

3rd Grade Social Studies Curriculum Bundle #9

Title		Suggested Dates
Nonfiction Heroes Build Community – Lewis and Clark Expedition		February 22 – May 12, 2010 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> The Lewis and Clark expedition showed the U.S. the incredible land they had purchased and led to the U.S. becoming a large nation. 	<ul style="list-style-type: none"> What did the Lewis and Clark expedition accomplish? Who help Lewis and Clark? How? How did the Lewis and Clark expedition lead to big changes in the United States?

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>3.1C 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> <p>TEACHER NOTE: Since this TEKS says “such as” when giving the examples Columbus, Lewis and Clark, PISD may replace the examples with other examples. PISD curriculum writers have decided to replace Columbus with other people who accompanied Lewis and Clark on their expedition. An in depth study of the people listed in the specificities will not only allow students to investigate this TEKS but more easily allow integration not only with other social studies TEKS but TEKS from other subjects as well.</p>	<p>People:</p> <ul style="list-style-type: none"> Meriwether Lewis William Clark Sacajawea York Other members of the Corp of Discovery <p>Accomplishments:</p> <ul style="list-style-type: none"> Stamina, persistence and courage in unknown situations Recording plant and animal species previously unknown in the original United States Mapping the Louisiana Territory (used during Westward Expansion) Journaling and sketching information about their exploration Built fort Positive interactions with Native Americans <p>TEACHER NOTE: The Louisiana Purchase in 1803 more than doubled the territory of the United States. This contributed to the idea that the United States was entitled to the land between the Atlantic and the Pacific. Keep in mind that although this was beneficial to some citizens of</p>	<p>Exploring the Louisiana Purchase lesson plan from Maps 101.com (Password on Intranet > Technology > Passwords)</p> <p>Textbook pages 350-351</p> <p>National Geographic comic-type book</p> <p>National Geographic Interactive Journey website with timeline and pictures of plants and animals. Be sure to scroll down to the games, activities, photo galleries, and pictures of the trail today! Fabulous resources!</p> <p>York information</p>

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	<p>the United States, many Native Americans and Mexican lost their lives and land in the course of the U.S.'s westward movement. This is said not to place blame but to realize that real people and real history is complicated, complex and has many layers.</p>	
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11A give examples of community changes that result from individual or group decisions;</p>	<p>President Thomas Jefferson was not sure that the U.S. Constitution gave him the power to purchase such a large territory. He made the decision and took the risk which began the United States' expansion to the Pacific Ocean. Then he decided to send the Lewis and Clark expedition to explore the newly purchased territory.</p>	
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11B identify examples of actions individuals and groups can take to improve the community; and</p>	<p>Topic for Discussion: Who benefitted from the Lewis and Clark expedition; who did not benefit from the Lewis and Clark expedition?</p>	
<p>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:</p> <p>3.13A identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett;</p>	<p>Effects of Lewis and Clark and Westward Expansion</p> <ul style="list-style-type: none"> • Daniel Boone • Davy Crockett <p>TEACHER NOTE: This TEKS is well covered by teaching Lewis and Clark. You are more than welcome to teach about Boone and/or Crockett as well, but you do not need to.</p> <p>If you do cover Boone and Crockett, please emphasize how their lives and livelihood were shaped largely by Lewis and Clark's expedition and the resulting Westward Expansion.</p>	<p>Textbook pages 216, 218-219</p>
<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>		