

## Third Grade- Geography, Economics, and Early American and Tennessee History: Quarter 3 Curriculum Map Scope and Sequence

Topic	Week and Weekly Text Title	Weekly Focus	Standards
<b>Early American and TN History</b>	Week 1: Chapter 20	Students will examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains. Students will also describe life on the Tennessee frontier and reasons why settlers moved west.	3.30, 3.31
<b>Early American and TN History</b>	Week 2: Chapter 21	Students will explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.	3.29
<b>Early American and TN History)</b>	Week 3: Chapter 21	Students will explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.	3.29
<b>Culture</b>	Week 4: Africa in April-Botswana	Students will learn about the people and culture of Botswana and compare and contrast way of life in Botswana to their way of life here in the United States.	
<b>Geography</b>	Week 5: Maps and Globes Review	Students will identify and locate major physical features of the United States.	3.01, 3.02, 3.03, 3.04, 3.05
<b>Geography</b>	Week 6: US and World Geography review	Students will identify and locate major countries and key physical features around the world.	3.06, 3.07, 3.08, 3.09, 3.10, 3.11, 3.12
<b>Economics</b>	Week 7: Economics Review	Students will review imports, exports, natural resources of Tennessee, and supply and demand.	3.14, 3.15, 3.16, 3.17, 3.18
<b>History</b>	Week 8: Early US History Review	Students will examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. Students will also examine some of the reasons Europeans came to the Americas.	3.20, 3.26, 3.27
<b>Culture</b>	Week 9: Memphis in May Ghana	Students will examine the way of life for people in Ghana using the Memphis in May Curriculum.	

## Third Grade- Geography, Economics, and Early American and Tennessee History: Quarter 3 Curriculum Map Introduction

### What Will Third Grade Students Learn This Year?

Third grade students will gain a foundation in geography, as well as learn world geography, United States geography, and Tennessee geography. In addition, students will learn basic terminology and study the role of economics through the lens of Tennessee. Students will develop skills across the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Third grade students will also study the indigenous people of North America and European exploration. Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists. Students will use the Social Studies Practices in coordination with the content standards to evaluate evidence, develop comparative and causal analyses, and interpret primary sources and informational texts in order to 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 3<sup>rd</sup> Grade-Geography, Economic, and Early American and Tennessee History

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).*

### Online Access to Gallopade: 3<sup>rd</sup> Grade-Geography, Economic, and Early American and Tennessee History

Teachers may access **3<sup>rd</sup> Grade-Geography, Economic, and Early American and Tennessee History Grade** online using the following credentials methods:

1. Go to <https://gallopade1819.webreader.io/#!/login> and log in with username: **shelby** and password: **county**

**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:

<a href="#">Expeditionary Learning: Protocols and Resources</a>	
Back-to-Back and Face-to-Face	Final Word
Carousel Brainstorm	Fishbowl
Give One, Get One, Move On	Jigsaw

Week 1: The Tennessee Frontier-Chapter 20			
<b>Essential Question(s)</b>	Why were Daniel Boone and William Bean interested in land west of the Appalachian Mountains? How could life on the Tennessee frontier be described?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> (Username: <b>shelby</b> Password: <b>county</b> )		
<b>Standards</b>	3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains. 3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.		
<b>Vocabulary</b>	Fur traders, long hunters, frontier, Cumberland Gap, Wilderness Road., Watauga Compact		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Supply and Demand of Furs (p. 144)</b></p> <ul style="list-style-type: none"> <li>• What were some hats and coats made of in the 1770s?</li> <li>• How were fur hats and coats perceived in Europe in the 1700s?</li> <li>• Why was the land west of the Appalachian Mountains attractive to people who wanted to make money in the 1700s?</li> <li>• How would people make money after gathering animal furs?</li> </ul> <p><b>Fur Traders and Long Hunters (p. 144)</b></p> <ul style="list-style-type: none"> <li>• Who became fur traders?</li> <li>• What were the roles of fur traders?</li> <li>• Who were considered long hunters?</li> <li>• Why might they have been given the name long hunter?</li> <li>• Where did long hunters travel to after collecting fur?</li> <li>• How did people become aware of land west of the Appalachian Mountains?</li> </ul>	<p><b>Daniel Boone (p.145)</b></p> <ul style="list-style-type: none"> <li>• What did Daniel Boone do to earn money?</li> <li>• Where did Boone hunt?</li> <li>• What did a guide help Boone find?</li> <li>• Why might that finding be important to Boone?</li> <li>• How did Boone get through the steep mountains?</li> <li>• Where is the Cumberland Gap located?</li> <li>• Who used the Cumberland Gap to get through the mountains?</li> <li>• How was Wilderness Road created?</li> <li>• What area did Wilderness Road cover?</li> <li>• Where was Boonesborough located and who established it?</li> <li>• Why might Wilderness Road have become important to others as time went by?</li> </ul>	<p><b>William Bean (p. 146)</b></p> <ul style="list-style-type: none"> <li>• What did Daniel Boone and William Bean have in common?</li> <li>• How were the two men associated?</li> <li>• What was Bean one of the first to do?</li> <li>• Where did Bean settle?</li> <li>• Who was the first known European-American born in Tennessee?</li> <li>• How many permanent settlements were in the area in the 1770s?</li> </ul> <p><b>Watauga Compact (p. 147)</b></p> <ul style="list-style-type: none"> <li>• Who live on the land settlers started to settle on?</li> <li>• Why might settlers face challenges when settling on the Land of American Indians?</li> <li>• What did settlers and Cherokee do so that settlers could live on the land of the Cherokee people?</li> <li>• What was the purpose of the Watauga Compact?</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>
<b>Extension Activities</b>	1) Students will complete a <a href="#">primary source analysis on Daniel Boone</a> . 2) Students will use <a href="#">the I Met Daniel Boone activity sheet</a> to write a letter to a family member “back east” describing their chance to meet Daniel Boone. 3) Students will complete the <a href="#">Tennessee Frontier Study Guide</a> to list details about settlers and frontier life in Tennessee.		
<b>Additional Recourses</b>	<a href="#">Early life of Daniel Boone: Video</a> <a href="#">Daniel Boone: Video</a> <a href="#">Jemima Boone: Daniel Boone Dramatization</a>		
<b>Assessment</b>	<a href="#">Chapter 20 Assessment</a>		

Week 2: American Indian and Colonists-Chapter 21			
<b>Essential Question(s)</b>	How did colonists and American Indians cooperate during the 1600s and 1700s?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> (Username: shelby Password: county)		
<b>Standards</b>	3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.		
<b>Vocabulary</b>	Conflict, cooperation, fur trade, trading alliances		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>As Settlers Moved West</b></p> <ul style="list-style-type: none"> <li>• Where did settlers move?</li> <li>• What happened as colonists moved west?</li> <li>• How did American Indians and colonist show cooperation?</li> </ul> <p><b>Cultural Exchanges</b></p> <ul style="list-style-type: none"> <li>• What did American Indians share with and teach colonists?</li> <li>• What did colonist share with and teach American Indians?</li> <li>• How did Europeans benefit from trading with American Indians?</li> <li>• How did American Indians benefit from trading with Europeans?</li> <li>• What did American Indians learn to do to improve their trading experience with Europeans?</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Fur Trade</b></p> <ul style="list-style-type: none"> <li>• Why was fur in high demand in Europe?</li> <li>• Because access to fur was low, what were people in Europe willing to do?</li> <li>• Why did fur trappers come to North America?</li> <li>• What did Finch fur trappers learn about American Indians and what did they do as a result of what they learned?</li> <li>• Why did French fur trappers establish trading posts?</li> <li>• What did the French offer at their trading posts?</li> <li>• What groups of Europeans other than the French wanted furs as well?</li> <li>• What happened in Europe to cause the fur trade to develop into a big business?</li> <li>• Why did they create trading alliances?</li> </ul> </td> </tr> </table>	<p><b>As Settlers Moved West</b></p> <ul style="list-style-type: none"> <li>• Where did settlers move?</li> <li>• What happened as colonists moved west?</li> <li>• How did American Indians and colonist show cooperation?</li> </ul> <p><b>Cultural Exchanges</b></p> <ul style="list-style-type: none"> <li>• What did American Indians share with and teach colonists?</li> <li>• What did colonist share with and teach American Indians?</li> <li>• How did Europeans benefit from trading with American Indians?</li> <li>• How did American Indians benefit from trading with Europeans?</li> <li>• What did American Indians learn to do to improve their trading experience with Europeans?</li> </ul>	<p><b>Fur Trade</b></p> <ul style="list-style-type: none"> <li>• Why was fur in high demand in Europe?</li> <li>• Because access to fur was low, what were people in Europe willing to do?</li> <li>• Why did fur trappers come to North America?</li> <li>• What did Finch fur trappers learn about American Indians and what did they do as a result of what they learned?</li> <li>• Why did French fur trappers establish trading posts?</li> <li>• What did the French offer at their trading posts?</li> <li>• What groups of Europeans other than the French wanted furs as well?</li> <li>• What happened in Europe to cause the fur trade to develop into a big business?</li> <li>• Why did they create trading alliances?</li> </ul>
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<b>Extension Activities</b>	<p>1) Students will read the <a href="#">Fur Trade text</a> and create a cause and effect chart/ graphic organizer to detail why things happened during the fur trade.</p> <p>2) Students will complete an <a href="#">image analysis form</a> on one of the three <a href="#">Fur Trade Images</a> and then write a short narrative of what is taking place in the image from the perspective of one of the people/ characters in the image.</p>		
<b>Additional Recourses</b>	<a href="#">Trappers and Traders: Video</a>		
<b>Assessment</b>	Writing Prompt: What type of relationship did American Indians and Europeans have as Europeans continued to travel west?		

Week 3: American Indian and Colonists -Chapter 22			
<b>Essential Question(s)</b>	How did colonists and American Indians cooperate during the 1600s and 1700s?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> ( <b>Username: shelby Password: county</b> )		
<b>Standards</b>	3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.		
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<b>Extension Activities</b>	<p>1) Students will complete the <a href="#">Let's Trade activity sheet</a> to identify items American Indians and Europeans received from trade.</p> <p>2) Students will complete <a href="#">Cooperation Between Colonists and American Indians activity sheet</a> to detail the effects of cooperation between American Indians and Europeans.</p>		
<b>Additional Recourses</b>	<a href="#">The Epic History of the Fur Trade in America: Video</a> <a href="#">The Fur Trade</a>		
<b>Assessment</b>	<a href="#">Gallopade Assessment: Chapter 21</a>		

**Week 4- Africa in April (Botswana)**

<b>Essential Question(s)</b>	How is the way of life for the people of Botswana?		
<b>Standards</b>			
<b>Texts</b>	Tennessee Kindergarten Studies Weekly-The World Around US		
<b>Vocabulary</b>	Flag, country, continent, Africa, cuisine		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Botswana</b></p> <ul style="list-style-type: none"> <li>• When did Botswana gain its independence?</li> <li>• Where is Botswana located?</li> <li>• What plants and animals can be found in Botswana?</li> </ul>	<p><b>Botswana</b></p> <ul style="list-style-type: none"> <li>• When did Botswana gain its independence?</li> <li>• Where is Botswana located?</li> <li>• What plants and animals can be found in Botswana?</li> </ul>	<p><b>Botswana</b></p> <ol style="list-style-type: none"> <li>1) When did Botswana gain its independence?</li> <li>2) Where is Botswana located?</li> <li>3) What plants and animals can be found in Botswana?</li> </ol>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Back to Back, Face to Face</a>	<a href="#">Back to Back, Face to Face</a>
<b>Extension Activities</b>	<ol style="list-style-type: none"> <li>1) Students will complete a <a href="#">bubble map</a> to list different details about Botswana.</li> <li>2) Students will use the <a href="#">Botswana Coloring Sheet</a> color the Botswana flag and write sentences to describe the Botswana.</li> </ol>		
<b>Additional Topic Specific Resources</b>	<p><a href="#">Elephants in Botswana</a>: Video</p> <p><a href="#">All About Botswana: Read Aloud Text</a></p>		
<b>Assessment</b>	Students will write an advertisement to attract or persuade people to visit Botswana. Students will present their work to their classmates.		

**Week 5: Maps and Globes Review**

<b>Essential Question(s)</b>	How do maps and globe help people better understand the world?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> (Username: shelby Password: county)		
<b>Standards</b>	<p>3.01 Analyze maps and globes using common terms, including: • Country • North Pole • Equator • Prime meridian • Hemisphere • Region • Latitude • South Pole • Longitude • Time zones</p> <p>3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.</p> <p>3.03 Examine major physical features on globes and maps, including: • Basin • Desert • Ocean • Sea • Bay • Gulf • Peninsula • Strait • Canal • Island • Plain • Stream • Canyon • Isthmus • Plateau • Valley • Delta • Mountain • River</p> <p>3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.</p> <p>3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</p>		
<b>Vocabulary</b>	North Pole, Equator, Prime meridian, Hemisphere, Region, Latitude, South Pole, Longitude, physical features, physical maps, political map, resource map, climate maps		
<b>Text to Review and Suggested Activities</b>	<p><b>Students will read and review pages 12-18 of the textbook.</b></p> <ul style="list-style-type: none"> <li>Students will use the <a href="#">Labeling Maps and Globes activity sheet</a> to an image of a globe below to identify and label the following: North Pole • Equator • Prime meridian • Hemisphere • Region • Latitude • South Pole • Longitude.</li> <li>Students will use the <a href="#">Longitude and Latitude activity sheet</a> to practice determining the longitude and latitude of different locations.</li> </ul>	<p><b>Students will review pages 20-27 of the textbook.</b></p> <ul style="list-style-type: none"> <li>Students will complete the <a href="#">Landforms activity</a> to identify different landforms.</li> <li>Students will draw, or create a 3D figure of the landform they find most interesting and write to explain the land form and common places the land form can be found.</li> </ul>	<p><b>Students will read and review pages 28-32 of the textbook.</b></p> <ul style="list-style-type: none"> <li>The teacher will divide the class into seven groups. Each group will then be given a section of the <a href="#">Types of Maps: Topographic, Political, Climate, and More text</a> to read. After each group has read their portion of the text, they will reach a consensus of the key information from the text. Students will then Jigsaw or pair with other classmates that had different portions of the text so that they can share key information from their portion with others. Students will use the <a href="#">Types of Maps Jigsaw activity sheet</a> to record their work.</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Jigsaw</a>



Week 6: US and World Geography Review			
<b>Essential Question(s)</b>	Where are certain places and physical features located on a map?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> ( <i>Username: shelby Password: county</i> )		
<b>Standards</b>	3.06 Identify and locate the major continents and oceans using maps and globes: • Africa • Europe • Atlantic Ocean • Antarctica • North America • Indian Ocean • Asia • South America • Pacific Ocean • Australia • Arctic Ocean • Southern Ocean 3.07 Identify and locate major countries, including: • India • Brazil • Italy • China • Japan • Egypt • Russia • France • Spain • Great Britain 3.08 Identify major physical features of the world, including: • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts— Gobi, Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls 3.09 Identify and locate the fifty states of the U.S. 3.10 Identify and locate major cities in the U.S., including: • Chicago • New York City • Los Angeles • Seattle • Miami • Washington, 3.11 Identify major physical features of the U.S., including: • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains 3.12 Locate the following cities and physical features in Tennessee: • Cities—Chattanooga, Knoxville, Memphis, Nashville • Rivers—Cumberland, Mississippi, Tennessee • Mountain Range—Great Smoky Mountains		
<b>Vocabulary</b>	Country, continent, landforms		
<b>Text to Review and Suggested Activities</b>	<b>Read and review pages 33-38 of the textbook.</b> <ul style="list-style-type: none"> <li>Students will use the <a href="#">World Map Template sheet</a> to identify, locate and label the following: Africa, Europe, Atlantic Ocean, Antarctica, North America, Indian Ocean, Asia, South America, Pacific Ocean, Australia, Arctic Ocean, Southern Ocean, India, Brazil, Italy, China, Japan, Egypt, Russia, France, Spain, and Great Britain.</li> </ul>	<b>Read and review pages 42-52 of the textbook.</b> <ul style="list-style-type: none"> <li>Students will use the <a href="#">Map of the USA Template</a> to identify, locate, and label the following: the fifty states of the U.S., Chicago, New York City, Los Angeles, Seattle, Miami, Washington DC, Colorado River, Mississippi River, Ohio River, Rio Grande, Alaska Range, Appalachian Mountains, Rockies, the Great Lakes, Gulf of Mexico, Great Basin, Grand Canyon, Great Plains</li> </ul>	<b>Read and review pages 52-55 of the textbook.</b> <ul style="list-style-type: none"> <li>Students will use the <a href="#">Map of Tennessee Template</a> to identify, locate, and label the following: Chattanooga, Knoxville, Memphis, Nashville, Cumberland River, Mississippi River, Tennessee River, and the Great Smoky Mountains.</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>

**Week 7: Economics Review**

<b>Essential Question(s)</b>	How are goods and services exchanged? What natural resources can be found in Tennessee? How does supply and demand work? How do people interact with the environment?			
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> (Username: <i>shelby</i> Password: <i>county</i> )			
<b>Standards</b>	3.14 Compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product. 3.15 Interpret a chart, graph, or resource map of major imports and exports in Tennessee. 3.16 Describe how scarcity, supply, and demand affect the prices of products. 3.17 Compare and contrast how goods and services are exchanged on local and regional levels. 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.			
<b>Vocabulary</b>	Imports, exports, natural resources, supply and demand			
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Read and review pages 58-67 of the textbook.</b></p> <ul style="list-style-type: none"> <li>Students will create a brochure or foldable to illustrate and detail natural resources found in Tennessee. Students should be sure to include the following resources: fluorite, marble, pyrite, zinc, limestone, phosphate rock, coal, small amount of petroleum and natural gas, Ball clay, lignite, sand and gravel, and barite.</li> </ul>	<p><b>Read and review pages 72-77 of the textbook.</b></p> <ul style="list-style-type: none"> <li>Students will read the <a href="#">Water Worries text</a> and answer text dependent questions.</li> <li>Students teacher will assign groups of students an environment or resource that humans may interact with. Students will use a t-chart to list the pros and cons of interacting with the assigned environment or resource. Examples: oceans, rivers, forests, wildlife animals, coal,</li> </ul>	<p><b>Read and review pages 72-77 of the textbook.</b></p> <ul style="list-style-type: none"> <li>Student will use <a href="#">a trifold with the three headings</a>: the way people depend on the environment, the way people adapt to the environment, and the way people modify the environment. Students will then list example in each column.</li> </ul>	<p><b>Read and review pages 77-81 of the textbook.</b></p> <ul style="list-style-type: none"> <li>With guidance from the teacher, students will perform the activities of the <a href="#">Inquiry Design Model: Global Trade</a> to compare and contrast how goods and services are exchanged.</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>

Week 8: Early US and Tennessee History Review			
<b>Essential Question(s)</b>	How did regional geographic features influence the development of the Thirteen Colonies? Why might conflict arise between American Indians and colonist upon arrive to the New World?		
<b>Texts</b>	Textbook: <a href="#">3<sup>rd</sup> Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History</a> (Username: shelby Password: county)		
<b>Standards</b>	3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land. 3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. 3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.		
<b>Vocabulary</b>	Colonists, settlers, culture, conflict, compromise, Pilgrims, religion		
<b>Teacher Guided Text Specific &amp; Text Dependent Questions</b>	<p><b>Students will read and review pages of the textbook</b></p> <ul style="list-style-type: none"> <li>After the teacher does shared reading with the class, students will work in groups read the text <a href="#">Destroying the Native American Cultures</a> to highlight key ideas. Students will then work independently to write a summary of the text.</li> </ul>	<p><b>Students read and review pages of the textbook.</b></p> <ul style="list-style-type: none"> <li>Students will read the <a href="#">Geography of the Colonies text</a> and create a graphic organizer or foldable to detail how geographic features of the Thirteen Colonies influenced their development.</li> </ul>	<p><b>Students will red and review pages of the textbook.</b></p> <ul style="list-style-type: none"> <li>After reading the <a href="#">Colonial America text</a>, students will use evidence from the text to complete the <a href="#">Colonial America Cause and Effect chart</a>.</li> </ul>
<b>Suggested Protocols and Resources</b>	<a href="#">Back to Back Face to Face</a>	<a href="#">Think, Pair, Share</a>	<a href="#">Back to Back Face to Face</a>

**Week 9: Ghana (Memphis in May)**

<b>Essential Question(s)</b>	How is the way of life for people in Ghana?
<b>Standards</b>	1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.
<b>Texts</b>	Memphis in May Curriculum
<b>Vocabulary</b>	Country, continent, Africa, tradition, customs
<b>Text and Activities</b>	<a href="#">Memphis in May Curriculum: Ghana</a>
<b>Assessment</b>	Students will draw pictures write sentences to describe life in Ghana.