



ROCHESTER CITY SCHOOL DISTRICT

Social Studies Instructional Strategies and Curriculum Supplement

Grade 3

January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

Introduction

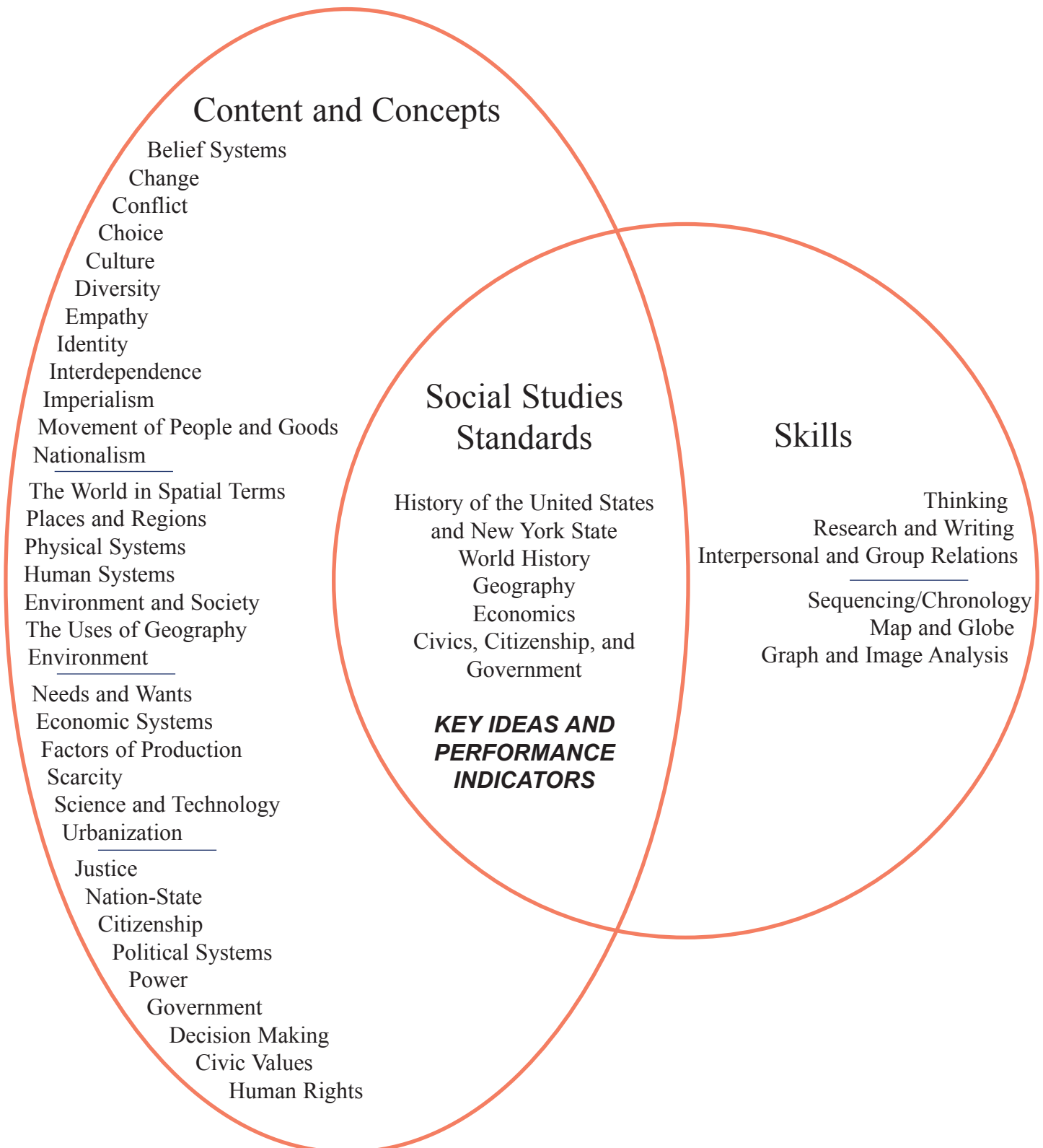
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

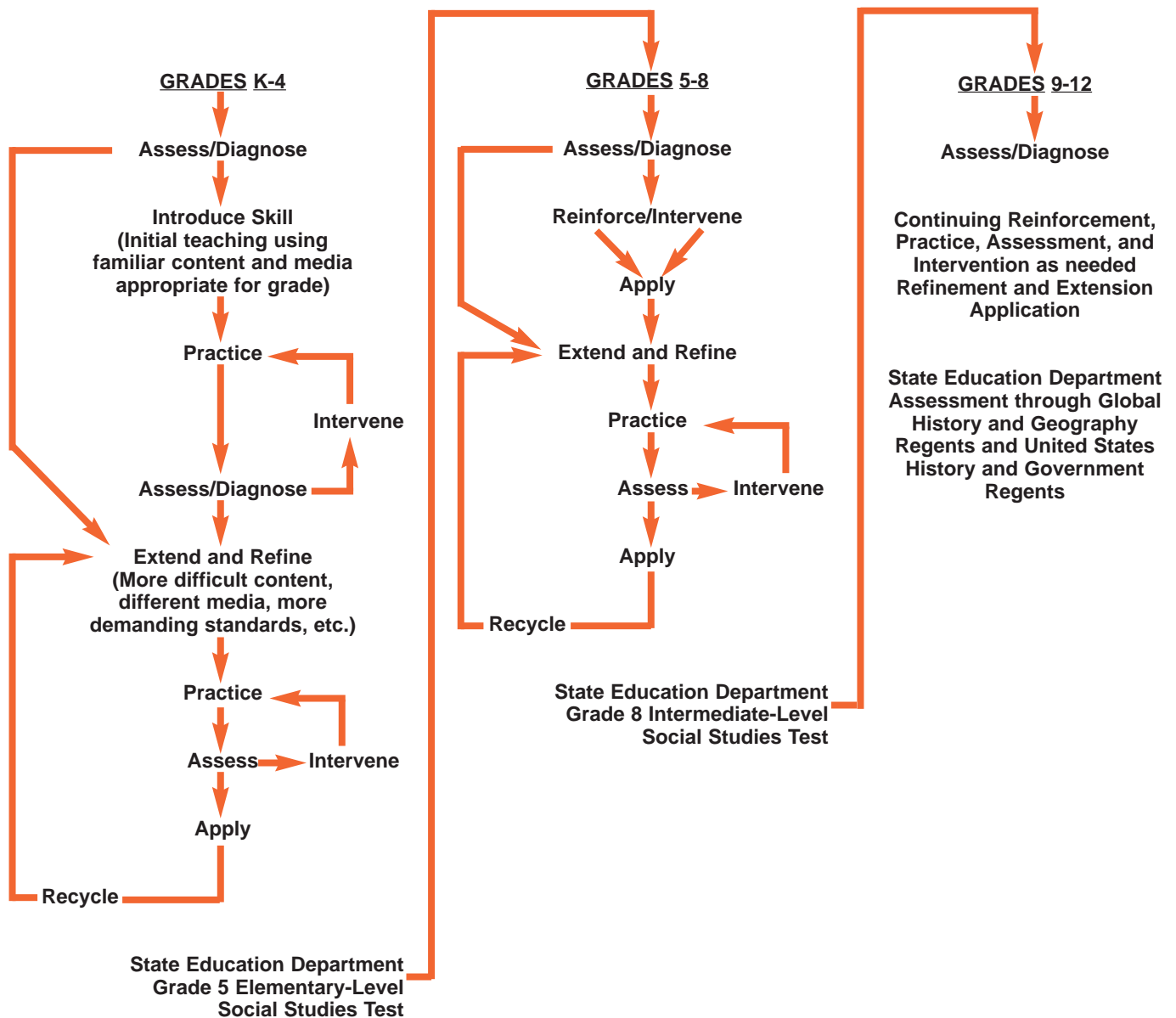
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

KINDERGARTEN
Self and Others

GRADE 1
My Family and Other Families, Now and Long Ago

GRADE 2
My Community and Other United States Communities

GRADE 3
Communities Around the World—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
 - provides students with an opportunity to learn about the social, political, geographic, economic, and historical characteristics of the world's peoples and cultures.
 - helps students to understand and apply the concept of *historic chronology*.
 - explores how different world communities meet their basic needs and wants.
 - compares the role of citizens in different political systems around the world.
 - is linked with the content and skills of grades 6, 9, and 10.
-

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- In what ways are world communities similar and different?
- How do environmental and geographic factors influence world communities?
- How do we use maps, globes, and other geographic representations to locate world communities?
- How do people living in world communities depend on and modify their physical environments?
- How do world communities answer the three fundamental economic questions?
- What are the symbols of citizenship in world communities?
- Why do people in world communities have different rules, rights, and responsibilities?

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?

How and why do cultures change?

Where do people settle and live? Why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

World communities celebrate their people's accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Communities around the world

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

All people in world communities need to learn and they learn in different ways.

Families in world communities differ from place to place.

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

World communities are made up of different events, people, problems, and ideas.

People in world communities may have different interpretations and perspectives about important issues and historic events.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).

The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics.

World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Physical, human, and cultural characteristics of world communities

The causes and effects of human migration vary in different world regions.

The physical, human, and cultural characteristics of different regions and people throughout the world are different.

Interactions between economic activities and geographic factors differ in world communities.

The factors that influence human settlements differ in world communities.

People depending on and modifying their physical environments

People living in world communities depend on and modify their physical environments in different ways.

Lifestyles in world communities are influenced by environmental and geographic factors.

The development of world communities is influenced by environmental and geographic factors.

Challenge of meeting needs and wants in world communities

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.

Economic decision making in world communities

Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.

Economic decisions in world communities are influenced by many factors.

Symbols of citizenship in world communities

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations.

People making and changing rules and laws

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Governments around the world

Governments in world communities organize to provide functions that individuals cannot provide.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?
- People in world communities exchange elements of their cultures.
- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- World communities celebrate their people's accomplishments, achievements, and contributions.
- Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Standard	Concepts/ Themes	CONNECTIONS
World History	Culture Empathy Identity Change	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Have students prepare interview questions for the speaker. After the speaker has finished, students can share personal religious traditions, family customs, or family celebrations.</p> <p>Have students read folktales from many countries. Help them, through discussion and dramatization, to understand how folktales transmit values and beliefs.</p> <p>Have students create a time capsule representing a culture different from their own. Have them include pictures, written descriptions of customs and traditions, clothing, music, and art.</p> <p>Have students create a travel brochure that illustrates the positive attributes of a region. Students should include a map, points of interest, etc.</p> <p>Ask students to write a letter persuading someone to settle in a foreign region.</p> <div data-bbox="876 1083 1471 1556"> </div> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Students might gain a better understanding of the subject matter if this content is taught along with other grade 3 units, rather than in isolation. • Illustrations and other visuals will help students learn about places they cannot see in person. • Inform parents about speakers and their topics.

Interdisciplinary Connections



ARTS

Students can put on puppet plays as a way of exploring communities in other cultures.

Students can sing traditional, folk, and patriotic songs from a repertoire they compile as a group.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps

Postcards

Music

Art

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.ipl.org>

Kidspace—Culture Quest

<http://www.nationalgeographic.com>

<http://www.jinjapan.org>

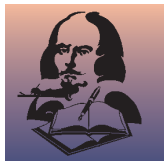
Communities Around the World

- People of similar and different cultural groups often live together in world communities.
- World communities have social, political, economic, and cultural similarities and differences.
- World communities change over time.
- Important events and eras of the near and distant past can be displayed on timelines.
- Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.
- All people in world communities need to learn and they learn in different ways.
- Families in world communities differ from place to place.
- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.
- World communities are made up of different events, people, problems, and ideas.
- People in world communities may have different interpretations and perspectives about important issues and historic events.

Standard	Concepts/ Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Gather books, media, posters, and other information depicting communities in countries around the world. Divide the class into groups. Have each group create a mural illustrating the lifestyle of one community. Discuss with students the similarities and differences of the communities selected. Have students form generalizations about the common characteristics of all communities.</p> <p>Ask students to explore the similarities and differences among selected world communities in terms of:</p> <ul style="list-style-type: none"> • land use • architecture • transportation • population • services <p>Involve students in a discussion comparing one of the world communities they are studying to the United States.</p> <ul style="list-style-type: none"> • What common characteristics are found in communities around the world? • What are the economic, social/cultural, and political similarities and differences in world communities? <p>Have students make timelines of family members' life events. In a related activity, have them make a timeline of important events in the countries they study.</p> <ul style="list-style-type: none"> • How have world communities changed over time? <p>Students will gain a better understanding of the concepts of <i>B.C.</i> and <i>A.D.</i> by creating a timeline of their lives using the terms <i>B.M.</i> (before me) and <i>A.B.</i> (after birth). Have students work with timelines that focus on important events or eras of their family's recent and distant past. Have students review the meaning of the terms <i>years</i>, <i>decades</i>, <i>centuries</i>, and <i>millenia</i>.</p> <p>Invite residents of the local community to share their cultural backgrounds with the class. Other speakers, including visitors from another country, representatives from cultural institutions, or college/university experts, could be invited.</p> <ul style="list-style-type: none"> • How are beliefs, customs, and traditions the same and different in communities around the world?

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students explore holiday celebrations in various world communities. Engage students in projects related to the celebrations explored.</p> <p>Ask students to look through student newspapers such as Time for Kids or Scholastic News to find examples of differing opinions and/or perspectives on important issues.</p> <p>Have students plan a HOLIDAYS AROUND THE WORLD festival. Featured holidays might include: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, or Cinco de Mayo. Have students research these holidays in pairs or groups and present their research at the festival.</p> <p>Involve students in exploring special customs of the countries being studied. Customs from Japan, for example, might include the tea ceremony, Peace Day, and the Japanese garden. Require students to make presentations to the class that reflect this research; these presentations can include drawings, photographs, or models.</p> <p>Have students research the dress of the countries being studied. Dress can be current or traditional, or both. If possible, find samples of clothing for students to try on. Students can also design clothing (e.g., Japanese kimonos).</p> <p>Have students make an ABC BOOK, or a PICTURE DICTIONARY about the countries being studied. The teacher might want to use the book Count Your Way Through Japan by Jim Haskins as a guide for students to follow as they create their books.</p> <p>Help students replicate a famous festival from another country. They might choose Carnival (Brazil), Cinco de Mayo (Mexico), or Girl's Day or Boy's Day (Japan).</p> <p>Have students plan an ETHNIC HERITAGE fair. Students should research the country that represents their own heritage. The fair could include the results of work suggested in the interdisciplinary section as well as crafts and foods made in the classroom. Decorations could include flags of the countries or murals of world regions.</p> <p>Help students plan and hold an EAT YOUR WAY AROUND THE WORLD festival featuring traditional foods of countries or regions studied. Students might include: Indian pakoras, chai, or chapatti; Jewish latkes or matza; Chinese dumplings; Arabic couscous; Irish soda bread or potato soup; French quiche Lorraine or chocolate mousse; Greek baklava or souvlaki; Italian biscotti or cassata cake; Japanese rice or sushi; Polish pierogi.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to specify world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities representative of cultural and geographic diversity of the school district is recommended. • Students may gain a better understanding of this content if it is integrated into other units rather than taught in isolation. • Consider making a class book throughout the school year, adding pages as world holidays or celebrations occur.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read folktales to explore special writing genres of the countries being studied. Share stories from literature that help students understand the country and its culture. Examples from a study of Japan might include **How My Parents Learned to Eat** by Ira R. Friedman, **My Hiroshima** by Junko Morimoto, **Count Your Way Through Japan** by Jim Haskins, **This Place Is Crowded** by Vicki Cobb, and **Sadako** by Eleanor Coerr. Students can write and share a story about their families, describing traditions that their families celebrate.

MATHEMATICS

Have students study the calendar and learn the meaning of *B.C.*, *A.D.*, *decade*, and *century*.



SCIENCE

Have students research animals from the country of study by reading about or visiting a zoo. As a supplementary activity, invite an animal specialist to speak to the class. Discuss with students what a human community is and what its characteristics are. List the characteristics on the board. Help students replicate in the classroom simplified natural communities such as those found in woodlands, deserts, grasslands, and rain forests. Ask students the following questions: What are the needs of people living in these communities? What are the needs of animals and plants? How do people, animals, and plants depend on each other?

ARTS

Have students explore the music of other world communities. They might look in depth at famous composers, special instruments, or the music of special celebrations. Suggest that students research the arts and crafts of the world community they are studying.



LANGUAGES OTHER THAN ENGLISH

Have students brainstorm and chart reasons they may have for making appointments and going to different places at specific times. The teacher should point to a reason and show a possible time on the teaching clock. Have students give a thumbs up/down gesture if this is a reasonable time for that appointment.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts
Ethnic foods
Recipes

Trade Books:

Africa Is Not a Country by Mary Burns Knight, Mark Melnicove, and Anne Sibley O'Brien (illustrator)
Everybody Cooks Rice by Norah Dooley
Melting Pots: Family Stories and Recipes by Judith Eichler Weber
Multicultural Explorations: Joyous Journeys with Books by Mary Ann Heltshe and Audry Burie Kirchner

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

Using the Internet

<http://www.jinjapan.org>

<http://www.ipl.org>

Kidspace— Culture quest

<http://www.nationalgeographic.com>

<http://www.canteach.ca/elementary/wsoccult2.html>

The Location of World Communities

- World communities can be located on maps and globes (by latitude and longitude).
- The spatial relationships of world communities can be described by direction, location, distance, and scale.
- Regions represent areas of Earth's surface with unifying geographic characteristics.
- World communities can be located in relation to each other and to principal parallels and meridians.
- Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.
- Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p>Classroom Activities</p> <p>Have students locate their community on a New York State map, national map, and globe.</p> <p>Ask students to label the equator, poles, and hemispheres on a simple outline map of the world. Have students add a title and compass rose to their map and then use the map to practice longitude and latitude readings.</p> <p>Have students use political maps, physical maps, climate maps, and resource maps to investigate geographic and climatic characteristics. Ask students to list these characteristics. Discuss with students the meaning and use of colors on the globe; point out that blue is used for water and green and brown for land.</p> <p>Have students make globes by covering balloons with papier-mache. Then have them trace the continents from maps and draw them on the globe. Suggest that they use yarn for the equator. To show children how round objects are distorted when flattened, cut a rubber ball in sections, as you would section an orange, and press it on a flat surface.</p> <ul style="list-style-type: none"> • How are maps and globes used to locate places around the world? <p>For a class project, have students write and illustrate a LANDFORM DICTIONARY.</p> <p>Have students examine aerial photographs and satellite-produced images of a region.</p> <ul style="list-style-type: none"> • Can students identify the images and tell where they would be located on a map? <p>Have students examine a variety of special purpose maps including population, natural resource, climate, landform, and so on. Students can then make salt maps of a specific place (real or imaginary) and use candies to show landforms.</p> <ul style="list-style-type: none"> • How do direction, scale, distance, parallels, and meridians help in locating places around the world? <p>Teacher Notes</p> <ul style="list-style-type: none"> • Throughout the course of the year, students should refer to maps and globes to identify world communities they are studying. - How do geographic characteristics define a world region? • Have globes, world maps, world puzzles, and map rugs available in the room for student use.

Interdisciplinary Connections



ARTS

Have students make salt maps.

Have students use a variety of visual arts materials, techniques, and processes to create a global landform map. Students could use art media to create maps or map games that will help them learn to recognize map features.

MATHEMATICS

Have students color and label the continents and oceans on an outline map of the world. Students can add a compass rose and entitle the map POLITICAL MAP OF THE WORLD. Students can then compare the sizes of the continents and use an almanac to find actual areas in square miles.



LANGUAGES OTHER THAN ENGLISH



Using a puppet, ask students if they know where they could go if they wanted to speak a target language. Tell the students the puppet will be going on a trip to (the target country).

Takes out a shower curtain with a map of the world drawn on it. Have the students take turns asking the question, *Where are you going?* while volunteers take turns standing on different places and repeating the answer, *I am going to _____.*

Suggested Documents and Other Resources Selected by New York State Teachers

Local maps
New York State maps
United States maps
Globes
Atlases
Aerial photographs

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Physical, Human, and Cultural Characteristics of World Communities

- The causes and effects of human migration vary in different world regions.
- The physical, human, and cultural characteristics of different regions and people throughout the world are different.
- Interactions between economic activities and geographic factors differ in world communities.
- The factors that influence human settlements differ in world communities.

Standard	Concepts/ Themes	CONNECTIONS															
Geography	Human Systems Environment and Society	<p>Classroom Activities</p> <p>Have students examine a physical map of a country. They should decide on good places to settle and list the advantages of each. Students should also think about the challenges of settling in that country and explain how these challenges might be overcome. Have students do the same for several other countries. You may want to divide students into groups for this activity; each group can focus on a different country and then share their findings with the class.</p> <p>Have students compare climate and seasons of a given country to climate and seasons in the United States. Have students record their findings on a graphic organizer.</p> <table border="1"> <thead> <tr> <th></th><th>United States</th><th>Another Country</th></tr> </thead> <tbody> <tr> <td>Winter Climate</td><td></td><td></td></tr> <tr> <td>Spring Climate</td><td></td><td></td></tr> <tr> <td>Summer Climate</td><td></td><td></td></tr> <tr> <td>Autumn Climate</td><td></td><td></td></tr> </tbody> </table> <p>Have students learn about a country by examining a natural resource map, land use map, and product map. Ask students to describe the relationships they see between resources, land use, and products, and to make relevant generalizations.</p> <p>Have students study a climate map of a country and make observations about seasons, temperature, and other weather conditions. On the basis of this information, students should select countries where they would like to live and give reasons for their choices. Then students should write short ads persuading others to settle in the selected countries.</p> <ul style="list-style-type: none"> • How are the factors that influence settlement the same and different in world communities? 		United States	Another Country	Winter Climate			Spring Climate			Summer Climate			Autumn Climate		
	United States	Another Country															
Winter Climate																	
Spring Climate																	
Summer Climate																	
Autumn Climate																	

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students examine the geography of a country and then make physical and political maps. Ask them to create special purpose maps for climate, products, and natural resources as a follow-up activity.</p> <p>Have students brainstorm environmental factors that might cause people to move away from an area.</p> <ul style="list-style-type: none"> How are the causes and effects of human migration different in communities around the world? <p>Teacher Notes</p> <ul style="list-style-type: none"> Have students compare and contrast countries in terms of lifestyle, occupations, food, shelter, clothing, and recreation. Have students do a compare-contrast study focusing on climate and physical features. The activities in this unit could be taught separately or integrated into other world community studies. Students will understand that not all countries experience four seasons. Select one or two countries for students to study in depth or a variety of countries representing diverse regions. Use various types of maps as important classroom resources.

Interdisciplinary Connections



ARTS

Have students identify the cultural, geographical, or historic settings for the music they listen to and perform. See the resource list in **Music: A Resource Guide for Standards-Based Instruction**. Prepare a research worksheet and have students use various sources to complete it.

MATHEMATICS

Provide magazines or catalogs for the class. Have students cut out various pictures illustrating characteristics of world communities and glue them to poster board. Underneath the pictures they should write which unit of metric measure should be used to measure the characteristics and why that unit is appropriate.



Suggested Documents and Other Resources Selected by New York State Teachers

Maps of various types, including satellite maps

Trade Books:

- As the Crow Flies** by Gail Hartman
- I Read Symbols** by Tana Hoban
- If the World Were a Village** by David J. Smith
- Me on the Map** by Joan Sweeney
- My Map Book** by Sara Fanelli
- Scholastic Atlas of the World** by Philip Steele

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Music: A Resource Guide for Standards-Based Instruction by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.nationalgeographic.com/mapmachine>

<http://www.si.edu>

The Smithsonian

<http://www.edsitement.neh.gov>

Social studies sites by grade level; lesson plans included

<http://www.pbskids.org>

Variety

People Depending on and Modifying Their Physical Environments

- People living in world communities depend on and modify their physical environments in different ways.
- Lifestyles in world communities are influenced by environmental and geographic factors.
- The development of world communities is influenced by environmental and geographic factors.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Science and Technology Physical Systems Environment and Society	Classroom Activities <p>Have students read, view, and discuss the ways that communities adopt technology to change their environments.</p> <ul style="list-style-type: none"> • In what ways do people in world communities depend on and modify their environments? <p>Ask students to examine typical houses in a variety of world regions and note similarities and differences. Have students decide what environmental factors influenced the various styles of houses.</p> <p>Have students examine a climate map of the world and determine what areas have seasons. What is the difference between climate and weather? Then have students decide on the clothing needed in a variety of areas.</p> <p>Ask students to look at a rainfall map. Discuss growing seasons with them and have them identify regions where there is enough rain to support farming. Have students investigate the growing season and rainfall needed to raise certain crops (e.g., rice, citrus fruit, wheat). Have students think about what farmers do when growing conditions are not favorable.</p> <p>Ask students to react to the question “How do people in different world regions decide which outdoor sports or recreational activities to participate in?” Have students locate information about sports and recreation in the countries chosen for study. What environmental factors make certain forms of recreation available? For instance, mountains and cold weather make skiing possible; the ocean makes surfing possible; cold weather makes dog sled racing possible.</p> <p>Have students research tourist attractions in the countries being studied. They can write letters to embassies and travel agencies, and rent travel videos to get information. Using their findings, students can make travel posters or brochures to attract visitors. If computers are available, students can prepare slide shows or PowerPoint presentations.</p> <ul style="list-style-type: none"> • How do the environment and geography influence the lifestyle of world communities? Teacher Notes <ul style="list-style-type: none"> • The activities in this unit can be taught separately or integrated into other world community studies.

Interdisciplinary Connections



ARTS

Have students use books and travel posters to examine houses and other types of buildings in a variety of world regions. Have students create a graphic organizer based on the results of their study.

MATHEMATICS

Have students construct tables, charts, and graphs to display and analyze real-world data such as rainfall in a growing season. They should draw conclusions and make predictions from their graphs.



TECHNOLOGY

Discuss with students the technologies, tools, and methods that can be used to change the environment of a region.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps

Travel posters

Photographs of sports arenas

Posters of houses around the world

Trade Books:

Little Nino's Pizzeria by Karen Barbour

The Lorax by Dr. Seuss

Mr. Griggs' Work by Cynthia Rylant

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.nationalgeographic.com>

Map Machine

<http://www.state.gov>

Click on "U.S. Embassies and Consulates"

Challenge of Meeting Needs and Wants in World Communities

- Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- Human needs and wants differ from place to place.
- People in world communities make choices due to unlimited needs and wants and limited resources.
- People in world communities must depend on others to meet their needs and wants.
- Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.
- People in world communities use human, capital, and natural resources.
- People in world communities locate, develop, and make use of natural resources.
- Resources are important to economic growth in world communities.

Standard	Concepts/ Themes	CONNECTIONS
Economics	<p>Needs and Wants</p> <p>Economic Systems</p> <p>Factors of Production</p> <p>Natural Resources</p>	<p>Classroom Activities</p> <p>Divide the class into four groups representing food, shelter, clothing, and love. Ask each group to create a collage of pictures illustrating one of these needs. Suggest that students include pictures of families in all types of communities. Have each group present their collage, explaining how the need pictured is essential to families in any community.</p> <p>Have students write captions for their collages. Make sure they understand the universality of needs as demonstrated by their collage.</p> <p>Have the class create an idea web that answers the question:</p> <div data-bbox="680 1192 1331 1478" data-label="Diagram"> </div> <p>Ask students to draw a picture of something they wish they could buy. Discuss the following questions with them:</p> <ul style="list-style-type: none"> - What is the difference between needs and wants? - Why do they need or want the item? - How will they obtain it? - Who else may want the item? <p>Explain that people may have to give up buying an item they want in order to buy another item they need or want. This concept is called <i>opportunity cost</i>.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students share personal experiences showing how opportunity cost affects their lives.</p> <p>While teaching economics, have the class make an ECONOMICS DICTIONARY. Each student can illustrate or define an economic term such as <i>opportunity cost</i> or <i>scarcity</i>.</p> <p>Divide the class into groups. Have each group research a world community and make a poster that shows people as producers of goods and services and consumers of goods and services.</p> <p>Discuss with the class the similarities and differences of each group report.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> Help students recognize how topics related to economic choices have global implications. Many people on Earth have unlimited wants and limited resources.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Many folktales incorporate people's wishes and desires as a theme. Have students use folktales to compare and contrast what people want and the reasons for their wants.

Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs
Magazine pictures

Trade Books:

Jamestown: Struggle for Survival by Marcia Sewall
The Rag Coat by Lauren Mills
Uncle Jed's Barbershop by Marjorie King Mitchell

Teacher Resources:

A Framework for Teaching Basic Economic Concepts with Scope and Sequence Guidelines K-12 by Phillip Saunders and June Gilliard (editors)
Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
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Using the Internet

<http://www.ncee.net>

National Council of Economic Education

Economic Decision Making in World Communities

- Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.
- Economic decisions in world communities are influenced by many factors.

Standard	Concepts/ Themes	CONNECTIONS				
Economics	Factors of Production Interdependence Economic Systems Supply and Demand Import Export	Classroom Activities Discuss with the class the terms <i>trade</i> , <i>imports</i> , and <i>exports</i> . As a homework assignment, ask students to look at the label in their shirt to see where it was made. Have students share with the class the names of the countries. On a large sheet of newsprint, create a two-column chart. In the first column, list the countries that sold shirts in the United States. Discuss with the class what products the United States might have sold to those countries and then list those products in column 2. <ul style="list-style-type: none">• Why are many items sold in the United States made in other countries?• What kinds of goods does the United States make and sell to the countries listed in column 1?• What decisions were made in order to produce these goods?• Which type of goods cost the least? Which type of goods cost the most? <table><tr><th>Countries Selling in the United States</th><th>Products the United States Sells</th></tr><tr><td></td><td></td></tr></table> Find a recipe for chocolate chip cookies. Give students a list of ingredients and have them create a symbol for each one. Next, have students research where each comes from. Then hand out a political map of the world and instruct students to place the ingredient symbols on the appropriate countries. <ul style="list-style-type: none">• Do all the ingredients come from the United States?• Which ingredients come only from abroad? Do decision makers always have a choice as to where they will buy chocolate chip cookie ingredients? As a final step in the activity, have groups of students make the chocolate chip cookies.	Countries Selling in the United States	Products the United States Sells		
Countries Selling in the United States	Products the United States Sells					

Standard	Concepts/ Themes	CONNECTIONS
		Teacher Notes <ul style="list-style-type: none"> Throughout the year, have students refer to maps and globes to identify the world communities they are studying. Recognition of continents and countries studied on maps of varied scale is encouraged.

Interdisciplinary Connections



MATHEMATICS

Have students measure the ingredients needed to make chocolate chip cookies.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps

Political map of the world

Measurement cups, teaspoons

Chocolate chip cookie ingredients

World almanac

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.ncee.net>

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

Symbols of Citizenship in World Communities

- People in world communities celebrate various holidays and festivals.
- People in world communities use monuments and memorials to represent symbols of their nations.

Standard	Concepts/ Themes	CONNECTIONS																								
Civics, Citizenship, and Government	Civic Values	Classroom Activities As students research world holidays, have them create charts that include countries, dates, and reasons for celebrating. Students could also create a HOLIDAYS AROUND THE WORLD map that includes symbols of each holiday. <table><tr><th>Holiday</th><th>Country of Celebration</th><th>Date</th><th>Reason for Celebration</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Have students write short reports on each of the holidays. Allow a committee of students to choose which holidays to celebrate on the basis of student reports. Help students put on a HOLIDAYS AROUND THE WORLD festival. Holidays featured should include the following: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, and Cinco de Mayo. Students can research these holidays in pairs or groups and present their findings during the festival. <ul style="list-style-type: none">What holidays and festivals are celebrated by communities around the world? Have students create world maps that show: famous monuments (the Eiffel Tower, Taj Mahal, Roman Forum); animals associated with specific countries (kangaroos from Australia or pandas from China); flags that represent the nations whose holidays they have studied.	Holiday	Country of Celebration	Date	Reason for Celebration																				
	Holiday		Country of Celebration	Date	Reason for Celebration																					
Government																										
Decision Making																										
Citizenship																										

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students review American monuments such as the Washington Monument, the Lincoln Memorial, the Liberty Bell, and Mount Rushmore. They can do research to find monuments and memorials of the countries being studied. Have students download pictures of these from the Internet, or copy pictures from books, to make a display. Students can add paragraph descriptions as captions.</p> <ul style="list-style-type: none"> How are monuments and memorials used to represent nations around the world? <p>Take students to see the monuments in the community.</p> <p>Have students study the flags of the countries they are researching and make flags for a classroom display. What do the symbols mean?</p> <p>Students can discuss the colors of the American flag and make personal flags as symbols of themselves.</p> <ul style="list-style-type: none"> Students can label a political map of the world and draw the appropriate flags on the labeled countries. <p>Teacher Notes</p> <ul style="list-style-type: none"> The activities in this unit could be taught separately or integrated into other world community studies. Students might enjoy reading biographies of famous people associated with particular holidays. Posting photographs, world maps, and headlines of current news events in the classroom will help to develop students' awareness that all nations have symbols, leaders, and capitals.

Interdisciplinary Connections



ARTS

Have students draw national symbols and create crafts representative of other countries. Students can hold a MUSIC OF THE WORLD celebration.



MATHEMATICS

Have students create a calendar of world holidays and celebrations.

Suggested Documents and Other Resources Selected by New York State Teachers

Photographs

Magazine articles on world holidays

Charts of symbols

Flags of world countries

Trade Books:

Multicultural Explorations: Joyous Journeys with Books by Mary Ann Heltshe and Audry Burie Kirchner

Magazines:

Faces (Cobblestone publications) World cultures and geography

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

People Making and Changing Rules and Laws

- People in world communities form governments to develop rules and laws to govern community members.
- People in world communities may have conflicts over rules, rights, and responsibilities.
- The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Nation-state	Classroom Activities Students should know the meaning of key terms and concepts related to governments, including <i>democracy</i> , <i>power</i> , <i>citizenship</i> , <i>nation-state</i> , and <i>justice</i> . Have students speculate on the probable consequences of the absence of government and rules. They can role-play living for a day without rules or laws, or they can use dramatic play with puppets to investigate the consequences of breaking rules (e.g., what happens if a child is late for dinner). In classroom discussions, have students identify the basic purposes of government. Make sure they are aware of the importance of government and civil life. Help students make a chart listing the reasons why people create governments and why all groups and societies create rules and laws. Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Suggest that students could make a poster, booklet, or chart about rules that help people get along together in school. Collect newspaper cartoons dealing with rules and laws, and discuss them with the class.
	Government	
	Political Systems	
	Decision Making	
	Civic Values	
	Power	
	Justice	
	Citizenship	<div data-bbox="609 1417 1312 1675"> <p style="text-align: center;">Reasons for Creating Governments</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div>
		Teacher Notes <ul style="list-style-type: none"> • Decoding images (graphs, cartoons, paintings, photographs) is an important social studies skill. The third grade is a good place to introduce cartoons. Have students list the attributes of figures seen in cartoon and identify the caption or title. Students should explain the message of the cartoon. Involve parents in this activity.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Introduce the concept of *oral tradition*. Folktales and stories frequently illustrate the rules and laws of a group. Explore some folktales with messages and consider reasons why the tales might become part of a culture's oral tradition.

Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper cartoons

Newspaper articles

Teacher Resources:

The Rights of Children All Over the World: Teacher Edition and Student Workbook, Law, Youth, and Citizenship program of the New York State Bar Association and the New York State Education Department. Please call (518) 474-1460 for further information.

Convention on the Rights of the Child (Appendix E)

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

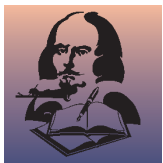
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Governments Around the World

- Governments in world communities organize to provide functions that individuals cannot provide.
- Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
- Governments in world communities develop rules and laws.
- Governments in world communities plan, organize, and make decisions.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government Political Systems Power Decision Making Nation-state	<p>Classroom Activities</p> <p>Have students make a list of different kinds of governments and identify nations that have these kinds of governments. Have students create a chart on newsprint listing the reasons people create governments and the reasons why all groups and societies create rules and laws.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Reasons for Creating Governments</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div> <p>Have students use an almanac or children's encyclopedia to make a list of different nations. They should identify each nation's type of government.</p> <p>Students should be able to define types of governments including <i>democracies</i>, <i>monarchies</i>, and <i>dictatorships</i>.</p> <p>Explore with students specific global news issues. As students become familiar with issues, help them develop awareness of how opinions on issues vary. Involve parents in this activity.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Awareness of the distinction between fact and opinion can be developed through reading activities using social studies content.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read news articles from student or other newspapers that illustrate situations in which people around the world work to solve a community problem.

Suggested Documents and Other Resources Selected by New York State Teachers

Almanacs
Encyclopedias
Newspaper articles

Trade Books:

Governments Around the World (Kid's Guide) by Ernestine Giesecke

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.gksoft.com/govt/en/world.html>

<http://www.odci.gov/cia/publications/factbook>

The World Factbook 2002

Key Terms

GRADE 3

artifacts	economic decision making	meridians	tolerance
	empathy	millenia	trade
beliefs	environment	monarchy	traditions
	exports		
century		natural resources	values
change	geography	needs	
civilization	globes		wants
climate	governments	parallels	world communities
compass rose	grid	political map	
continent		physical map	years
culture	identity		
customs	imports	rules	
		satellite-produced images	
decade	land formations	scale	
democracy	latitude	symbols	
dictatorship	laws		
	longitude		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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