

3rd Grade Social Studies Curriculum Bundle #3

Title		Suggested Dates
People Build Community Through Sports and Education		October 5 – 23, 2009 (14 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • People help form communities by building ways and places for people to come together for education and recreation. • Communities in different times and places have had similar and different reasons for educating their children and for competing in athletic competitions. 	<ul style="list-style-type: none"> • How have athletic events and arenas brought communities, past and present, together? • How has education brought communities, past and present, together? • Why is education important to a community, past and present? • What happens in schools and athletic arenas (buildings) besides education and athletics?

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>3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>3.1A describe how individuals, events, and ideas have changed communities over time;</p>	<p>Compare/Contrast Sports:</p> <ul style="list-style-type: none"> • Ancient Rome—coliseum, ship battles, animals, gladiators—look at why they were doing these contests • Ancient Mayan—ball game with hoops, to toughen the warrior culture, to settle disputes (sacrifice the losers) • Today—football in Texas and the U.S. <p>TEACHER NOTE: You could have students compare and contrast ancient Roman sports, ancient Mayan sports, and current U.S. sports, especially football in terms of their protective clothing, stadiums, purpose of the game, rules, how they bring people together, the role that sports plays in education, etc.</p>	<p>History channel: Mayas, the warriors Clip from El Dorado</p> <p>Field trip possibility: To UT field (c/c Roman coliseum)—they give tours</p>						
<p>3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>3.1B identify individuals such as Pierre Charles</p>	<p>Effect of higher institutions on their community (esp. UT and A&M)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%;">UT/A&M</td> <td style="width: 40%;">Ancient Greece, Athens</td> </tr> <tr> <td>People</td> <td>LBJ Library at UT and Bush</td> <td>Plato Socrates</td> </tr> </table>		UT/A&M	Ancient Greece, Athens	People	LBJ Library at UT and Bush	Plato Socrates	
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<p>Leif Erik who have helped to shape communities; and</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Library at A&M</td> <td style="width: 33%;"></td> </tr> <tr> <td>Effect on cities</td> <td>Grew size and reputation of cities</td> <td>Center of higher learning</td> </tr> </table> <p>Pflugerville</p> <ul style="list-style-type: none"> • Fannie Mae Caldwell • Kuempels • Timmermans • Dupre (current superintendent) 		Library at A&M		Effect on cities	Grew size and reputation of cities	Center of higher learning			
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Effect on cities	Grew size and reputation of cities	Center of higher learning								
<p>3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>3.1C describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">City</td> <td style="width: 12.5%;">Austin</td> <td style="width: 12.5%;">RR</td> <td style="width: 12.5%;">Pflugerville</td> </tr> <tr> <td>Founder</td> <td>Moses and Stephen F. Austin</td> <td>Thomas Oatts</td> <td>Henry Pfluger</td> </tr> </table> <p>Compare/contrast reasons for community expansion.</p>	City	Austin	RR	Pflugerville	Founder	Moses and Stephen F. Austin	Thomas Oatts	Henry Pfluger	
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Founder	Moses and Stephen F. Austin	Thomas Oatts	Henry Pfluger							
<p>3.4 Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>3.4D identify and compare the human characteristics of selected regions.</p>	<p>Human characteristics to compare here include:</p> <ul style="list-style-type: none"> • games children play • sports • education (subjects studied) 	<p>Clarence Bohls' interview</p>								
<p>3.5 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>3.5D draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.</p>	<p>Students should know where ancient Mexico and Rome were in relationship to where Austin (or Round Rock or Pflugerville) is today.</p> <p>Other places to put on map:</p> <ul style="list-style-type: none"> • Rome • Athens • Italy • Mediterranean Sea • Chichen Itza • Mexico • Gulf of Mexico <p>TEACHER NOTE: Students could put a travel route from their school to the ancient civilizations in their notebooks. And/or students could each have one world map that all travel locations get located on.</p>									

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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.

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