

3rd Grade Social Studies Curriculum Bundle #7

Title		Suggested Dates
Communities Come Together through Art and Literature		January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> A country’s art and literature can show us the physical environment, what the community thinks is beautiful and important, and how the people will behave in a situation. 	<ul style="list-style-type: none"> Where do we see the physical environment in a country or culture’s art and literature? What can music tell us about a country or culture? Clothing? Art? Folktales? Why do people have different languages?

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>3.4 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>Possible Environmental Features to Consider while Studying the Countries Below:</p> <ul style="list-style-type: none"> Climate Landforms Natural resources Natural hazards <p>TEACHER NOTE: Please teach this TEKS integrated with the following TEKS. Talk about geography in terms of how it affects the culture: the clothing, art, music, folktales. For example, many people create art that reflects the environment around them. And the traditional clothing reflects not only the climate but the dyes and materials available to make them.</p>	
<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 in Different Countries:</p> <ul style="list-style-type: none"> traditional clothing art music folktales (Cinderella theme? Check Jr. Great Books Earthquake myths from around the world) language 	<p>Textbook: p. 260-265</p> <p>GOOGLE EARTHQUAKE MYTHS—goes to FEMA for Kids</p> <p>Junior Great Books would be a great resource!</p> <p>TEACHER NOTE: This unit would make an excellent research project for individuals or groups.</p>

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	<p>TEACHER NOTE: One interesting way to cover this TEKS would be to compare versions of the same story from many different places. For example, many cultures have had a version of a Cinderella story. Finding the similarities and differences among the versions and connecting that to the time and place that produced it would be a great learning tool. Other stories include the Emperor's new clothes, earthquake myths, a great flood, etc.</p> <p>Recommended Countries for Exploration:</p> <ul style="list-style-type: none"> • Guatemala • Vietnam • Russia • Nigeria • Ireland • China • India <p>TEACHER NOTE: You do not have to cover all of the countries listed above, and you are welcome to cover more countries than those listed above. Ideally, you should learn about a variety of countries from around the world. You could do several countries as a whole class or you could group your students to cover different countries. Or, as with the holidays in Bundle #6, you could divide countries with other 3rd grade classes and end with a cultural fair. (Displays in hallways, living museum, etc.)</p> <p>To introduce the TEKS, you could show a picture of each of the above places and have students inference (integrates well with ELA TEKS for this bundle) what the people in this region might wear. After that, the students could match up pictures of people in traditional dress with a picture of the country. They could even make their own Memory Game from these pictures.</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>3.5A 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: Locate the above countries which your class studies. Be sure to note the relationship between your school and the country being studied.</p>	<p>Resource: Google Earth</p>

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<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>3.5B use a scale to determine the distance between places on maps and globes;</p>		
<p>3.14 Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p> <p>3.14A identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; and</p>	<p>Identify writers and artists and their stories, poems, statues, paintings, etc.</p> <ul style="list-style-type: none"> • Guatemala • Vietnam • Russia • Nigeria • Ireland • China • India 	
<p>3.14 Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p> <p>3.14B explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.</p>	<p>Explain significance of writers and artists and their stories, poems, statues, paintings, etc.</p> <ul style="list-style-type: none"> • Guatemala • Vietnam • Russia • Nigeria • Ireland—<i>Frank McCourt’s Angela and the Baby Jesus</i> • China • India 	
<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>		