

3rd Grade Social Studies Curriculum Bundle #2

Title	Suggested Dates
How People Interact with their Physical Environments in the Past and Present (Adapting and Modifying)	September 14 – October 2, 2009 (14 days)



Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • Where we live (the physical environment) can affect our behavior, such as what we wear, how we have fun, what work we do, and what kind of buildings we build. • People who lived in the past are similar to us in how they tried to change or adapt to the environment to provide for basic human needs. 	<ul style="list-style-type: none"> • How and why have people in modern times adapted to and modified their physical environments? • How and why have people in ancient times adapted to and modified their physical environments? • How does the physical environment affect our culture, in ancient times and the present?

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)
TEACHER NOTE: Remember that basic map skills should carry over into this bundle and throughout the year.		
<p>3.3 History. The student understands the concepts of time and chronology. The student is expected to:</p> <p>3.3C Describe historical times in terms of years, decades, and centuries.</p>	<p>Terms:</p> <ul style="list-style-type: none"> • year • decade—10 years • century—100 years <p>TEACHER NOTE: Students should understand how long something lasted as well as how long ago it occurred. For example, in ancient Egypt, students could find out how long it took to build pyramids and how long the pyramids have lasted. (Note: Pyramids are the only surviving “wonder” of the ancient world.) This could TEKS/SE could also integrate well with math since place value is being studied at this time.</p>	

3rd Grade Social Studies Curriculum Bundle #2

<p>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>3.4A describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;</p>	<p><u>Climate</u> is sustained precipitation, wind, and temperature. How can climate affect where people choose to live, what jobs they have, and what they do for recreation?</p> <p><u>Landforms</u> How can these landforms influence where people live and how they make a living? (New Science TEKS: identify and compare mountains, hills, valleys, plains)</p> <ul style="list-style-type: none">• mountains• valleys• plains• hills <p>TEACHER NOTE: Students should already know rivers, lakes, and oceans. Other landforms that may be taught (but are not required) include:</p> <ul style="list-style-type: none">• peninsulas• plateaus• canyons• islands <p><u>Natural resources</u> What makes these natural resources useful? Where do people live in relation to natural resources?</p> <ul style="list-style-type: none">• fertile soil• fresh and salt water• trees• minerals <p><u>Natural hazards (not caused by people)</u> How do people modify their environment to survive natural hazards? (New science TEKS include volcanoes and earthquakes)</p> <ul style="list-style-type: none">• earthquakes• tornadoes• volcanoes• hurricanes/tsunamis	<p>Tsunami article and graphic from Maps 101</p> <p>AIMS Earth Science “The Earth’s Features” p. 45-72</p> <p>AIMS Earth Science “Where is Water?” p. 73-78</p> <p>TEACHER NOTE: Science Bundle #5 will go into natural hazards including earthquakes, floods, and volcanoes in depth.</p>
--	--	--

3rd Grade Social Studies Curriculum Bundle #2

<p>3.4 Geography. The students understand how humans adapt to variations in the physical environment. The student is expected to:</p> <p>3.4B compare how people in different communities adapt to or modify the physical environment;</p> <p>Health3.6 Influencing Factors. The student understands factors that influence individual and community health</p> <p>Health3.6A relate how protecting the environment promotes individual and community health</p> <p>Health3.6C identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws</p>	<p>Adapted to: to change the way we do things due to the physical environment (for example, wear fewer, lighter clothes during hot summers, use stones from the area to build buildings)</p> <p>Modified: to change the environment (for example, build a dam to control flooding and provide electricity, build roads for transportation)</p> <p>Austin-area (Pflugerville, Round Rock, Austin)</p> <ul style="list-style-type: none"> • adapted: wear sandals/flip-flops to keep feet cool, use lakes for recreation (swimming, boating, fishing) • modified: use air conditioners during hot summers, built dams along Colorado River for electricity, no flooding, irrigating crops <p>Cairo, Egypt</p> <ul style="list-style-type: none"> • adapted: ancient times used flooding of the Nile, used papyrus reeds to make paper, wore sandals to keep feet cool, wore linen because it is light and cool • modified: modern times built Aswan High Dam to control flooding, provide electricity, and provide constant fresh water <p>Chichen Itza, Mexico Ancient—Mayas</p> <ul style="list-style-type: none"> • adapted: used cenotes for water where available, used local stone to build • modified: Built temples and pyramids in thick jungles without metal tools, cleared jungle to farm, and built underground reservoirs when needed to store rainwater <p>Athens, Greece</p> <ul style="list-style-type: none"> • adapted: wore sandals and lightweight clothing, used local materials for building • modified: aqueducts, invented showers, mined silver 	<p>Beginner map of urban and rural Beginner map of urban and rural (bird's eye view)</p> <p>Mayan Irrigation information from Maps 101.com (Password on Intranet > Technology > Passwords)</p> <p>Teacher information on Wikipedia on Chichen Itza</p> <p>Teacher information on Wikipedia on Greek Technology</p>
---	---	---

3rd Grade Social Studies Curriculum Bundle #2

<p>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>3.4C describe the effects of physical and human processes in shaping the landscape; and</p>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;">Austin</td> <td style="width: 15%;">Egypt</td> <td style="width: 15%;">Chichen Itza</td> </tr> <tr> <td>Buildings</td> <td>skyscrapers</td> <td>pyramids</td> <td>pyramids</td> </tr> <tr> <td>Roads</td> <td>IH-35</td> <td>used Nile River to transport goods and people</td> <td>trading with other people far away</td> </tr> <tr> <td>Irrigation</td> <td>damming Colorado River</td> <td>ancient: flooding of Nile modern: Aswan High Dam</td> <td>cenote</td> </tr> </table> <p style="color: red; font-size: small;">TEACHER NOTE: Have students examine the physical environment around their school and community to determine the effects. For example, leveling hills to turn farm land into shopping centers and parking lots and/or creating Lake Pflugerville to provide water and recreation area for residents.</p>		Austin	Egypt	Chichen Itza	Buildings	skyscrapers	pyramids	pyramids	Roads	IH-35	used Nile River to transport goods and people	trading with other people far away	Irrigation	damming Colorado River	ancient: flooding of Nile modern: Aswan High Dam	cenote	<p>AIMS Earth Science “Glaciers Come and Glaciers Go” p. 95-100 and “Weathering” p. 101-104</p>
	Austin	Egypt	Chichen Itza															
Buildings	skyscrapers	pyramids	pyramids															
Roads	IH-35	used Nile River to transport goods and people	trading with other people far away															
Irrigation	damming Colorado River	ancient: flooding of Nile modern: Aswan High Dam	cenote															
<p>Social Studies Skills TEKS—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>																		
<p>3.16 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>3.16B sequence and categorize information;</p>																		
<p>3.16 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>3.16E interpret and create visuals including graphs,</p>																		

3rd Grade Social Studies Curriculum Bundle #2

charts, tables, timelines, illustrations, and maps; and		
---	--	--