> by Barbara Spilman Lawson, Fun Stuff Publications</p> <p>CD Rom: <i>Ancient Civilizations Greece and Rome</i>, National Geographic Picture Show, ISBN 0-7922-3210-0</p> <p>Transparencies: National Geographic, PPACK.GRE.TRAN-3-051595</p> <p><i>Growing Up in Ancient Greece</i> by Chris Chelepi, Troll Publishers, ISBN 0-8167-2720-1</p> <p>Maps and globe</p> <p>Venn diagram</p>	<p>1.6</p> <p>2.2 (environment)</p> <p>2.4 (environment)</p> <p>2.5b and d (adaption)</p> <p>2.7</p> <p>3.1 (contribution)</p> <p>3.2</p> <p>3.4b-c</p> <p>3.7</p> <p>3.8</p>

<p>5) Explain how the people of ancient Greece, Rome, and Mali adapted to their environments</p> <p>6) Compare the human characteristics of ancient Greece, Rome, and Mali</p>	<p>4) Working in pairs students create posters to illustrate environmental adaptations and changes made by the people of the ancient civilizations.</p> <p>5) Teacher makes BINGO cards, crossword puzzles, word searches, et cetera to review facts: (www.TeachingIsEasy.com) (www.puzzlemaker.com)</p> <p>6) Students create a table comparing all information about ancient Greece, Rome and Mali.</p> <p>7) Each student compiles a notebook section for geography. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>8) Students label blank maps: Greece, Rome, Mali and the Mediterranean Sea.</p> <p>9) Card sort of the characteristics of ancient Greece, Rome, and Mali.</p>	<p>Tables and/or charts</p> <p>Amherst County Public Schools Media Center: 1) "Ancient Civilizations for Children," Ancient Greece, VT 558 2) "Ancient Civilizations for Children," Ancient Rome, VT 562</p> <p><i>Growing Up in Ancient Rome</i> by Mike Corbishley, Troll Publishers</p> <p>Diorama materials</p> <p>United Streaming</p> <p>SmartBoard</p>	<p style="text-align: center;">Assessments</p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>10) Students create a diorama of ancient Greece, Rome and/or Mali.</p> <p>11) Students role play being a citizen of ancient Greece, Rome or Mali.</p> <p>12) Students make salt maps for Greece, Rome(Italy), and Mali.</p> <p>13) Locate Greece on a map, define a peninsula, and discuss how Greece is a peninsula. Using maps and the globe students locate other examples of a peninsula. Students draw and label a peninsula.</p> <p>14) Using the SmartBoard students locate Greece and Italy (Rome). Discuss that both bodies of land are peninsulas.</p> <p>15) Students label a map with the Mediterranean Sea and color code Italy (Rome) and Greece. They write a description of both locations including that they are peninsulas.</p>		
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Amherst County Public Schools Grade 3 History and Social Science Curriculum

SOL: 3.5

The student will develop map skills by

- a) positioning and labeling the seven continents and five oceans to create a world map;
- b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
- c) locating the countries of Spain, England, and France;
- d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);
- e) locating specific places using a simple letter-number grid system.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Hemisphere Sphere Equator Prime meridian Regions Continent Ocean Grid system Coordinates</p> <p>2) Locate on world maps and globe the origin and final destination of the voyages of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport</p>	<p>1) Using a blank outline world map students locate and label the continents, oceans, prime meridian, equator, and divide the world into four hemispheres.</p> <p>2) SOL 3.3 activity: Students use maps and globes to locate origin (Spain, France, and England) and final destination of each explorer's voyage(s). Label locations on blank outline maps. May also use colored yarn to show routes.</p> <p>3) Students differentiate individual continents by shape using flash cards.</p>	<p><i>Map Skills</i>, The Education Center, TEC3180</p> <p><i>Maps, Charts, and Graphs</i>, Frank Schaffer Publication, FS8564</p> <p><i>Beginning Maps and Globes</i>, Evan-Moor, EMC 4134</p> <p><i>World Geography</i>, Teacher Created Materials, TCM-161</p> <p><i>Mapping Skills</i> by Anne McRae, ISBN 1-885111-64-9</p> <p><i>Maptime ...USA</i> by Jerry Aten, GA422Good Apple</p> <p><i>Mega-Fun Map Skills</i>, Scholastic Inc., ISBN 0-590-18799-6</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-c</p> <p>2.4a</p> <p>2.5</p> <p>3.3</p> <p>3.6</p>

<p>3) Recognize the physical shapes of the seven continents</p> <p>4) Locate the seven continents and five oceans on an outline world map</p> <p>5) Identify the continents by their physical shapes</p> <p>6) Locate the equator and prime meridian on a globe and world map</p> <p>7) Name the four hemispheres of the Earth</p> <p>8) Use the equator and prime meridian to locate the four hemispheres on a globe and world map</p> <p>9) Locate San Salvador, St. Augustine, Québec, and Jamestown on a world map and western hemisphere map</p> <p>10) Locate Spain, England, and France on a world map, eastern hemisphere map, map of Europe, and globe</p>	<p>4) Students locate England, France, and Spain on a world map, map of Europe, western hemisphere map, and globe.</p> <p>5) Given cut out shapes of the continents, students construct a world map by gluing the cut outs on paper.</p> <p>6) Students label individual continents on a blank world outline map.</p> <p>7) Students determine the location of places on maps using map grid system.</p> <p>8) Teacher makes BINGO cards, crossword puzzles, word searches, et cetera to review facts on explorers. (www.TeachingIsEasy.com) (www.puzzlemaker.com)</p> <p>9) Students make vocabulary flash cards or mini-dictionaries, and use teacher-created games.</p> <p>10) Cut a world map into the four hemispheres, label each and show lines of latitude and longitude.</p>	<p><i>Make It Work! Maps, World Book/Two-Can, ISBN 0-7166-1754-4 (©1996)</i></p> <p>Media Center: <i>Finding Your Way: Using Maps and Globes, VT 2086:</i></p> <p>Internet: (blank maps) http://geographic/xpeditions/atlas/</p> <p>http://geography.about.com/cs/blankoutlinemaps</p> <p>www.nationalgeographic.com/xpeditions/activities/02/getoriented.html</p> <p>Maps and globes</p> <p>SmartBoard</p> <p>United Streaming</p>	<p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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<p>11) Locate the United States on a world map, western hemisphere map, map of North America, and globe</p> <p>12) Use a simple letter-number grid system to locate places</p>	<p>11) Working in pairs students determine which continents are in which hemisphere and complete a table labeled with the four hemispheres.</p> <p>12) Play a matching game: Match the oceans, continents, San Salvador, Québec, St. Augustine, Jamestown, Spain, France, and England to the hemispheres.</p> <p>13) Each student compiles a notebook with a section for maps or portfolio for maps. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>14) Students make paper mache or salt maps/globes showing the continents, oceans, and/or hemispheres.</p> <p>15) Use SmartBoard map activities for locating/identifying oceans, continents, and hemispheres.</p>		
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	<p>16) Students label San Salvador, Québec, Jamestown and St. Augustine on an outline world map and outline map of the western hemisphere.</p> <p>17) Read children's literature about the oceans, continents, and hemispheres. Where appropriate, locate places in children's literature using continents, oceans, hemispheres.</p> <p>18) Students use different color yarns to identify the prime meridian, equator, and four hemispheres on a world map.</p> <p>19) Using an outline world map students locate the United States and identify the continent and hemispheres on which it is located.</p>		
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**Amherst County Public Schools
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SOL: 3.6

The student will read and construct maps, tables, graphs, and/or charts.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Construct maps, charts, tables, and graphs for given information</p> <p>2) Interpret the information presented on maps, in tables, charts, and graphs</p> <p>3) Identify a map title, map legend, compass rose, cardinal directions, and intermediate directions</p> <p>4) Use a map legend and compass rose to identify information on a map</p> <p>5) Name and use cardinal and intermediate directions</p>	<p>1) Students construct graphs from information gathered in class (favorite foods, sports, et cetera).</p> <p>2) Students tour the school grounds, take notes, and use information to draw maps, including developing a map legend.</p> <p>3) Students classify information from maps and present it in chart form.</p> <p>4) Students construct maps using grid paper (for example: specific locations such as the classroom, school grounds, their home, street, neighborhood).</p> <p>5) Using maps students locate places using map legends and the compass rose.</p>	<p>Maps and globe</p> <p>Resources used in SOL 3.5</p> <p>Grid paper</p>	<p>K.4</p> <p>K.5</p> <p>1.4</p> <p>1.5</p> <p>2.6</p> <p>Math 3.21</p> <p>Math 3.22</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

	<p>6) Students describe the location of places on a map using cardinal and intermediate directions.</p> <p>7) Each student compiles a notebook with a section for maps or portfolio for maps. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>8) Students make and label a compass rose (popsicle sticks work well).</p> <p>9) In the classroom, students arrange themselves to create a physical compass rose. They take turns describing the location of various classroom things they can view from their location in the compass rose.</p> <p>10) Students label the classroom with cardinal and intermediate directions then play "Simon Says" with the directions.</p>		
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**Amherst County Public Schools
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SOL: 3.7

The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Human resources Natural resources Capital resources Goods Services Producers-review 1.7 Consumers-review 1.7 Production Needs-review K.7 Wants-review K.7</p>	<p>1) Students gather pictures from magazines (computer graphics, et cetera) to classify on posters under headings for capital, human, and natural resources.</p> <p>2) Students gather pictures from magazines (computer graphics etc.) to classify on posters under headings for goods and services.</p> <p>3) Students gather pictures from magazines (computer graphics etc.) to classify on posters under headings for producers and consumers. Students may also use the pictures to create booklets illustrating all of the resources.</p>	<p>Media center: <i>Econ and Me</i> VT 263 101 Scarcity 102 Opportunity Cost VT 264 103 Consumption 104 Production VT 265 105 Interdependence</p> <p><i>Money and Me 3</i>, Virginia SOL Economics by Elizabeth Massie, Fun Stuff Publications</p>	<p>K.7 1.7 2.7, 2.8, 2.9 3.2, 3.4b-c, 3.8</p>
<p>2) Explain how producers use natural resources to produce goods and services</p> <p>3) Describe how producers use human resources to produce goods and services</p> <p>4) Identify capital resources used to produce goods and services</p>	<p>4) Students write and illustrate a vocabulary notebook.</p>	<p><i>The Kids' Money Book</i> by Neale S. Godfrey, Scholastic, Inc., ISBN 0-590-46385-3</p> <p><i>Earning, Saving, Spending Money</i> by Margaret Hall Heinemann, ISBN 158810339-0</p> <p><i>Little Nino's Pizzeria</i> by Karen Barbour (production)</p>	<p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

<p>5) Identify human, natural, and capital resources of ancient Greece, Rome, and Mali</p> <p>6) Explain how ancient Greece, Rome, and Mali used human, natural, and capital resources to produce goods and services</p> <p>7) Differentiate among natural, human, and capital resources</p> <p>8) Given the production of a good or service, identify the capital, human, and natural resources used in the production process</p> <p>9) Explain the difference between goods and services</p> <p>10) Distinguish between producers and consumers</p>	<p>5) Students summarize in paragraph form the interrelationships between natural, human, and capital resources.</p> <p>6) Students read <i>Little Nino's Pizzeria</i> by Karen Barbour. List and discuss examples of natural, human, and capital resources in the story. Apply this process to other children's literature.</p> <p>7) Students read <i>The Big Green Pocketbook</i> by Candice Ransom. Discuss how changes impacted the distribution of goods and services.</p> <p>8) Each student compiles a notebook section for economics or portfolio for economics. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>9) Students complete a cut/paste resource sort for each civilization in SOL 3.7.</p>	<p><i>Banks</i> by Margaret Hall Heinemann, ISBN158810337-4</p> <p><i>Credit Cards and Checks</i> by Margaret Hall Heinemann, ISBN 158810338-2</p> <p><i>Your Allowance</i> by Margaret Hall Heinemann, ISBN 158810340-4</p> <p><i>The Big Green Pocketbook</i> by Candice Ransom (goods and services, taxation)</p> <p><i>The Goat in the Rug</i> by Charles L. Blod (production and resources)</p> <p><i>A New Coat for Anna</i> by Harriet Ziefert (barter)</p> <p><i>Magic School Bus at the Waterworks</i> by Joanna Cole (resources)</p> <p>Resource person: Cheryl Ayers (Center for Economic Education at Lynchburg College) "<i>Dragons Decide</i>" and "<i>Spotting Economics from Africa to Ice Cream</i>" as well as other resources</p>	
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	<p>10) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>11) Students complete a separate graphic organizer for ancient Greece, Rome, and Mali of the resources of each area. Next complete a table that compares the resources of each region. Venn diagrams could also be completed for the comparisons.</p> <p>12) Create Venn diagrams of producers, goods and services comparing different ancient civilizations.</p> <p>13) Complete T-charts or tables of the resources of each ancient civilization. Write a comparison paragraph based on the information on the charts.</p> <p>14) Students role-play being producers and consumers.</p> <p>15) Students create flash cards of the resources and practice in pairs.</p>	<p>www.councilforeconed.org</p> <p>www.doe.virginis.gov/VDOE/Instruction/info.pdf for the following:</p> <p>a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i></p> <p>b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p>http://www.ecedweb.unomaha.edu/elementary/elementary.html</p> <p>http://www.fte.org/teaches/lessons/lessons.htm</p> <p>http://www.vcee.org/</p> <p>http://www.yahooligans.com/school_bell/social_studies/Economics/</p> <p>www.knowledge.state.va.us</p> <p>www.vcee.org</p>	
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	<p>16) Card sorts for each of the ancient civilizations.</p>	<p><i>Wise Pockets</i>, www.umsl.edu/wpockets/schoolhouse/lessons/lessons.html</p> <p><i>Welcome to the Shops at Willowweb</i>, Chesterfield.k12.va.us/%Ebmattthew/Econ/home.htm</p> <p><i>Welcome to Econopolis</i>, library.thinkquest.org/3901/index.htm</p> <p>T-chart</p> <p>Graphic organizer</p> <p><i>Play Dough Economics</i>, (Copy provided to each Amherst County elementary school in 2005)</p>	
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**Amherst County Public Schools
Grade 3 History and Social Science Curriculum**

SOL: 3.8

The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define specialization and trade</p> <p>2) Explain the effects of specialization</p> <p>3) Explain why people specialize</p> <p>4) Explain why people trade</p>	<p>1) Spider Webs: Students construct a spider web on the chalkboard. Teacher places his/her name in the center. On various parts of the web the teacher will write producers he/she depends on and those that depend on the teacher. Identify names on the web as <i>specialists</i>. Demonstrate how exchange takes place between specialists listed on the web (hairdresser, shoe maker, auto mechanic, et cetera and the teacher). Identify the effect on the web if the specialists did not do their jobs. As a follow-up activity students do their own web on butcher paper.</p> <p>2) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p>	<p>www.councilforeconed.org</p> <p><i>“Cocoa Ice” On Your Mark</i>, Harcourt Brace reading series (interdependence and specialization)</p> <p><i>The West African Empire of Mali</i> by Barbara Spilman Lawson, Fun Stuff Publications</p> <p>http://www.ecedweb.unomaha.edu/elementary/elementary.html</p> <p>http://www.fte.org/teaches/lessons/lessons.htm</p> <p>http://www.vcee.org</p> <p>www.knowledge.state.va.us</p> <p>http://www.yahooligans.com/school_bell/social_studies/Economics/</p>	<p>K.6</p> <p>1.7</p> <p>1.8</p> <p>2.8</p> <p>3.7</p> <p>3.9</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

	<p>3) Students produce projects (books, dioramas, skits) depicting specialization.</p> <p>4) Brainstorm with students why people must specialize and what they do with their specialized goods or services.</p> <p>5) Provide students a sheet of paper that has been divided into four equal sections. Label one section Fast Food Hamburger (can draw a picture of a hamburger in the section) Students draw pictures in the other three sections of specialists the Fast Food Restaurant depends on for the production of the hamburger (i.e. cattle farmer, bread maker, paper maker for wrapping the burger, cooks, et cetera).</p> <p>6) Review each ancient civilization and discuss how the people specialized in some things and traded for others.</p>	<p>www.doe.virginia.org/VDOE / Instruction/info.pdf for the following:</p> <p>a) <i>Primary Knowledge of Economics: Concepts and Principles for the Strand of the K-3 History and Social Science Standards of Learning</i></p> <p>b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p>http://www.bus.vcu.edu/econcenter/</p> <p>Resource person: Cheryl Ayers of the Center for Economic Education, Lynchburg College <i>"Spotting Economics from Africa to Ice Cream"</i>, <i>"Dragons Decide"</i>, and other resources</p> <p>www.umsl.edu/wpockets/schoolhouse/lessons/lessons.html</p> <p><i>Welcome to the Shops at Willowweb,</i> Chesterfield.k12.va.us/%Ebmattthew/Econ/home.htm</p>	
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	<p>7) Each student compiles a notebook section/portfolio for economics. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>8) Students choose something to specialize in producing and illustrate or role play their specialization.</p> <p>9) Conduct a classroom trading activity. Give each student two cards, a Has card and a Want card. Has card is labeled with what the student has (a pencil), the Want card is labeled with something the student wants (marker) Students trade with each other to get what they want. Students end with a Has and Want card of the same good/service.</p> <p>10) Sing songs from the <i>Econ Song Book</i>. (See resource column)</p>	<p><i>Welcome to Econopolis</i>, http://library.thinkquest.org/3901/index.htm</p> <p><i>The Econ Song Book</i> by Martha Hopkins at JMU Center for Economic Education http://cob.jmu.edu/econed/</p> <p><i>Chocolate Economics</i> by Dr. Melanie Marks and Cynde Moore, Center for Economic Education, Longwood University</p> <p><i>Play Dough Economics</i>, (Copy provided to each Amherst County elementary school in 2005)</p>	
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	<p>11) Lesson 4, "Exchange and Trade" from <i>Chocolate Economics</i> (see Resources column).</p> <p>12) Students complete a R.A.F.T.S. writing activity for specialization or trade in the ancient civilizations. (EX: <u>r</u>ole – farmer; <u>a</u>udience – market people; <u>f</u>ormat – create an advertisement; <u>t</u>opic – want to sell food or livestock; <u>s</u>trong verb – persuade.</p> <p>13) <i>Play Dough Economics</i> lesson on "Specialization." (See resource column)</p>		
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**Amherst County Public Schools
Grade 3 History and Social Science Curriculum**

SOL: 3.9

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Differentiate the opportunity cost and the monetary cost of choices</p> <p>2) Identify economic choices and the opportunity cost of various choices</p> <p>3) Explain why people must make choices</p> <p>4) Define the following: Economic choice Opportunity cost Monetary cost Decision making Alternatives</p>	<p>1) Each student chooses among several bars of candy. They identify their second best choice not chosen as their opportunity cost.</p> <p>2) Students compose and illustrate a cartoon that depicts opportunity cost.</p> <p>3) Students write responses in journals to opportunity cost:</p> <ul style="list-style-type: none"> • The best decision I ever made was... • Something I am glad I did not give up • Decisions are hard because.... • My opportunity cost was... • I have to make choices because.... <p>4) Identify choice and opportunity cost when reading children’s literature.</p>	<p>Media Center: <i>Econ and Me</i> video series VT 263 101 Scarcity 102 Opportunity Cost VT 264 103 Consumption 104 Production</p> <p><i>Money and Me 3</i>, Virginia SOL Economics by Elizabeth Massie, Fun Stuff Publications</p> <p><i>The Terrible That Happened At Our House</i> by Marge Blaine (opportunity cost)</p> <p><i>If You Made a Million</i> by David Swartz (money & opportunity cost)</p> <p><i>Alexander Who Used to be Rich Last Sunday</i> by Judith Viorst (scarcity & opportunity cost)</p> <p>http://www.fte.org/teaches/lessons/lessons.htm</p>	<p>K.6</p> <p>K.7</p> <p>1.8</p> <p>2.9</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

	<p>5) If students have choices for lunch and if they have a recess period, class discusses the choices and opportunity cost experienced.</p> <p>6) Teacher develops a game using the Economic Choices chart in the Curriculum Framework.</p> <p>7) Students write persuasive paragraphs advertising products. Given play money, as advertisements are read to class, students make economic choices based on the amount of money they have (identify economic choice, opportunity cost and monetary choice).</p> <p>8) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>9) Given a menu listing four or five choices, students identify their choice and their opportunity cost. May integrate math by calculating monetary cost.</p>	<p>www.doe.virginia.gov/VDOE/Instruction/info.pdf for the following:</p> <p>a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i></p> <p>b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p>http://www.ecedweb.unomaha.edu/elementary/elementary.html</p> <p>http://www.bus.vcu.edu/econcenter/</p> <p>http://www.yahooligans.com/school_bell/social_studies/Economics/</p> <p>http://www.knowledge.state.va.us</p> <p>www.umsl.edu/wpockets/schoolhouse/lessons/lessons.html</p> <p><i>Welcome to Econopolis</i> http://library.thinkquest.org/3901/index.htm</p>	
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	<p>10) Each student compiles a notebook section for economics or portfolio for economics. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>11) Students brainstorm a short list (4-5) pets they would like to have for the classroom. Discuss the criteria for the classroom pet such as easy to care for, size, etc. Compare each criterion with each pet and reach a decision. (Internet search of the PACED decision making model will provide additional lessons and charts to use in decision-making activities/lessons.)</p> <p>12) <i>Play Dough Economics</i> lesson (Opportunity Cost). (See Resource column)</p>	<p>Resource person: Cheryl Ayers of the Center for Economic Education, Lynchburg College <i>"Spotting Economics from Africa to Ice Cream"</i> and other resources</p> <p><i>Welcome to the Shops at Willowweb,</i> www.Chesterfield.k12.va.us/%Ebmattthew/Econ/home.htm</p> <p>JMU Center for Economic Education http://cob.jmu.edu/econed/</p> <p><i>Play Dough Economics,</i> (Copy provided to each Amherst County elementary school in 2005)</p>	
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**Amherst County Public Schools
Grade 3 History and Social Science Curriculum**

SOL: 3.10

The student will recognize the importance of government in the community, Virginia and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Community Rules Laws Government Rights Property Local State National</p> <p>2) Explain the purpose of rules and laws in the community, Virginia, and the United States</p> <p>3) Explain the basic purposes of government</p> <p>4) Distinguish between local, state, and national levels of government</p>	<p>1) Review SOL 3.1 about government and the Greek and Roman influence on United States government.</p> <p>2) Students and teacher develop classroom rules and determine the consequences if rules are broken.</p> <p>3) Teacher led discussion of basic school and community rules/laws and the purpose of having rules and laws.</p> <p>4) Teacher - led discussion of the purposes of government. Given several examples of each purpose, students match the example to the correct purpose.</p> <p>5) Students role-play the purposes of government.</p>	<p><i>Kids Guides Heinemann Library</i> by Ernestine Giesecke</p> <ul style="list-style-type: none"> • Local 1-57572-512-6 • State 1-57572-513-4 • Governments Around the World 1-57572-511-8 • National 1-57572-510-x <p><i>Communities</i>, (3rd grade textbook - past adoption) MacMillan/McGraw Hill</p> <p><i>Shh! Writing the Constitution</i> by Jean Fritz, Scholastic Inc., ISBN 0-590-41201-9</p> <p><i>How Government Works</i>, Evan-Moor, EMC 4146, ISBN 1-55799-544-3</p> <p>Maps of locality, Virginia, and United States</p>	<p>K.8</p> <p>1.10</p> <p>1.12</p> <p>2.12</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

<p>5) Explain why government is necessary</p>	<p>6) Students create posters to encourage good citizenship (Don't Litter, Stop Pollution, No Drugs, Respect the Property of Others). Display posters in the classroom or about the school (if permissible). Discuss the connection between government and good citizenship.</p> <p>7) Ice Cream Cone activity - teacher uses a power point or other visual presentation showing the cone as government and the scoops of ice cream as different levels. Each scoop describes a level. Students create their own cone while the teacher models with the visual presentation.</p> <p>8) Students color and label local, state, and national maps. As a class, students discuss the relationship among the three regions and that each region has a level of government.</p> <p>9) Use a T-chart to compare rules and laws by using actual examples.</p>	<p>Video: <i>Schoolhouse Rock: History Rock</i>, http://www.school-house-rock.com/</p> <p><i>Civics</i> by Barbara Spilman Lawson, Fun Stuff Publications</p> <p>United Streaming</p> <p>Scenario strips</p>	
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	<p>10) Students create illustrations showing how government protects people's rights and property.</p> <p>11) Each student compiles a notebook section or portfolio for civics. This activity may be on-going repeated in each standard and may be used for SOL test review.</p> <p>12) Students create/play Pictionary providing a definition and a picture to illustrate the definition of SOL 3.10 vocabulary.</p> <p>13) Complete a table or web to compare/contrast the three levels of government.</p> <p>14) Use United Streaming clips to discuss the purpose of government and levels of government.</p> <p>15) Using scenario strips students identify purposes and levels of government.</p> <p>16) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p>		
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Amherst County Public Schools Grade 3 History and Social Science Curriculum

SOL: 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., and César Chávez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.
- d) describing how people can serve the community, state, and nation.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Evaluate the influence of individual contributions toward the formation and growth of United States government</p> <p>2) Identify important contributions of famous Americans in SOL 3.11</p> <p>3) Compare and contrast the lives and contributions of important Americans in 3.11</p> <p>4) Sequence important historical events leading to the formation and growth of the United States government</p>	<p>1) Class completes a KWL chart on famous Americans listed in K-3 standards:</p> <ul style="list-style-type: none"> • George Washington • Thomas Jefferson • Abraham Lincoln • Rosa Parks • Thurgood Marshall • Martin Luther King, Jr. • Susan B. Anthony • Helen Keller • Jackie Robinson • Benjamin Franklin • George Washington Carver • Betsy Ross • Pocahontas • Powhatan • César Chávez • Eleanor Roosevelt 	<p>Holiday Histories Series by MirTamim Ansary, Heinemann Library ISBN 1-4034-1622-2</p> <ul style="list-style-type: none"> • Columbus Day • Labor Day • Martin Luther King, Jr. Day • Memorial Day • Presidents' Day • Veterans Day • Arbor Day • Earth Day • Election Day • Flag Day • Independence Day • Thanksgiving Day <p><i>A Girl Named Helen Keller</i> by Margo Lundell, Scholastic</p>	<p>K.1</p> <p>1.2</p> <p>1.3</p> <p>1.10</p> <p>1.12</p> <p>2.11</p> <p>2.12</p> <p>3.12</p> <p>English 3.6d</p>

<p>5) Discuss the lives of people associated with national holidays (K-3 SOL)</p> <p>6) Define the following: Principle Foundation Liberty Equality Equality under the law Contribution Republican Government Pursuit of happiness Justice Supreme Court Military Volunteer Voting</p> <p>7) Distinguish between Veterans Day and Memorial Day</p> <p>8) Identify the months when Veterans Day and Memorial Day are celebrated</p> <p>9) Identify basic principles held by American citizens</p> <p>10) Describe ways that people can serve their community, state, and nation</p>	<p>2) Students read and summarize biographical information on important Americans (K-3) focusing on their contributions to American government.</p> <p>3) Students, dressed in character, give a class presentation/role play a famous American from SOL K-3.</p> <p>4) Using a Venn diagram, students compare the accomplishments of two famous Americans. Summarize this information in a paragraph. This can be repeated for different pairs of Americans.</p> <p>5) Students match holidays with their dates and associated people as stated in the K-3 standards:</p> <ul style="list-style-type: none"> • Veterans Day • Memorial Day • Presidents Day • Columbus Day • Independence Day • Thanksgiving Day • Martin Luther King, Jr. Day 	<p><i>A Picture Book of Benjamin Franklin</i> by David A. Adler, Scholastic</p> <p><i>A Picture Book of Thurgood Marshall</i> by David A. Adler, Holiday House/New York</p> <p><i>A Picture Book of George Washington</i> by David A. Adler, Scholastic</p> <p><i>A Picture Book of Abraham Lincoln</i> by David A. Adler, Scholastic</p> <p><i>The Story of George Washington Carver</i> by Eva Moore, Scholastic</p> <p><i>Martin Luther King</i> by Rae Bains, Troll Publishers</p> <p><i>Book of Black Heroes from A -Z</i> by Wade Hudson and Valerie Wilson Wesley, Scholastic</p> <p><i>Thomas Jefferson – A Picture Book Biography</i> by James Cross Giblin</p> <p><i>Pocahontas and the Strangers</i> by Clyde Robert Bulla, Scholastic</p>	<p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>
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	<p>6) Students create a calendar labeling all of the K-3 holidays.</p> <p>7) Students create individual booklets that explain the significance of the K-3 holidays.</p> <p>8) Read excerpts of the Martin Luther King, Jr. "I Have A Dream" speech. Students write their dreams for a stronger America, "I have a dream..." Share and display.</p> <p>9) Students create an American History Quilt by drawing K-3 famous Americans and patriotic symbols on construction paper. Mount drawings on background paper and display in hall. Each student tells about the famous person or patriotic symbol in their drawing.</p> <p>10) Students create a timeline of historical events leading to the formation of American government.</p>	<p>"Exploring Social Studies," <i>The Mailbox</i>, TEC 848, ISBN 1-56234-105-7</p> <p><i>Virginia SOL Biographies</i> by Carol Marsh, Gallopade International, ISBN 0-635-00390-2</p> <p><i>Patriotic Puzzlers</i>, Teacher Created Materials, TCM3597, ISBN 0-7439-3597-7</p> <p><i>Historical People for Young Learners</i> by Donna Mishler, ISBN 1-893709-03-5</p> <p><i>The Big Virginia Reproducible Book</i> by Carol Marsh, Gallopade International, ISBN 079339466X</p> <p><i>Patriotic Wordsearches, Codes, and Crossword Puzzles</i> by Teacher Created Materials, TCM 367, 14467-00367</p> <p>Calendars</p> <p>Venn diagram</p> <p>KWL chart</p>	
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	<p>11) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>12) Students create a timeline of SOL K-3 holidays starting with the beginning of the school year.</p> <p>13) Each student compiles a notebook section for civics or portfolio for civics. This notebook activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>14) Matching game of pictures of the famous Americans and their contributions.</p> <p>15) Card sort of the contributions and characteristics of the seven famous Americans in 3.11. This can be expanded to include other famous Americans K-3.</p> <p>16) Invite community leaders as guest speakers to share their role in the community.</p>	<p><i>Harvesting Hope: The Story of César Chávez</i> by Kathleen Krull and Yuyi Morales</p>	
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	<p>17) Students complete a graphic organizer of ways people serve the community, state, and nation.</p> <p>18) Students write a paragraph comparing their life with a famous American.</p> <p>19) Read and discuss children's literature about the famous Americans in SOL 3.11. Can be expanded to famous Americans throughout SOL for K-3.</p> <p>20) Each student is given a fact card about a famous American in SOL 3.11. They circulate among their classmates to find a partner(s) who has/have facts about the same person. Can be expanded to famous Americans throughout SOL for K-3.</p> <p>21) Students create mini biography booklet for César Chávez. This activity may be completed for other famous Americans.</p>		
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	<p>22) The class chooses a school project to which they can volunteer services, or the class develops a volunteer project to improve the school.</p> <p>23) Use United Streaming clips/videos of the famous Americans and their contributions.</p> <p>24) Discuss the basic principles held by American citizens.</p>		
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Amherst County Public Schools Grade 3 History and Social Science Curriculum

SOL: 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Recognize that Americans are people of diverse ethnic and national origins</p> <p>2) Recognize that Americans are united by basic principles of government</p> <p>3) Define the following: Republican form of government (representative democracy) Ethnic Diversity Customs Traditions Origin Principles Liberty Pursuit of happiness Equality under the law</p>	<p>1) Teacher reads <i>Grandfather's Journey</i> by Allen Say. Discuss the meaning of immigration and the motivations for their journey. Students record information on a Venn diagram to compare the feelings of the characters, the customs of the countries, the different foods and traditions.</p> <p>2) Invite a guest speaker (different nationality) to talk about his/her ethnic origin and different customs and traditions.</p> <p>3) Students brainstorm different customs and traditions they have seen. The class compiles a list. Teacher may need to provide hints.</p>	<p><i>Grandfather's Journey</i> by Allen Say, Houghton Mifflin</p> <p><i>Dreaming of America An Ellis Island Story</i> by Eve Bunting and Ben F. Stahl, Troll Publishers</p> <p>Media Center: "Story of Immigration," VT 994 (25 min.)</p> <p>Video: <i>History for Young Children Immigration</i></p>	<p>1.12</p> <p>2.12</p> <p>3.1</p> <p>3.11</p> <hr/> <p style="text-align: center;">Assessments</p> <p>Teacher-made assessments, including paper and pencil, projects, student activities and portfolios</p>

<p>4) State that America has a republican form of government</p> <p>5) Name four individual rights of Americans</p> <p>6) Describe the benefits of diversity to a culture</p>	<p>4) Students make vocabulary flash cards or mini-dictionaries and use teacher-created games.</p> <p>5) Read and discuss children's literature about different cultures, traditions, holidays, et cetera.</p> <p>6) Each student compiles a notebook section or portfolio for civics. This activity may be an on-going activity repeated in each standard. The student binder may be used for SOL test review.</p> <p>7) Discuss ethnic celebrations such as Cinco de Mayo, Kwanzaa, St. Patrick's Day and others. Discuss how Americans of other ethnicities also enjoy these celebrations.</p> <p>8) Discuss individual rights of American people.</p> <p>9) Review 3.1 – republican form of government.</p> <p>10) Discuss the principles that unite Americans.</p>		
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