

### 3<sup>rd</sup> Grade Social Studies Curriculum Bundle #10

<b>Title</b>		<b>Suggested Dates</b>
Fictional Heroes Build Community		March 22 – April 16, 2010 (19 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>Fictional heroes can show us what is important to a community.</li> </ul>	<ul style="list-style-type: none"> <li>What can a fictional hero show us about the community that tells the story?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p><b>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</b></p> <p>3.4A describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;</p>	<p><b>TEACHER NOTE:</b> 3.4A and 3.5A are included for teachable moments. When Paul Bunyan or Pecos Bill creates a certain landform, please review what that landform looks like and locate one, or the specific landform created, on a map.</p>	<p><a href="#">Many stories</a> including tall tales, folktales, myths and legends</p>
<p><b>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</b></p> <p>3.5A use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes.</p> <p>TEACHER NOTE: The TEKS use the Amazon River, Himalayan Mountains, and Washington D.C. as examples, but since the TEKS says “such as” PISD is free to replace those locations with other locations.</p>	<p><b>TEACHER NOTE:</b> 3.4A and 3.5A are included for teachable moments. You could have students identify the area that the stories originated in as well as any places mentioned in the stories themselves. For example, Greece, Rome, American Southwest, Grand Canyon, etc.</p>	
<p><b>3.13 Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</b></p> <p>3.13B retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan;</p>	<ul style="list-style-type: none"> <li><b>Paul Bunyan and Babe the Blue Ox</b>—look for tales in which landforms are developing. Paul Bunyan is larger-than-life American and represents American individualism and shows the ruggedness of the American West.</li> <li><b>Pecos Bill</b>—look for stories showing character traits— Good sense of humor, very courageous, raised by</li> </ul>	<p>Textbook pages 204-207 and 210-215</p> <p><a href="#">Lesson plan</a> for “The Story of Jumping Mouse”</p> <p><a href="#">Tall Tales</a> websites</p>

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	<p>coyotes</p> <ul style="list-style-type: none"> <li>• <b>John Henry</b>—African-American hero who built railroads. He showed that men can't be replaced by machines, one of people's fears during the Industrial Revolution (Railroads were crucial to communication and transportation, especially during Westward Expansion.)</li> </ul> <p><b>Other examples which could be used in addition:</b></p> <ul style="list-style-type: none"> <li>• <b>Casey Jones</b>—real person who was mythologized, engineer who was always on time, best railroad engineer, sacrificed his life to save everyone else's</li> <li>• <b>Jumping Mouse</b>—"The Story of Jumping Mouse"</li> </ul> <p>TEACHER NOTE: The important idea is connect the heroes with how their stories have shaped the culture of their nation. United States citizens are very proud of their reputation for individualism, innovation, and courage. Most of the stories above are related to Westward Expansion.</p>	
<p><b>3.13 Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</b></p> <p>3.13C retell the heroic deeds of characters of Greek and Roman myths; and</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Achilles</li> <li>• Atlanta</li> <li>• Hercules</li> </ul> <p><b>Other examples that may be used as well :</b></p> <ul style="list-style-type: none"> <li>• Bellerophon</li> <li>• Jason</li> <li>• Odysseus</li> <li>• Perseus</li> <li>• Proteus</li> <li>• Theseus</li> </ul> <p>TEACHER NOTE: You could have students research heroes and their tales in small groups. Questions for</p>	<p>Teacher information on <a href="#">Greek and Roman heroes</a></p>

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	<p>students to investigate could include:</p> <ul style="list-style-type: none"> <li>• What special abilities did the hero have?</li> <li>• Did the hero have any weaknesses?</li> <li>• What heroic deeds did the hero accomplish?</li> <li>• Why do you think people like to tell the story of this hero?</li> <li>• What did people learn about themselves and others through the story of this hero?</li> </ul>	
<p><b>3.13 Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</b></p> <p>3.13D identify how selected fictional characters such as Robinson Crusoe created new communities.</p> <p>TEACHER NOTE: Robinson Crusoe is a “such as” statement in the TEKS which means that PISD may replace Robinson Crusoe with an alternate example. PISD has chosen to replace Robinson Crusoe with tricksters from different cultures.</p>	<p><b>Trickster Tales:</b></p> <ul style="list-style-type: none"> <li>• Northwest Native Americans—the Raven</li> <li>• Southwest Native Americans—the Coyote</li> <li>• Crow</li> <li>• Br’er Rabbit</li> <li>• Anansi—African trickster spider</li> <li>• Road Runner cartoon—both Road Runner and Wile E. Coyote could be interpreted as trickster characters</li> <li>• Bugs Bunny</li> </ul> <p>TEACHER NOTE: You do not have to cover all of the different tricksters above, but students should have the chance to compare and contrast tricksters from different cultures.</p> <p>Questions which students could investigate include:</p> <ul style="list-style-type: none"> <li>• How do the tricksters help their communities?</li> <li>• How do the tricksters hurt their communities?</li> <li>• Who do the tricksters help?</li> <li>• Why do people like telling stories about tricksters?</li> <li>• What do trickster tales tell us about ourselves and our communities?</li> <li>• Do we have trickster tales today that we like to tell?</li> </ul>	<p>“<a href="#">The Trickster Tricked</a>” story which could be compared with the Tortoise and the Hare</p> <p><a href="#">Trickster Tales</a> from American Folklore</p>
<p><b>Social Studies Skills TEKS</b>—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		