

3rd Grade-World Geography and Cultures: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
Geography and Culture	Ancient Achievements	Students will learn about a variety of accomplishments of ancient civilizations and will locate each civilization on a map.	3.1, 3.2, 3.3, 3.8, 3.9, 3.13, 3.15, 3.18, 3.19, 3.39, 3.40, 3.41, 3.46, 3.47, 3.48, 3.57, 3.58, 3.59
Geography and Culture	South America	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.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37
Geography and Culture	Governments	Students will learn about the importance of rules, laws and government. They will discuss various forms of government (e.g., monarchy, city-states, republic). Students will also learn about urban ecosystems and how taxes support services that people in urban areas need.	3.9, 3.15, 3.29, 3.33, 3.38, 3.40, 3.41, 3.45, 3.46, 3.47, 3.48, 3.57, 3.58, 3.59
Geography and Culture	Good Citizens	Students will learn about citizenship in Greece and Rome. They will discuss their own rights and responsibilities in the U.S.	3.8, 3.9, 3.14, 3.15, 3.40
Geography and Culture	Economic Interdependence	Students will learn about the interdependence of their community and other communities around the world. They will also learn basic economic concepts.	3.9, 3.11, 3.23, 3.26, 3.57, 3.58
Geography and Culture	Ancient Transportation	Students will learn about ancient transportation and how people moved from one place to another. They will learn about ocean ecosystems and how oceans have influenced the migration of people throughout history.	3.8, 3.9, 3.15, 3.16, 3.26, 3.39, 3.40, 3.57, 3.58
Geography and Culture	The Age of Discovery	Students will learn about European explorers who made significant discoveries throughout the world, including Magellan, Columbus, Hudson, da Gama, and Balboa. Students will discuss some of the consequences of these explorations.	(3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 3.9, 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.32, 3.33, 3.40, 3.41
Geography and Culture	Europe	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, physical features, available resources and discuss the economy of a region.	3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.9, 3.39, 3.41, 3.42, 3.43, 3.44
Geography and Culture	Culture	Students will look at the continent of Africa to learn about components of a culture and the diversity among African cultures. They will chart facts about various civilizations.	3.1, 3.2, 3.3, 3.4, 3.9, 3.46, 3.47, 3.48

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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:

Grade Level	Studies Weekly Subscription Title
Kindergarten	Tennessee Studies Weekly Kindergarten
First Grade	Tennessee First Grade Studies Weekly
Second Grade	Tennessee Second Grade Studies Weekly
Third Grade	World Community Studies Weekly (v15)
Fourth Grade	Tennessee Studies Weekly Ancient America to 1850
Fifth Grade	USA Studies Weekly 1850 to Present (v15)

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:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
Most Important Book	Back-to-Back and Face-to-Face
Display Tray	Carousel Brainstorm
Penny for Your Thoughts Debate Carousel	Give One, Get One, Move On
Cornell Note-Taking Method	Final Word
Flip Book for Taking Notes	Fishbowl
KWL Chart	Gallery Walk
Primary Source Analysis	Jigsaw

Week 1: Ancient Achievements			
Essential Question(s)	Why are Ancient Civilizations important to how we live today?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	prehistoric, civilization, scribe, ancient		
Teacher Guided Text Specific & Text Dependent Questions	<p>Achievements of Ancient Civilizations</p> <ul style="list-style-type: none"> • What is culture and why is it important? • Explain how civilizations are started? • What factors contribute to the development of civilizations? <p>Stone Tools Help Archaeologists Learn About Early People</p> <ul style="list-style-type: none"> • How do we know Europeans were the first people in North America? • Why do archaeologists believe that Europeans came to North America before the ancestors of the American Indians? • What evidence does Delaware have to show that Europeans crossed the Atlantic in that state? 	<p>Ancient Achievements</p> <ul style="list-style-type: none"> • How did our present form of government originate? • What is the definition of ancient? • Describe the four major achievements of the Ancient Chinese that are used all over the world. <p>The Abacus</p> <ul style="list-style-type: none"> • What is an abacus and why is it important to history? • How is an abacus similar to a calculator? • How effective was the number system developed by the people of ancient India? 	<p>The Seven Wonders of the Ancient World</p> <ul style="list-style-type: none"> • How did we get the term “The Seven Wonders of the Ancient World”? • Which creation still exists today? • What happened to the other wonders of the Ancient World?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Suggested Activities	Students will work in pairs to create two Cause and Effect graphic organizers (cause and effect web, fishbone diagram, T-chart) on chart paper. Title one graphic organizer <i>Before Farming</i> and the other <i>After Farming</i> . Students will then list several effects that occurred before people learned to farm and after people learned to farm, citing evidence from the text to support their answers. After completing the organizers, students will have a short discussion of ideas with other groups.		
Assessment	Students will use the week’s texts to complete the prompt: Explain why people today do not have to move around and hunt or gather food to survive. Students will use details and information from the article to support their answer.		
Standards	<p>3.1, 3.2, 3.3, 3.8, 3.9, 3.13, 3.15, 3.18, 3.19, 3.39, 3.40, 3.41, 3.46, 3.27, 3.48, 3.57, 3.58, 3.59</p> <p>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.</p> <p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>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.</p> <p>3.15 Use information gained from timelines, primary sources, media, and informational text to identify major historical events and patterns in</p>		

	<p>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.</p> <p>3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)</p> <p>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)</p> <p>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)</p> <p>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.</p> <p>3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)</p> <p>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)</p> <p>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.</p> <p>3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)</p> <p>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)</p> <p>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.</p> <p>3.59 Identify the major countries of the continent (China, India, Israel, and Japan). (G)</p>
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Week 2: South America			
Essential Question(s)	How do different features of maps help people with travel?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	plateau, range, pampas, rain forest		
Teacher Guided Text Specific & Text Dependent Questions	<p>Prepare for Landing!</p> <ul style="list-style-type: none"> Describe the Andes Mountains. Describe the Amazon rain forest. Why is it important What is the importance of Angel Falls? <p>South American Countries</p> <ul style="list-style-type: none"> Compare Brazilians and Colombians. How are they alike? How are they different? Identify the major countries of the South American continent. 	<p>Physical Features of South America</p> <ul style="list-style-type: none"> Describe the physical features that make up South America. What two bodies of water border the Northern part of South America? Explain the importance of the following physical features in South America: Amazon River, Andes Mountains, Galapagos Islands, Straits of Magellan, and Lake Titicaca 	<p>Imports and Exports of South America</p> <ul style="list-style-type: none"> What are imports? Describe the major imports for Argentina, Peru, Brazil, and Columbia. What are the important imports and exports of South America.
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Extension Activities	Students will research the Inca Culture, Amerigo Vespucci, the Panama Canal, Gabriel Garcia Marquez, Fernando Botero and current events in South America. After students have conducted enough research on each of these topics, have them place them on a labeled timeline. Students will add the significance of each idea on the timeline. Students will choose two South American countries to compare and contrast. Students should use at least two different articles for information and ideas.		
Assessment	Students will use the week's texts to complete the prompt: Explain how shortages have affected Argentinians at the supermarket.		
Standards	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.18, 3.22 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, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads. 3.5 Explain the difference between relative and absolute location. 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). 3.8 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.		

	<p>3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)</p> <p>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</p>
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Week 3: Governments				
Essential Question(s)	Why is government important?			
Texts	Texts: World Community Studies Weekly Supplemental Resources: https://trumanlibrary.org/whistlestop/teacher_lessons/3branches/front.htm			
Vocabulary	democracy, dictatorship, enforce, monarchy, republic			
Teacher Guided Text Specific & Text Dependent Questions	Benefits of Government <ul style="list-style-type: none"> • What does it mean to enforce laws? • Describe the responsibilities of the federal government. • Explain the benefits of having laws. Government Through the Ages <ul style="list-style-type: none"> • Describe the four types of government discussed in the article. • Compare a democracy to a dictatorship. 	American Symbols <ul style="list-style-type: none"> • What does the Statue of Liberty represent to the United States? • Where is the location of the US capitol? • Explain the importance of the US flag and why it is known all over the world. 	The ATM <ul style="list-style-type: none"> • What does ATM stand for? • What is another word used to describe an “ATM” card? Why did ATMs originate?	The Urban Environment <ul style="list-style-type: none"> • Explain why people pay taxes? • Why do urban environments have fewer plants than other ecosystems? • Why is a government needed in an urban environment?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will explain what their rights as a citizen include. 2) Students will compare republics and democracies using a Venn diagram. They will then use the diagram to write a comparison essay.			
Assessment	Students will use the week’s texts to complete the prompt: Imagine we did not have any laws at all. Write an article about what might happen in your classroom or community if there were not rules to follow. Before students begin to write, have them to think about what would happen if there were no laws. Then have them write to explain what would happen if there were no laws.			
Standards	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.13, 3.18, 3.22, 3.34, 3.35, 3.41, 3.49, 3.51, 3.66, 3.67 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, gulfs, straits, 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.</p> <p>3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>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.</p> <p>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</p> <p>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</p> <p>3.35 Identify examples of scarcity in and around specific regions. (E, G)</p> <p>3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)</p> <p>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</p> <p>3.51 Identify examples of scarcity in and around specific regions. (E, G)</p> <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)</p> <p>3.67 Read and interpret information about the impact of people on the environment. (G)</p>
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Week 4: Good Citizens			
Essential Question(s)	What does it mean to be “fair”? How are citizens of Ancient Greece and citizens of the United States the same?		
Texts	Texts: World Community Studies Weekly Supplemental Texts: “D is for Democracy: A Citizens’ Alphabet” by Elissa Grodin ; “Knowing Your Civil Rights” by Christin Ditchfield		
Vocabulary	Justice, equality, responsibility, right		
Teacher Guided Text Specific & Text Dependent Questions	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • What does responsibility mean? • Why is serving on a jury a big responsibility? • What is an effect of voting? <p>Responsible Helping Hands</p> <ul style="list-style-type: none"> • Why did 189 nations agree to work together to help poorer nations make the lives of their people better? 	<p>Good Citizens</p> <ul style="list-style-type: none"> • Describe what equality means to you. • Why is the Golden Rule important? • Why is honesty always the best policy? <p>Citizens in Ancient Democracies</p> <ul style="list-style-type: none"> • What is a mountain? • Where are mountains located? • How are mountains formed? • What is the highest mountain? • How/why do mountains change over time? • Who/what are inhabitants of mountains? 	<p>The Printing Press</p> <ul style="list-style-type: none"> • How did the printing press change the way writing was copied? • Why is Johannes Gutenberg important?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Extension Activities	<p>1) Students will write a paragraph about what it takes to be a good citizen. Students will use details from the article for their writing. As an extension, students can go to http://www.lcsd.k12.wa.us/~wwesterberg/la6/citizen_essays.htm to read other student essays about what it takes to be a good citizen. Students can extend their learning further by comparing their ideas of citizenship to others.</p> <p>2) Students will write a story about a time when they were not treated fairly. Students should tell what was not fair about the experience and what could have been done to correct it.</p>		
Assessment	Students will write about how a person can help to make their community a better place. Students will refer to the above articles for ideas and suggestions.		
Standards	<p>3.6, 3.7, 3.8, 3.9, 3.14, 3.15, 3.16, 3.40, 3.47</p> <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.</p> <p>3.7 Explain how specific images contribute to and clarify geographical information (diagrams, landforms, satellite photos, GPS system, maps, and charts).</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p>		

	<p>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)</p> <p>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.</p> <p>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, Harriett Tubman, Geronimo, George Washington Carver, Georgia O’Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.</p> <p>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.</p>
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Week 5: Economic Interdependence			
Essential Question(s)	What is interdependence and why is it important to communities?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	want, need, export, import, service, community		
Teacher Guided Text Specific & Text Dependent Questions	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>We Depend on Each Other</p> <ul style="list-style-type: none"> • How do modern communities depend on each other to take care of their needs? <p>Has Amelia Earhart’s Plane been Found?</p> <ul style="list-style-type: none"> • Why was Amelia Earhart important to history? • What body of water was she flying over when she disappeared? • What does the newest evidence suggest about the disappearance of Earhart and Noonan? </td> <td style="vertical-align: top; width: 50%;"> <p>Economic Interdependence</p> <ul style="list-style-type: none"> • What does scarcity mean? • What is the effect of communities working together? • Why do we rely on people from other communities for some of the supplies that we want or need? • By working together, what are communities able to do? <p>Government Goods and Services</p> <ul style="list-style-type: none"> • What is an example of a government good we use daily? • Explain how government services are paid for. • Why are libraries considered public services? </td> </tr> </table>	<p>We Depend on Each Other</p> <ul style="list-style-type: none"> • How do modern communities depend on each other to take care of their needs? <p>Has Amelia Earhart’s Plane been Found?</p> <ul style="list-style-type: none"> • Why was Amelia Earhart important to history? • What body of water was she flying over when she disappeared? • What does the newest evidence suggest about the disappearance of Earhart and Noonan? 	<p>Economic Interdependence</p> <ul style="list-style-type: none"> • What does scarcity mean? • What is the effect of communities working together? • Why do we rely on people from other communities for some of the supplies that we want or need? • By working together, what are communities able to do? <p>Government Goods and Services</p> <ul style="list-style-type: none"> • What is an example of a government good we use daily? • Explain how government services are paid for. • Why are libraries considered public services?
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Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38		
Extension Activities	1) Teachers will guide students to complete the imports and exports chart. Students will complete research about the imports and exports of Tennessee.		

	2) Students will imagine that they own a business in their community. Imagine what type of business they would like to own.
Assessment	Students will write to explain how people in a community meet their own needs and the needs of their town or city.
Standards	<p>3.1. 3.2, 3.3, 3.6, 3.8, 3.9, 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.21, 3.22, 3.24, 3.25, 3.26, 3.31, 3.32, 3.33, 3.36</p> <p>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.</p> <p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p>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, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <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.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>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.</p> <p>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)</p> <p>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.</p> <p>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, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.</p> <p>3.18 Identify and locate on a map: Canada, Mexico, Central America, Cuba and the 50 states of the U.S. (G)</p> <p>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)</p> <p>3.21 Locate the states that comprise the regions of the United States. (G)</p> <p>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</p> <p>3.24 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p> <p>3.25 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)</p> <p>3.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN)</p>

	<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)</p> <p>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.</p> <p>3.33 Identify on a map major countries of the continent (Brazil, Colombia, and Peru, Argentina). (G)</p> <p>3.36 Interpret a chart, graph, or resource map of major imports and exports. (E, G)</p>
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Week 6: Ancient Transportation				
Essential Question(s)	In ancient history, why is it important to us how people moved from place to place?			
Texts	Texts: World Community Studies Weekly			
Vocabulary	Transportation, domesticate, trade, nomads			
Teacher Guided Text Specific & Text Dependent Questions	<p>How Did They Get from Here to There?</p> <ul style="list-style-type: none"> • What does it mean to trade? • Why did farmers domesticate animals? • Why did nomads have to travel to hunt animals and gather plants? 	<p>Ancient Transportation</p> <ul style="list-style-type: none"> • What inventions did the Polynesians create? • How was transportation different after the invention of the sail? • What were some of the major effects that came from the invention of the wheel? • Why were roads important to the Roman Empire? • How are ancient Roman roads and boats with sails alike? 	<p>Transportation of the Future</p> <ul style="list-style-type: none"> • What kind of train may be used in the future? • If NASA built a space elevator how would it work? • What do scientists think could be in the future for transportation? 	<p>The Steamboat</p> <ul style="list-style-type: none"> • Why were steamboats important to society? <p>How Important is Water?</p> <ul style="list-style-type: none"> • What is the main thing that makes life possible on Earth? • How can water clean itself? • How did the visual of the macaroni help you better understand water on Earth?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12
Extension Activities	<p>1) Students will list the different forms of transportation including rafts, domesticated animals, wheeled carts, chariots, roads, boats with oars, and sails. Teachers will guide students in writing how each form changed society and the lives of the people at that time.</p> <p>2) Students will compare nomads and farmers and explain how they were alike and different. Students will use details and information from the articles in the week’s paper to support their answer.</p>			
Assessment	Students will use the week’s texts to complete the prompt: How has transportation changed over time beginning in ancient times.			
Standards	<p>3.1, 3.2, 3.3, 3.6, 3.8, 3.9, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.22, 3.31, 3.32, 3.33, 3.34</p> <p>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.</p> <p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <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.</p> <p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought).</p>			

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, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, and Barack Obama.

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)

3.22 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

3.31 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.

3.33 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

Week 7: The Age of Discovery			
Essential Question(s)	Why is it important for us to understand how countries were discovered and colonies were founded?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	colony, consequence, conquer, explorer		
Teacher Guided Text Specific & Text Dependent Questions	<p>The Age of Discovery and Colonization</p> <ul style="list-style-type: none"> • What was the primary objective that European kings desired from further exploration in the 15th and 16th centuries? • Compare sea travel today to sea travel in the 15th and 16th centuries. How is it different? How is it the same? • What can you infer happened from the desires planted in the hearts of explorers to discover a new route that would bring wealth or a novel way of doing something? 	<p>Research Shows Madagascar Was Founded by Women</p> <ul style="list-style-type: none"> • What did scientists discover about Madagascar? • How did the women get stranded in Madagascar? • Explain what makes the Madagascar men special? <p>The Age of Discovery and Colonization</p> <ul style="list-style-type: none"> • What began the rush for explorers to start colonies in the New World? • What did most of the early explorers have in common? • What was the effect of Henry Hudson's voyage? 	<p>The Atlatl</p> <ul style="list-style-type: none"> • Why did the early American Indians use the atlatl? • How long have people been using the atlatl? <p>Madrid, Spain</p> <ul style="list-style-type: none"> • How do most teenagers in Spain spend their evenings? • Why is it normal to see young adults in their 20s living at home? • Why do you think children do not have sports or clubs as part of their school day?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Extension Activities	<ol style="list-style-type: none"> 1) Students will write a summary of the week's lesson in four or five sentences. 2) Students will discuss how the life of the American Indian changed, both positively and negatively, once the European explorers arrived. Then tell how the life of the American Indians might be today if the European explorers had not colonized the Americas. Use the information from your magazine to support your answer and include lots of details. 		
Assessment	Students will imagine that they were the first person to discover Tennessee. Teachers will assist students to imagine what it was like at that time.		
Standards	<p>3.2, 3.3, 3.4, 3.6, 3.9, 3.11, 3.12, 3.13, 3.20, 3.22, 3.26, 3.27</p> <p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p>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, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>3.11 Analyze how natural resources have impacted the economy of each region and their connections to global trade.</p> <p>3.12 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods,</p>		

	<p>tornadoes, drought).</p> <p>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.</p> <p>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)</p> <p>3.22 Identify major physical features on a map (G, TN):</p> <ul style="list-style-type: none"> • 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 <p>3.26 Describe how goods and services are exchanged on local, regional, and international levels including transportation methods and bartering and monetary exchange. (C, E, G, TN)</p> <p>3.27 Compare and contrast landforms, climates, population, natural resources, and major cities of the three Grand Divisions of Tennessee. (G, TN)</p>
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Week 8: Europe			
Essential Question(s)	Why are timelines important when describing historical events and governments? What is the importance of currency? What is the importance of a common language in a country?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	culture, significant, currency, union		
Teacher Guided Text Specific & Text Dependent Questions	<p>Bonjour, Ciao, Privet, Hallo, Hola, Europe!</p> <ul style="list-style-type: none"> • Compare rugby and American football. How are they alike? How are they different? • What were the cities that served as the capital of Tennessee? • What is the current capital of Tennessee and when was it decided that it would be the capital once and for all? • How was the Cumberland River used in the 1800s? • Why is Nashville referred to as the “Athens of the South”? 	<p>Americans Copy European Castles</p> <ul style="list-style-type: none"> • Where and why did castles originate? • What is the purpose of castles today? <p>European Countries</p> <ul style="list-style-type: none"> • What do Spain and the United Kingdom have in common? • Identify six countries on the continent of Europe. • How is the government of the United Kingdom different from the government of the US? 	<p>The Language of Money</p> <ul style="list-style-type: none"> • Why is EU currency called the euro? • What is the benefit of having a common currency? <p>Imports & Exports</p> <ul style="list-style-type: none"> • Which country both imports and exports chemicals? • Which commodity is imported by the most countries? • Why does Russia not import fuel? • What major import do four European countries have in common? • Which countries are they?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Extension Activities	<ol style="list-style-type: none"> 1) Students will research the culture of one European country. They will then design a presentation about the clothing, music, food, art, customs, language, and beliefs of the people in the country via PowerPoint, poster, or video. 2) Students will create a festival to celebrate the culture of any European country they have studied. They will use the information from the text to add ideas of their own. 3) Students will identify and discuss the physical features of Europe. 		
Assessment	Students will use the week’s texts to complete the prompt: What are the pros and cons of having a uniform currency like the euro? Students must include ideas from the facts included in the articles of this unit.		
Standards	<p>3.1, 3.2, 3.3, 3.4, 3.39, 3.41, 3.42, 2.43, 3.44, 3.6,3.8, 3.9</p> <p>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.</p> <p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p>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, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <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.</p>		

	<p>3.8 Interpret digital sources and informational text to describe how humans interact with their environment.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details</p> <p>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)</p> <p>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.</p> <p>3.41 Identify major countries of the continent (France, Italy, Germany, Russia, Spain, and United Kingdom). (G)</p> <p>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)</p> <p>3.45 Compare and contrast a monarchy and a democratic form of government. (P)</p> <p>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)</p>
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Week 9: Culture			
Essential Question(s)	Why is diversity important in a culture? How can we learn about the culture of others?		
Texts	Texts: World Community Studies Weekly		
Vocabulary	Culture, diversity, smelt, civilization		
Teacher Guided Text Specific & Text Dependent Questions	<p>Culture and Diversity- A Look at Africa</p> <ul style="list-style-type: none"> • Estimate how many people live in Africa today. • Why does Africa have a growing tourist industry? • How many countries are there in Africa? <p>Crisis in Mali?</p> <ul style="list-style-type: none"> • Why is it important for us to know who the rebel fighters had been working for in Libya? <p>How has democracy been affected in Mali?</p>	<p>What is a Culture Anyway?</p> <ul style="list-style-type: none"> • How did people who lived in the desert get the items they needed for survival? • What made Kush's culture different? <p>The Traffic Light</p> <ul style="list-style-type: none"> • What is an archeologist? • When do archeologist believe the first people came to Tennessee? • Who are Paleo-Indians? • What are prehistoric times? 	<p>Anansi Looks for Wisdom</p> <ul style="list-style-type: none"> • What are primary sources? • What are some examples of primary sources? • What are secondary resources? • What are some examples of secondary sources? <p>Ancient Civilization Facts</p> <ul style="list-style-type: none"> • What is the importance of the following civilizations? Kush, Nok, Timbuktu, Ghana, Egypt. <p>* Students will research to complete the graphic organizer in the Teachers Edition.</p>
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35
Extension Activities	1) Teachers will share two different African folk talks with students. Students will construct a Venn diagram to compare the main characters. 2) Students will write five questions about this week's paper for a friend to answer.		
Assessment	Students will use the week's texts to complete the prompt: Compare your community with one of the communities discussed in this week's news. What are the similarities and differences? Think about what your community trades, what the people are like, and what the land looks like.		
Standards	3.1, 3.2, 3.3, 3.4, 3.46, 3.47, 3.48, 3.9 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.		

	<p>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.</p> <p>3.3 Use cardinal directions, map scales, legends, titles, and longitude and latitude to locate major cities and countries in the world.</p> <p>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, gulfs, straits, canals, seas, boundaries, cities, highways, roads, and railroads.</p> <p>3.9 Analyze primary and secondary sources, maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.</p> <p>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)</p> <p>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.</p> <p>3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)</p> <p>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</p>
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