## 3rd Grade World Geography and Cultures: Quarter 4 Curriculum Map Scope and Sequence

<table>
<thead>
<tr>
<th>Topic</th>
<th>Week</th>
<th>Weekly Focus</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennessee and the World</td>
<td>Connecting Tennessee with the World</td>
<td>Students will analyze primary and secondary sources including timelines to describe important historical events and governments. They will use maps and charts to identify places and physical features, identify available resources, and discuss the economy of the region.</td>
<td>3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.46, 3.47, 3.48, 3.49, 3.51, 3.52</td>
</tr>
<tr>
<td>Culture</td>
<td>Cultures Around the World</td>
<td>Students will learn about the land, climate, animals, people, economy and history of North America and South America.</td>
<td>3.1, 3.2, 3.3, 3.6, 3.8, 3.9, 3.18, 3.21, 3.22, 3.24, 3.25, 3.26, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37</td>
</tr>
<tr>
<td>Culture</td>
<td>Cultures Around the World</td>
<td>Students will learn about the land, climate, animals, people, economy and history of Europe, Australia, and Antarctica.</td>
<td>3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.39, 3.41, 3.42, 3.43, 3.44, 3.53, 3.54, 3.55, 3.56, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68</td>
</tr>
<tr>
<td>Culture</td>
<td>Cultures Around the World</td>
<td>Students will learn about the land, climate, animals, people, economy and history of Asia and Africa.</td>
<td>3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.39, 3.41, 3.42, 3.43, 3.44, 3.53, 3.54, 3.55, 3.56, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68</td>
</tr>
<tr>
<td>Geography</td>
<td>Physical Geography</td>
<td>Students will learn about the physical geography of the seven continents and be able to identify their locations on maps.</td>
<td>3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.18, 3.22, 3.23, 3.34, 3.35, 3.49, 3.50, 3.51</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Students will analyze primary and secondary sources to determine how people interact with the environment.</td>
<td>3.8, 3.9, 3.12, 3.13</td>
</tr>
<tr>
<td>Economics</td>
<td>Global Trade</td>
<td>This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Students will be examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?”</td>
<td>3.10, 3.11, 3.23, 3.24, 3.25, 3.26</td>
</tr>
<tr>
<td>Government and Civics</td>
<td>Children’s Rights</td>
<td>This inquiry focuses on the concept of universal human rights and fair treatment of all people through the compelling question “Do people around the world care about children’s rights?” This question highlights the idea that human rights, including the right to have one’s basic needs met, are to be universally ensured and protected. Around the world there are many instances of human rights violations, but there are also individuals, groups, and nations who work to protect and defend human rights. The focus on children’s rights—the idea that children have unique rights that apply to them as non-adult members of the global citizenry—offers students an opportunity to</td>
<td>3.28, 3.29, 3.30</td>
</tr>
</tbody>
</table>
examine the idea that they have rights and to understand that they can have an impact on the world.

| Culture | Cultural Diversity | This inquiry engages third graders in expanding their understandings of diverse cultures. The compelling question “How does our culture make us similar and different?” is intellectually respectful of students who, by their nature, are interested in people and their similarities and differences. It allows for engagement with several social studies disciplines as students examine diverse cultures and histories around the globe. | 3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.63, 3.64, 3.65, 3.66, 3.67, 3.68 |
What Will Third Grade Students Learn This Year?
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.

Planning with the Curriculum Map
The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for Studies Weekly
The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).

Orientation to Studies Weekly Video Training
Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos Part 1, Part 2, and Part 3.

Online Access to Studies Weekly
Teachers may access Studies Weekly online using one of two methods:
1. Go to www.studiesweekly.com and log-on via Clever using their SCS (email) username and password. (Preferred for easy student uploading)
2. Go to www.studiesweekly.com and login with username: Shelby_county and password: county

Once there, teachers may navigate to their respective grade level text:
Support Strategies
To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

<table>
<thead>
<tr>
<th>Studies Weekly Resources (Found Under the General Resources Tab)</th>
<th>Expeditionary Learning: Protocols and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Important Book</td>
<td>Back-to-Back and Face-to-Face</td>
</tr>
<tr>
<td>Display Tray</td>
<td>Carousel Brainstorm</td>
</tr>
<tr>
<td>Penny for Your Thoughts Debate Carousel</td>
<td>Give One, Get One, Move On</td>
</tr>
<tr>
<td>Cornell Note-Taking Method</td>
<td>Final Word</td>
</tr>
<tr>
<td>Flip Book for Taking Notes</td>
<td>Fishbowl</td>
</tr>
<tr>
<td>KWL Chart</td>
<td>Gallery Walk</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>Jigsaw</td>
</tr>
</tbody>
</table>
## Week 1: Connecting Tennessee with the World

### Essential Question(s)
In what ways is Tennessee connected to the world?

### Texts
**Required Texts:** World Community Studies Weekly

### Vocabulary
continent, features, replica, tomb, population

### Teacher Guided Text Specific & Text Dependent Questions

#### Connecting Tennessee to the World
- How is the world divided?
- What is a continent?
- What are the seven continents?
- How many states make up the United States?
- The United States is a part of what continent?
- What does Tennessee have in common with Africa?
- What land features are found in Africa?
- Why has there been a significant drop in the population of African and Asian elephants?
- What is the purpose of elephant sanctuaries?
- In what country is the Eiffel Tower located?
- In what continent is the Eiffel Tower located?
- In what city is the Eiffel Tower located?
- Why was the Eiffel Tower built?

#### Connecting Tennessee to the World (Continued)
- What is a replica?
- Where in Tennessee is a replica of the Eiffel Tower located?
- Where is the Great American Pyramid located?
- Where did pyramids originate?
- What was the name of the ancient capital city of Egypt?
- Egypt is a country located in what continent?
- Why were most Egyptian pyramids built?
- What could be found in the Egyptian pyramid?
- What is the most famous pyramid?
- What do Greece and Nashville have in common?
- When and why was the Parthenon of Nashville built?
- In what continent is Greece located?
- When and why was the Parthenon of Greece built?

#### A Boy King
- Who was Tutankhamen?
- How long was King Tut pharaoh?
- Who discovered King Tut's tomb?
- Where was the tomb located?
- What was found in King Tut's tomb?

#### Meet the Rest of the Continents
- What is the largest continent of the world?
- What two countries share borders with Asia?
- About how much of the world’s population lives in Asia?
- Where are the largest tropical rainforest and the highest waterfall located?
- What is the smallest continent?
- What animals can be found on the smallest continent?
- What is the largest coral reef in the world and where is it located?
- What is the coldest, windiest, and driest continent?
- Who makes up the fifth largest continent’s population?

### Suggested Protocols and Resources
- **Write, Pair, Share:** Pg. 35
- **Infer the Topic:** Pg. 17
- **Back to Back, Face to Face:** Pg. 5
- **Final Word:** Pg. 12

### Extension Activities
1. Students will create Tennessee’s replicas and create a caption to detail what the replica is and where the real structure can be found?
2. Students will research a specific location on a continent and write to convince a friend to visit the researched area.
3. After viewing Bonus Sources for the selection **A Boy King**, students will answer document analysis question and write a letter to a peer to explain who King Tut was and how and when his tomb was found.

### Assessment
Students will use the week’s texts to complete the prompt: In what ways is Tennessee connected to the world?

### Standards
- 3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.46, 3.47, 3.48, 3.49, 3.51, 3.52
- 3.1 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.
| 3.2 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. |
| 3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world. |
| 3.4 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, gulls, straits, canals, seas, boundaries, cities, highways, roads, and railroads. |
| 3.5 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. |
| 3.6 Interpret digital sources and informational text to describe how humans interact with their environment. |
| 3.7 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details. |
| 3.8 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H) |
| 3.9 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events. |
| 3.10 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G) |
| 3.11 Identify major physical features of the continent (G): • Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert – Sahara • Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean • Landforms – Cape of Good Hope |
| 3.12 Identify examples of scarcity in and around specific regions. (E, G) |
| 3.13 Interpret a chart, graph, or resource map of major imports and exports. (E, G) |
### Week 2: Cultures Around the World

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>How does the geographic region of a continent influence its culture? What makes up a culture? Why is it important? How are cultures in different continents and countries similar and different?</th>
</tr>
</thead>
</table>

**Texts**
- Required Texts: Britannica Launch Packs (Username: Shelby Password: County)
- Supplemental Texts/Resources: Three Branches of Government Poster

**Vocabulary**
- savanna, safari, ancient, arid, semi-arid

**Teacher Guided Text Specific & Text Dependent Questions**

<table>
<thead>
<tr>
<th>North America</th>
<th>South America</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Land and Climate</strong></td>
<td><strong>Land and Climate</strong></td>
</tr>
<tr>
<td>What geographical features can be found in North America?</td>
<td>What geographical features make up most of South America?</td>
</tr>
<tr>
<td>How is the climate of North America throughout the year?</td>
<td>Where are the Andes mountains located?</td>
</tr>
<tr>
<td>Why is North America’s climate different for different countries and states?</td>
<td>What is the most extensive river system in the world?</td>
</tr>
<tr>
<td><strong>Plants and Animals</strong></td>
<td><strong>Plants and Animals</strong></td>
</tr>
<tr>
<td>What types of plants and animals can be found in North America?</td>
<td>What are people rapidly destroying in South America?</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td><strong>People</strong></td>
</tr>
<tr>
<td>What is the most common language in the United States?</td>
<td>What language do most of South Americans speak?</td>
</tr>
<tr>
<td>What are the most common languages of Canada?</td>
<td>What religion does most of South Americans practice?</td>
</tr>
<tr>
<td>What is the most common language of Mexico?</td>
<td>Do all children in South America attend school? Why not?</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td><strong>Economy</strong></td>
</tr>
<tr>
<td>What services does the economy of the United States and Canada depend on the most?</td>
<td>What did the economy of South America originally rely on for money?</td>
</tr>
<tr>
<td>What are America’s leading products?</td>
<td>What products are exported from South America?</td>
</tr>
<tr>
<td>What service is most important to the Central American economy?</td>
<td>What country is the leading manufacturing country in South America?</td>
</tr>
<tr>
<td>What different foods are grown in Mexico?</td>
<td><strong>History</strong></td>
</tr>
<tr>
<td>What natural resources can be found in the United States?</td>
<td>Who were the first people to live in South America?</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>When did European exploration of South America began?</td>
</tr>
<tr>
<td>Where did North America’s first human inhabitants come from?</td>
<td>What happened in South America after European exploration?</td>
</tr>
<tr>
<td>What were the Olmec the first to do?</td>
<td>What type of government did many of the new countries in South America use long ago?</td>
</tr>
<tr>
<td>When was the United States formed?</td>
<td>What type of government is in place now?</td>
</tr>
<tr>
<td>How did the rapid development of the United States and Canada in the 1800s heavily affect Native Americans?</td>
<td>What did the people of South America demand in the 1800s?</td>
</tr>
<tr>
<td></td>
<td>What problems did South Americans face at the beginning of the 21st century?</td>
</tr>
</tbody>
</table>

**Suggested Protocols and Resources**
- Final Word: Pg. 12
- Write, Pair, Share: Pg. 35

**Extension Activities**
1) Students will write to explain the how life would be for people around the world if the United States stopped exporting food.
2) Students will compare and contrast the people, geography, and economy of two continents.

**Assessment**

Students will use the week’s texts to complete the prompt: How does the geographic region of a continent influence its culture?

**Standards**


- Interpret digital sources and informational text to describe how humans interact with their environment.
- Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 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.
- Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, and current events.
- Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Geronimo, George Washington Carver, Georgia O'Keeffe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.
- Compare and contrast a primary source and secondary source of the same event or topic. (C, H)
- Discuss the structure and purpose of government. (P)
- Compare and contrast the national governments of Canada, Mexico, and the United States. (P)
- Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P, TN)
- Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, and current events.
- Summarize the differences between a dictatorship and democratic forms of government. (P)
- 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. (C, H)
- Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events.
- Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.
- Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia’s Independence, and current events.
- Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
3.58 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. (C, G, H, P) 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 Road; 2004 Indian Ocean Tsunami, and current events.

3.63 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. (C, G)

3.64 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.

3.65 Conduct a short research project to examine the Antarctic Treaty. (P)

3.66 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. (G)

3.67 Read and interpret information about the impact of people on the environment. (G)
### Week 3: Cultures Around the World

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the geographic region of a continent influence its culture?</td>
<td><strong>Required Texts:</strong> Britannica Launch Packs (Username: Shelby     Password: County) Europe, Australia, Antarctica</td>
</tr>
<tr>
<td>What makes up a culture? Why is it important?</td>
<td></td>
</tr>
<tr>
<td>How are cultures in different continents and countries similar and different?</td>
<td></td>
</tr>
</tbody>
</table>

#### Vocabulary
- savanna, safari, ancient, arid, semi-arid

#### Teacher Guided Text

**Europe**
- **Land and Climate**
  - What geographical features make up most of Europe?
- **Plants and Animals**
  - Over the centuries, why have people chopped down trees in Europe?
  - Why have many large animals that once roamed Europe disappeared?
  - What are some animals found in Europe?
- **People**
  - What are the Romance languages?
  - What is the main religion in almost every European country?
  - In what areas do Europeans lead in the world?
  - Why was there a great reduction in the number of Jews in Europe during World War II?
- **Economy**
  - What are the economies of many European nations mostly based on?
  - What are some goods European factories produce?

**Australia**
- **Plants and Animals**
  - What types of plants and animals can be found in Australia?
- **People**
  - Who lives in the Outback?
  - Where do about 85% of all Australians live?
- **Economy**
  - What type of work do most Australians do?
  - What are Australia’s rich natural resources?
  - What are small parts of Australia’s economy?
  - Australia is one of the world’s largest producers of what good?
- **History**
  - Who is believed to have lived in Australia for at least 40,000 years before Europeans arrived?

**Antarctica**
- **Plants and Animals**
  - Why is Antarctica mostly empty of life?
  - What plants can be found in Antarctica?
  - What animals can be found in Antarctica?
- **History**
  - When was the first recorded landing on Antarctica?
<table>
<thead>
<tr>
<th>History</th>
<th>Suggested Protocols and Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where did European civilization first arise?</td>
<td>Final Word: Pg. 12</td>
</tr>
<tr>
<td>• Why did Europe start to dominate much of the world in wealth?</td>
<td>Write, Pair, Share: Pg. 35</td>
</tr>
<tr>
<td>• What two wars were started in Europe?</td>
<td>Infer the Topic: Pg. 17</td>
</tr>
<tr>
<td>• Why was the European Union formed?</td>
<td></td>
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<tr>
<td>• Who is Tasmania named for?</td>
<td></td>
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<tr>
<td>• What was the name of the continent in 1644?</td>
<td></td>
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<tr>
<td>• What did Captain James Cook do in 1770?</td>
<td></td>
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<tr>
<td>• What type of leader leads the people of Australia?</td>
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<tr>
<td>• Who were Robert F. Scott and Ernest Henry Shackleton?</td>
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<tr>
<td>• Who became the first person to reach the South Pole on December 14, 1911?</td>
<td></td>
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<tr>
<td>• Why do researchers travel to Antarctica?</td>
<td></td>
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<tr>
<td>• What is the purpose of the Antarctic Treaty?</td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Protocols and Resources**

Final Word: Pg. 12

Write, Pair, Share: Pg. 35

Infer the Topic: Pg. 17

**Extension Activities**

1) Students will create a timeline of historical events for each continent.
2) Students will compare and contrast the people, geography, and economy of two continents.

**Assessment**

Students will use the week’s texts to complete the prompt: How does the geographic region of a continent influence its culture?

**Standards**


3.8 Interpret digital sources and informational text to describe how humans interact with their environment.

3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.

3.13 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.

3.14 Interpret different texts and primary sources to describe the major components of culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in North America. (C, G, H, P) Suggestions are as follows: Mayan Culture, Aztec Culture, Colonial America, the American Revolution, the Panama Canal, and current events.

3.16 Use timelines and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P, TN) Suggestions are as follows: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Geronimo, George Washington Carver, Georgia O’Keeffe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.

3.17 Compare and contrast a primary source and secondary source of the same event or topic. (C, H)

3.28 Discuss the structure and purpose of government. (P)

3.29 Compare and contrast the national governments of Canada, Mexico, and the United States. (P)


3.31 Conduct short research projects to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)

3.32 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Inca Culture, Amerigo Vespucci, and current events.

3.38 Summarize the differences between a dictatorship and democratic forms of government. (P)
<table>
<thead>
<tr>
<th>3.39 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. (C, H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.40 Use timelines, primary sources, and historical passages to summarize the history of a region, including events, inventions/inventors, artists, writers, and political figures. (C, G, H, P) Suggestions are as follows: Olympics in Ancient Greece, Roman Empire, monarchies, European discovery of the New World, historical narratives of major European immigrant groups and their journeys to America, and current events.</td>
</tr>
<tr>
<td>3.46 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</td>
</tr>
<tr>
<td>3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.</td>
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<td>3.48 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</td>
</tr>
<tr>
<td>3.49 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) Suggestions are as follows: Indigenous cultural heritage of Aboriginal people, Captain James Cook and European Settlement, Australia’s Independence, and current events.</td>
</tr>
<tr>
<td>3.50 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)</td>
</tr>
<tr>
<td>3.51 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H, P) 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 Road; 2004 Indian Ocean Tsunami, and current events.</td>
</tr>
<tr>
<td>3.52 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. (C, G)</td>
</tr>
<tr>
<td>3.53 Use timelines and historical passages to summarize the history of a region including events, inventions/inventors, artists, writers, and political figures. (C, H, P) Suggestions are: James Clark Ross, Richard E. Byrd, and South Magnetic Pole.</td>
</tr>
<tr>
<td>3.54 Conduct a short research project to examine the Antarctic Treaty. (P)</td>
</tr>
<tr>
<td>3.55 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. (G)</td>
</tr>
<tr>
<td>3.56 Read and interpret information about the impact of people on the environment. (G)</td>
</tr>
</tbody>
</table>
### Essential Question(s)
- How does the geographic region of a continent influence its culture?
- What makes up a culture? Why is it important?
- How are cultures in different continents and countries similar and different?

### Texts
**Required Texts:** Britannica Launch Packs (Username: Shelby County)
- Asia, Africa

### Vocabulary
- savanna, safari, ancient, arid, semi-arid

### Teacher Guided Text

#### Asia
- **Land and Climate**
  - How many square miles make up the land area of Asia?
  - What large bodies of water are near Asia?
  - Why is Asia often discussed in terms of regions?
  - What are the various climates of Asia?
  - Mount Everest is a part of what mountain system?
  - What major rivers are in Asia?
  - What is the world's largest inland sea?
- **Plants and Animals**
  - Why are there many types of plants in Asia?
  - What plants can be found in Asia?
  - What animals can be found in the different parts of Asia?
  - Why has the population of many animals in Asia been reduced?
- **People**
  - What different groups of people live in Asia?
  - Throughout the 20th century, why did people move from villages into towns and cities?
  - How many different languages can be heard throughout the continent of Asia?
  - What are some problems Asians face?
  - In what region was the first society developed?
  - For many thousands of years, from about 1700s BC to 1900 AD, China was ruled by a series of what?
  - Why did Europe work to conquer Asian countries and make them into colonies in the 1800s?

#### Africa
- **Land and Climate**
  - How many countries make up the continent of Africa?
  - Why are most of Africa's mountains not as high as those on other continents?
  - What is the world's longest river?
  - Where is the world's longest river located?
  - What are Africa's major deserts?
  - Why is most of Africa hot year-round?
- **Plants and Animals**
  - What type of land is located near the Equator where it rains?
  - What is a serious problem in the savanna? Why?
  - Why was there a reduction in the number of animals in Africa in the 1900s?
  - What does extinction mean?
  - What animals can be found in Africa?
- **People**
  - About how many languages are spoken in Africa?
  - What is the most common religion of northern Africa?
  - What is the most common religion of southern Africa?
  - Why are millions of Africans unable to read or write?
- **Economy**
  - What is a very important part of the African economy?
  - What is the chief food of the tropical forests?
  - What is the chief food of the savannas?
  - Why do many African countries have to import food?
  - Africa is the world's largest supplier of what crop?
  - What are resources that are exported from Africa?
  - How do African countries earn most of their money?
### Economy
- What is the most advanced country in Asia?
- What has Asia experienced through the last decades of the 20th century?
- What is an important part of the Asian economy?
- What is the main food crop in most of Asia?
- What are some examples of crops sold?
- In which countries are more than half of the world’s reserves of coal located?
- What are some other resources produced by Asia?

### History
- About how many years ago did humans first develop in Africa?
- What is one of the world’s earliest civilizations?
- When did the first Europeans arrive in Africa?
- How were trade centers in Africa used by Europeans from the 1500s to the 1800s?
- What is the African Union and the reason it was formed?

### Suggested Protocols and Resources

<table>
<thead>
<tr>
<th>Suggested Protocols and Resources</th>
<th>Final Word: Pg. 12</th>
<th>Write, Pair, Share: Pg. 35</th>
</tr>
</thead>
</table>

### Extension Activities
1) Students will create a timeline of historical events for each continent.
2) Students will compare and contrast the people, geography, and economy of two continents.

### Assessment
Students will use the week’s texts to complete the prompt: How does the geographic region of a continent influence its culture?

### Standards
- 3.1 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.
- 3.2 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.
- 3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.
- 3.4 Examine major physical and political features on globes and maps, including mountains, plains, plateaus, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulls, straits, canals, seas, boundaries, cities, highways, roads, and railroads.
- 3.6 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.
- 3.8 Interpret digital sources and informational text to describe how humans interact with their environment.
- 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 3.46 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
- 3.47 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences using information gained from timelines, primary sources and informational text. (C, G, H, P) Suggestions are: Ancient Egypt and the pyramids, Nile River, Tutankhamen, Bartolomeu Diaz lands on Cape of Good Hope, Nelson Mandela, and current events.
- 3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)
- 3.49 Identify major physical features of the continent (G): Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • Desert – Sahara • Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean • Landforms – Cape of Good Hope
3.51 Identify examples of scarcity in and around specific regions. (E, G)
3.52 Interpret a chart, graph, or resource map of major imports and exports. (E, G)
3.57 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music. (C, H)
3.58 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. (C, G, H, P) 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 Road; 2004 Indian Ocean Tsunami, and current events.
3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)
3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G)
3.61 Interpret a chart, graph, or resource map of major imports and exports. (E, G)
3.62 Describe how goods and services are exchanged on local and international levels. (E, G)
### Week 4: Physical Geography

#### Essential Question(s)
How do different features of maps help people with travel?

#### Texts
- **Required Texts:** Britannica Launch Packs (Username: Shelby County)  
- **Supplemental Texts/ Resources:** Map of North America, Map of South America, Map of Europe, Map of Asia, Map of Africa, Map of Australia, Map of Antarctica

#### Vocabulary
- population, culture, reservoir, aqueduct

#### Teacher Guided Text

<table>
<thead>
<tr>
<th>Continent</th>
<th>Specific &amp; Text Dependent Questions</th>
</tr>
</thead>
</table>
| North America   | • Where are Canada, Mexico, Central America, Cuba, and the 50 states located on a map?  
                    • Where are some major cities of the United States located? |
| South America   | • Where are Brazil, Columbia, Peru, and Argentina located on a map of South America?  
                    • Where are the major physical features of South America located? (Amazon River, Andes Mountains, Straits of Magellan, Lake Titicaca, and the Galapagos Islands) |
| Europe/Asia     | • Where are France, Italy, Germany, Russia, Spain, and the United Kingdom on a map of Europe?  
                    • Where are the major physical features of Europe located? (Alps Mountains, Gibraltar Mountains, the Arctic Ocean and the Mediterranean Sea)  
                    • Where are China, India, Israel, and Japan on a map of Asia?  
                    • Where are the major physical features of Asia located? (The Himalayas, Mount Everest, and Mesopotamia) |
| Africa          | • Where are Egypt, Kenya, Libya, and South Africa located on a map?  
                    • Where are the major physical features of Africa located? (Congo River, Nile River, Niger River, Mt. Kilimanjaro, Mt. Kenya, Atlas Mountains, Sahara Desert, Indian Ocean, Lake Victoria, Southern Ocean, cape of Good Hope) |
| Australia/Antarctica | • Where are the Great Barrier Reef, New Zealand, Ayers Rock, and Tasmania located on a map of Australia?  
                          • Where is McMurdo Station located on a map of Antarctica? |

#### Suggested Protocols and Resources
- **Final Word:** Pg. 12  
- **Write, Pair, Share:** Pg. 35  
- **Infer the Topic:** Pg. 17  
- **Back to Back, Face to Face:** Pg. 5  
- **Final Word:** Pg. 12

#### Extension Activities
1) Students will plot and label countries and major physical features on a maps of different continents.

#### Assessment
Students will use the week’s texts to complete the prompt: How did the world’s geography effect travelers/explorers and their journeys?

#### Standards
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.18, 3.19, 3.20, 2.21, 3.22, 3.27, 3.33, 3.34, 3.41, 3.43, 3.48, 3.49, 3.55, 3.59, 3.60, 3.68
3.1 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.
3.2 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.
3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.
3.4 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, gulls, straights, canals, seas, boundaries, cities, highways, roads, and railroads.
3.5 Explain the difference between relative and absolute location.
<p>| 3.6 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. |
| 3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts). |
| 3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G) |
| 3.19 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. (G) |
| 3.20 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.). (G, TN) 3.21 Locate the states that comprise the regions of the United States. (G) |
| 3.22 Identify major physical features on a map (G, TN): • Rivers – Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee • Mountains – Alaska Range, Appalachian, Cascade, Rockies • Bodies of Water – Arctic, Atlantic, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay, Niagara Falls, Pacific • Deserts – Death Valley, Great Basin • Landforms – Grand Canyon, Caribbean Islands |
| 3.23 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN) |
| 3.31 Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G) |
| 3.34 Identify major physical features of the continent (G): • Rivers - Amazon • Mountains - Andes • Bodies of Water - Straits of Magellan, Lake Titicaca • Landforms - Galapagos Islands |
| 3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G) |
| 3.43 Identify examples of scarcity in and around specific regions. (E, G) 3.44 Interpret a chart, graph, or resource map of major imports and exports. (E, G) |
| 3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G) |
| 3.49 Identify major physical features of the continent (G): • Rivers – Congo, Niger, Nile • Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains • |
| 3.50 Identify the major countries of the continent (China, India, Israel, and Japan). (G) |
| 3.60 Identify the Himalayas, Mount Everest, and Mesopotamia. (G) |
| 3.68 Identify McMurdo Station. (G) |</p>
<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>How can images be used to clarify thinking?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts</td>
<td>Required Texts: World Community Studies Weekly</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>preserve, change, hieroglyph, paper</td>
</tr>
</tbody>
</table>

### Teacher Guided Text Specific & Text Dependent Questions

**How People Interact with the Environment**

- **Gone Fishing Photo**
  - How is the man interacting with the environment?
  - What evidence from the picture lets you know how he is interacting with the environment?
  - What other prediction can be made from viewing this picture?
  - In what continent or country do you think the picture was taken? Why?

**How People Interact with the Environment**

- **Export and Import Photo**
  - Although the people are not visible, what can we infer the people are doing in the picture? Why?
  - Where do you think the ship is going? Why?
  - Where do you think the ship is? Why?

**Clarifying Information with Images**

- **Hurricane Katrina Satellite Image**
  - Looking at the image, what type of weather disaster is occurring? Why?
  - How do you know?
  - How may the environment and economy be effected by the weather disaster? Why?

### Suggested Protocols and Resources

- **Final Word:** Pg. 12
- **Write, Pair, Share:** Pg. 35
- **Infer the Topic:** Pg. 17

### Extension Activities

- Students will analyze various pictures and determine how people in the pictures interact with the environment.

### Assessment

- Students will use the week’s texts to complete the prompt: How does human interaction with the environment affect the economy?

### Standards

- 3.8, 3.9, 3.12, 3.13
- 3.8 Interpret digital sources and informational text to describe how humans interact with their environment.
- 3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.
- 3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).
- 3.13 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.
### Essential Question(s)
- What do countries export?
- Why do countries import goods?
- What factors influence trade?

### Unit Texts and Resources
- Image bank: Highest valued export by country
- Image bank: World Political Maps
- “On Valentine’s Day, Many of the Flowers Come from Colombia”
- “It’s a Hard Fight to End Child Labor Abuse on West Africa’s Cocoa Farms”
- “Who Will Sell the Most Avocados? Colombia Hopes It Will”

### Unit Overview
This inquiry leads students through an investigation of economic systems by focusing on the context of trade among world communities. Trading is one of the oldest forms of economic interaction among humans, yet it is also among the most complex. In examining the reasons for international trade and the exports of world communities, students should be able to develop an argument supported by evidence to answer the compelling question “Why do countries need each other?”

Online Access: [Global Trade](#)
Weeks 7 - 8: Children’s Rights (C3 Teacher Inquiry Design Model Unit)

| Essential Question(s) | What are children’s rights?  
|                        | Why are children’s rights violated in some places?  
|                        | How do people work to protect children’s rights  
| Unit Texts and Resources | I Have the Right to Be a Child  
|                        | “For Every Child”  
|                        | “There Are 30 Million Slaves in the World, Report Says”  
|                        | “More Children Coming to the U.S. Need Help Adjusting”  
|                        | UNICEF 2013 School Challenge Presentations  
|                        | “The Obamas Want the U.S. to Help Girls around the World Stay in School  
| Unit Overview | This inquiry focuses on the concept of universal human rights and fair treatment of all people through the compelling question “Do people around the world care about children’s rights?” This question highlights the idea that human rights, including the right to have one’s basic needs met, are to be universally ensured and protected. Around the world there are many instances of human rights violations, but there are also individuals, groups, and nations who work to protect and defend human rights. The focus on children’s rights—the idea that children have unique rights that apply to them as non-adult members of the global citizenry—offers students an opportunity to examine the idea that they have rights and to understand that they can have an impact on the world.  
|                        | Three supporting questions guide students in their inquiry by introducing the concept of universal human rights while identifying some of the specific rights of children, investigating children’s rights violations, and learning about how human rights are protected by individuals and groups around the world. By examining the featured sources in this inquiry, students deepen their understandings of global human rights issues and learn how people can improve the lives of others by protecting human rights.  
|                        | Online Access: Children’s Rights  

Online Access: Children’s Rights
### Week 9: Cultural Diversity (C3 Teacher Inquiry Design Model Unit)

| Essential Question(s)                                                                 | What is culture?  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>How does history impact cultures around the world today?</td>
<td></td>
</tr>
<tr>
<td>How are the lives of children similar and different in global communities?</td>
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<td></td>
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</tbody>
</table>
| **Unit Texts and Resources**                                                        | “Discovering Culture”  
|                                                                                     | “Brazil Today—Carnival! The Celebration of Brazil”  
|                                                                                     | Excerpts from Exploring Countries: France  
|                                                                                     | “The Ancient Art of Rangoli”  
|                                                                                     | Day in the Life |
| **Unit Overview**                                                                   | This inquiry engages third graders in expanding their understandings of diverse cultures. The compelling question “How does our culture make us similar and different?” is intellectually respectful of students who, by their nature, are interested in people and their similarities and differences. It allows for engagement with several social studies disciplines as students examine diverse cultures and histories around the globe. This inquiry embeds the Taking Informed Action sequence throughout. The understand element is developed through Supporting Questions 1 and 2 while the assess element is represented in Supporting Question 3. The act piece, the planning and hosting of a cultural diversity fair for other third-grade classes, can be done in addition to, or as a substitute for, the Summative Performance Task.  
|                                                                                     | Online Access: Cultural Diversity |