

# Hallsville R-IV Elementary

## 3<sup>rd</sup> Grade Social Studies

[Rationale](#) | [Course Description](#)

### Curriculum Strands

- [History](#)
- [Geography](#)
- [Civic-Political](#)
- [Social-Cultural](#)
- [Economics](#)

### Rationale:

The exploration of the social sciences is necessary at this age level to enhance students' abilities to think critically, promote literacy and citizenship, and provide students with knowledge of basic history, geography, and government that they will need as members of U.S. society.

### Course Description:

Social studies in the third grade is taught during a Science/Social Studies BLOCK class each day for approximately 60 minutes. Depending on the themes or integrated units, objectives may be taught from either Science, Social Studies, or a combination of both. Geography: The biomes studied are oceans, rainforests, and arctic. Students use map and globe skills and place geography. This includes landforms, natural features (included into biome areas), and location terms. History: Students are taught to compare past and present events within the community, and historical events and developments. Economics: The basic principles of economics are taught, including meeting human needs. A mini-unit is also taught covering money, goods and services, community services, decision-making, resources, opportunity costs, supply and demand, production, and economic relationships. Civic-Political: Students learn the structure of the three levels of government and understand the rights and responsibilities of citizens. This includes purpose of rules, leadership and government at each level, three branches, democratic decision-making, and resolving disputes. Current events are discussed through Weekly Reader magazines. Social-Cultural: A unit of the culture and customs of Mexico is studied to compare and contrast with the United States society. The decisions and judgments which affect our society/environment are also covered. The study of society and individual roles are provided through a Career's Unit which includes several guest speakers from the community.

Concept: Social/Cultural

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**Topic Objective:**  
**1. All students will demonstrate proficiency in the knowledge of the relationships of the individual and group to institutions and cultural traditions.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Compare how people's needs have been met in different ways in different cultures and times.</p> <p>1B. Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).</p>	<p>3.3</p> <p>3.4</p>	<p>SS 6</p>			<p>1A, 1B Students observe symbiotic relationships.</p> <p>1A, 1B Story: "Old Henry"/ read the story and hold a town meeting.</p>	<p>1A, 1B (PE) Beta/Peace Lily Model:</p> <p>* Pose the question to the class:                      "How are these two different species dependent on each other?"</p> <p>1A Compare your needs to that of a child living in a rainforest tribe. Does he/she have the same needs as you? How are his/her needs met?"</p> <p>1A, 1B (PE) Town Meeting:</p>

**Resources:**

Old Henry  
 Mock Trial Online:  
<http://www.Abc.net.au/mocktrial/default.htm>  
 "Uncle Jed's Barbershop" Margaret King Mitchell  
 "The Lorax" Dr. Seuss

**Instructional Methods:**

Subject: Social Studies

Grade: 3

Enrichment/ Special Needs:
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+Key to Integrated Skills

DS = Disability Equity  
C = Character Education  
E = Gender Equity  
D = Cultural Diversity

R = Research Skills  
W = Workplace Skills  
T = Technology Skills

Concept: History

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**Topic Objective:**  
**2. All students will demonstrate proficiency in the knowledge of continuity and change in the history of Missouri, the United States and the world.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
2A. Describe the contributions of Martin Luther King, Jr.	1.4 4.2	SS 2			2A Collect a series of pictures from magazines, the Internet, etc. to create a montage showing how Martin Luther King, Jr. helped people achieve equality and freedom. Write a short explanation for the montage.  Web quest: Martin Luther King, Jr. Web quest <a href="http://www.monroe.k12.mo.us/shinn/mlkweb/index.html">http://www.monroe.k12.mo.us/shinn/mlkweb/index.html</a>	1A (PE) Web: Create a web with Inspiration including information on segregation, "Jim Crow"/boycotts and "Jim Crow"/sit-ins.

Resources:

<http://www.monroe.k12.mo.us/shinn/mlkweb/index.html>

"Book of Black Heroes: from A to Z" Wade Hudson and Valerie Wilson Wesley  
 "Life and Words of Martin Luther King, Jr." Ira Peck  
 Kids Discover: Martin Luther King, Jr.

Instructional Methods:

Enrichment/ Special Needs:

Subject: Social Studies

Grade: 3

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Concept: Government

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**Topic Objective:**  
**3. All students will demonstrate proficiency in the knowledge of the principles expressed in documents shaping constitutional democracy in the United States and in the principles and processes of governance systems.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
3A. Identify and explain why cities, states, nations make laws.	4.1	SS 1			3A. "The Kingdom with No Laws and No King":	3A (PE) Poster: "Your Own Country" (Scoring Guide)
3B. Discuss and apply the responsibilities of citizens, including respect for the rights of others and treating others fairly (justice).	4.2	SS 3			3A Guest speaker: Invite a city official to explain city laws and why they exist.	3A (CR) Making a Rule: (Scoring Guide)
3C. State the main purpose of the Declaration of Independence.					3A "Community Rules and Laws": Video about	3B Poster: "Good Citizen, Bad Citizen" (Scoring Guide)
3D. Identify the purpose of the Constitution.					3B Responsibilities: Clean up the playground.	3C (PE) Venn: Compare and contrast the need for the Declaration of Independence then and now. (Scoring Guide)
3E. Explain why the National Anthem is a symbol of our nation.					3B Create posters, ads or diagrams that depict the ideals of justice and respect.	3C Reflective Writing: What is the main purpose of the Declaration of Independence? (Scoring Guide)
3F. Describe how authoritative decisions are made, enforced, and interpreted within the national government.					3C Declaration of Independence: Read and discuss the purpose of its creation.	3D "Schoolhouse Rocks!": Discussion of why the founding fathers had to become independent from England. (Scoring Guide)
3G. Identify and explain the functions of the three branches of government in the federal government.					3C, D Create a simple diagram that lists the main purposes of the declaration of Independence and the Constitution.	3E (CR) Anthem: Why is the "Star Spangled Banner" considered a symbol of our nation?
3H. Analyze peaceful resolution of					3C Internet: Watch –	3F, 3H (PE) Project: Create a

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.</p>					<p><a href="http://www.earlyamerica.com/independence.htm">http://www.earlyamerica.com/independence.htm</a></p> <p>3D "Living in a Democracy":</p> <p>3D "Story of the Constitution":</p> <p>3D "The Experiment That Worked":</p> <p>3D "Our Constitution":</p> <p>3E " The History of the Star Spangled Banner":</p> <p>3E Read and interpret the first and last verses of the Star Spangled Banner. Explain the meaning in your own words.</p> <p>3F, 3G "The President's Three Jobs":</p> <p>3F, 3G "Who Can Be President":</p> <p>3F, 3G "The Lawmaking Legislature":</p> <p>3F, 3G "What is Congress":</p> <p>3F, 3G "Pass the Bill":</p> <p>3F, 3G "Questions and Answers About the Supreme Court":</p> <p>3F, 3G "The Nine Supreme Court Justices":</p>	<p>mock government in the classroom. Brainstorm a bill, pass it through Congress, have the Court interpret it and the President enforce it.</p> <p>3G (PE) Poster: Label and explain the functions of the three braches of government.</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					<p>3F, 3G " The Supreme Court":</p> <p>3G Construct concept/word maps that illustrate the functions of the three branches of federal government.</p> <p>3F Read: "House Mouse, Senate Mouse"</p> <p>3H Town Meeting: Read "Old Henry" and hold a town meeting.</p> <p>3H Role-play and then discuss conflict resolution scenarios related to parents, teachers, and principles.</p>	
<p>Resources:</p> <p>"House Mouse, Senate Mouse" Bens Guide to the U.S. Government for Kids: <a href="http://bensguide.gpo.gov/3-5/government/branches.html">http://bensguide.gpo.gov/3-5/government/branches.html</a></p> <p>Historical Tour of the White House:</p>				<p>Instructional Methods:</p>		

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<http://www.whitehouse.gov/history/whtour/index.html>

The White House for Kids: <http://www.whitehouse.gov/kids/index2.html>

The structure of Government:

<http://usinfo.state.gov/topical/rights/structure/fed1.htm>

Enrichment/ Special Needs:

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Concept: Economics

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**Topic Objective:**  
**4. All students will demonstrate proficiency in the knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand).**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Identify and explain public goods and services.	1.4	SS 4			4C Read: "Alexander Who Used to be Rich Last Sunday"	4E (PE) Community Scrambler: Online <a href="http://www.hud.gov/kids/scrambler/scrmbler.html">http://www.hud.gov/kids/scrambler/scrmbler.html</a> (Scoring Guide)
4B. Define and distinguish among natural, capital, and human resources.	3.8 4.3	SS 7			4A, B Construct a map, and label certain buildings as public-service places (city hall, schools, streets, police department, fire department, highway department, etc.) students explain the purposes of those places and how they differ from the community's private goods and services.	4E (PE) Who Pays for City Hall (quiz): Online <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM557">http://www.econedlink.org/lessons/index.cfm?lesson=EM557</a> (Scoring Guide)
4C. Conduct a cost-benefit analysis.						
4D. Identify taxes students experience (sales tax, etc.).						
4E. List and analyze how tax moneys are used, who benefits from tax-supported services, who pays for those services, and what do the students get for their tax dollars?					4B Define and give real-world examples of natural, capital and human resources.  4B Divide the class into three groups of students: human resources, capital resources and natural resources. Each group will identify their resource in the school building. Share findings with other groups on large paper or board.	4E (PE) Where to Spend Tax Money (assessment): Online <a href="http://www.econedlink.org/lessons/em198/freeride.swf">http://www.econedlink.org/lessons/em198/freeride.swf</a> (Scoring Guide)  4B (PE) Identify the Natural Resources and Services: Online <a href="http://www.econedlink.org/lessons/em362/popupActivity.html">http://www.econedlink.org/lessons/em362/popupActivity.html</a> (Scoring Guide)
					4A Consumer/Producer: Online	

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					<p><a href="http://www.econedlink.org/lessons/EM464/em464_popupActivity_3.html">http://www.econedlink.org/lessons/EM464/em464_popupActivity_3.html</a></p> <p>4C Have students design a cost-benefit T-chart of choices for a tough decision they had made during the past week. Select three or four students to share their charts and to explain how the cost-benefit T-chart helped them to make a decision.</p> <p>4C Wants: Healthy wants vs. Fun wants  <a href="http://www.econedlink.org/lessons/em517/popupActivity.html">http://www.econedlink.org/lessons/em517/popupActivity.html</a></p> <p>4A Goods or Services: Online  <a href="http://econedlink.org/lessons/em457/popupActivity.htm">http://econedlink.org/lessons/em457/popupActivity.htm</a></p> <p>4A Producers: Online  <a href="http://www.econedlink.org/lessons/em457/popupActivity2.htm">http://www.econedlink.org/lessons/em457/popupActivity2.htm</a></p> <p>4D Tic Tac Taxes: Online  <a href="http://www.econedlink.org/lessons/em370/popupActivity.html">http://www.econedlink.org/lessons/em370/popupActivity.html</a></p> <p>4E Bring in pictures of items that students buy. Students explain why the advertised price is not the total</p>	<p>4A (PE) Consumer/Producer: Online  <a href="http://www.econedlink.org/lessons/EM464/em464_popupActivity_3.html">http://www.econedlink.org/lessons/EM464/em464_popupActivity_3.html</a>                      (Scoring Guide)</p> <p>4C (PE) Wants: Healthy wants vs. Fun wants  <a href="http://www.econedlink.org/lessons/em517/popupActivity.html">http://www.econedlink.org/lessons/em517/popupActivity.html</a>                      (Scoring Guide)</p> <p>4A (PE) Goods or Services: Online  <a href="http://econedlink.org/lessons/em457/popupActivity.htm">http://econedlink.org/lessons/em457/popupActivity.htm</a>                      (Scoring Guide)</p> <p>4A (PE) Producers: Online  <a href="http://www.econedlink.org/lessons/em457/popupActivity2.htm">http://www.econedlink.org/lessons/em457/popupActivity2.htm</a>                      (Scoring Guide)</p> <p>4D (PE) Tic Tac Taxes: Online  <a href="http://www.econedlink.org/lessons/em370/popupActivity.html">http://www.econedlink.org/lessons/em370/popupActivity.html</a>                      (Scoring Guide)</p> <p>4C (PE) Alexander: Assessment packet (Scoring Guide)</p> <p>4A - 4E Economics: Packet of worksheets.</p>

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					<p>price. Explain how and why taxes are added.</p> <p>4E In cooperative learning groups design cost-benefit T-charts that illustrate the benefits and costs related to consumers paying taxes and the benefits they get from them. Share the cost-benefit T-charts with other groups.</p> <p>4E Who Pays for City Hall: Online <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM557">http://www.econedlink.org/lessons/index.cfm?lesson=EM557</a></p> <p>4B Those Golden Jeans (resources): Online <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM557">http://www.econedlink.org/lessons/index.cfm?lesson=EM557</a></p> <p>4B Does the Crocodile Hunter Hunt Crocs? (natural resources): Online <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM362">http://www.econedlink.org/lessons/index.cfm?lesson=EM362</a></p> <p>4C Jelly Bean Jam (decision making): online <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM365">http://www.econedlink.org/lessons/index.cfm?lesson=EM365</a></p>	
<p>Resources:</p> <p>"Alexander Who Used to be Rich Last Sunday"</p>				<p>Instructional Methods:</p>		

Subject: Social Studies

Grade: 3

Enrichment/ Special Needs:

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Concept: Geography

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**Topic Objective:**  
**5. All students will demonstrate proficiency in the knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to change in society and the environment.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
5A. Construct and use maps using map elements (title, compass rose, legend/key, scale, and grid system).	1.4 4.6	SS 5 SS7			5A Directions: Identify where an object is located using direction words.  5A What is a Map: Labeling sheet.  5A Early maps: Construct a map.  5A Read a Map: How to read a map.  5A Map Symbols: Labeling a map using a key.  5A Important Place in the City: Using map symbols.  5B Compass Rose: Draw a map of the classroom and include a compass rose.  5B How Do We Get There?: Following directions.  5C Where is the U.S.: Locate and label the Mississippi and Missouri Rivers.	5A, 5B (PE) Map of Hallsville: Label and construct a key. (Scoring Guide)  5C (PE) Where is the U.S.: Locate and label the Mississippi and Missouri Rivers. (Scoring Guide)  5D (PE) By the Color: Identify and color Missouri border states.(Scoring Guide)  5E (PE) Mapping out the Zoo: Using coordinates to locate items in the zoo. (Scoring Guide)  5E (PE) Find the Treasure: Find the location of the treasure using clues and coordinates.(Scoring Guide)  5E (PE) Project: Create your own grid map. (Scoring Guide)
5B. Use a compass rose to identify intermediate directions.						
5C. Identify and locate the Mississippi and Missouri Rivers.						
5D. Identify the states bordering Missouri.						
5E. Describe and use absolute location using a grid system.						
5F. Identify and describe physical characteristics (Climate, natural vegetation, animal life, etc.) of a region.						
5G. Explain why people living in					5D By the Color: Identify and color	5F (CR) Bananas and Apples:

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>different places (cities, suburbs, towns, villages) and specializing in different ways of making a living, have a need to interact with each other.</p> <p>5H. Describe how changes in communication and transportation technologies affect people's lives.</p> <p>5I. Identify and describe examples of different regions (e.g., urban, rural, recreational area, wheat-producing, business district).</p>					<p>Missouri border states.</p> <p>5E Find Hurtle: Internet - Guess where Hurtle is hiding using coordinates.</p> <p>5E Find the Treasure: Find the location of the treasure using clues and coordinates.</p> <p>5E Reading a Map with a Grid:</p> <p>5F, 5G, 5J Map: Food growth patterns; climate; location</p> <p>5F Landform Map: Identify mountains, hills, plateaus and plains.</p> <p>5H Smithsonian Transportation History: Online  <a href="http://www.si.edu/resource/faq/nmah/transportation.htm">http://www.si.edu/resource/faq/nmah/transportation.htm</a></p> <p>5H From Foot To Flight: Online  <a href="http://score.rims.k12.ca.us/activity/foot_to_flight/">http://score.rims.k12.ca.us/activity/foot_to_flight/</a></p> <p>5J Product Map: Investigate where certain products are grown or manufactured in a state/country.</p> <p>5J Population Map: Use the information on the map to answer questions about where populations</p>	<p>Bananas must grow in a climate where it is warm all year round, so I think bananas would grow in_____ because _____ (Scoring Guide)</p> <p>Apples need to grow where there is a mild winter so the trees can have a period of rest, so I think apples would grow in_____ because _____ (Scoring Guide)</p> <p>5F Landform Map: Using the map to answer questions about landform.(Scoring Guide)</p> <p>5G, 5H (PE) Flow Chart: Flow chart of the technology and transportation used to get bananas from south America to your house.(Scoring Guide)</p> <p>5J (PE)                      Product/Population/Climate: Given the task, students will place given information about products, population, and /or climate on a map with proper tile and legend/key. (Scoring Guide)</p>

Subject: Social Studies

Grade: 3

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
					live. 5J Climate Map: Locate places where tropical fruits and rice might be grown.	
Resources:  Maps Atlas Globes				Instructional Methods:		
Enrichment/ Special Needs:						

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