

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies Course.

Third Grade, Unit 4 – Let’s Go Exploring!	
Elaborated Unit Focus	This unit focuses on European exploration in North America, and grounds that learning in the accomplishments, conflicts, and cooperation between specific explorers and the American Indians they encountered. There are six specific individuals listed in the standard, but you and your students could examine others in order to make generalizations about why exploration happened when it did, the reasons for and obstacles to achieving goals of the explorers and leaders funding them, and how the explorers changed the environments they explored and how the environments changed them. Several of this unit’s activities are adapted from earlier GaDOE resources relation to explorers and exploration.
Connection to Connecting Theme/Enduring Understandings	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p>Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. Kid friendly: People interact with one another and where they live.</p>
GSE for Social Studies (standards and elements)	<p>SS3H2 Describe European exploration in North America.</p> <ul style="list-style-type: none"> a. Describe the reasons for and obstacles to the exploration of North America. b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France). c. Describe examples of cooperation and conflict between European explorers and American Indians. <p>SS3G3 Describe how physical systems affect human systems.</p> <ul style="list-style-type: none"> b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
Connection to K-5 GSE for ELA/Science/Math	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>

	<p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe skills – 1 (cardinal directions), 2 (intermediate directions), 3 (number grid system), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 2 (organize items chronologically), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 7 (interpret timelines), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p>



Essential Questions and Related Supporting/Guiding Questions

Enduring Understanding 1: Beliefs and Ideals	<ol style="list-style-type: none"> What leads explorers to explore the unknown? <ol style="list-style-type: none"> How did the ideas and feelings of explorers help to shape their decisions to explore America? What beliefs on the part of European leaders helped spur exploration? Whose story is history?
Enduring Understanding 1: Location	<ol style="list-style-type: none"> How does where we live shape how we live? <ol style="list-style-type: none"> How did the geography of Europe contribute to exploration? How did the geography of North America help or hinder exploration efforts?
Enduring Understanding 3: Individuals, Groups, and Institutions	<ol style="list-style-type: none"> How can a person make history? Whose story is history? How can we discover the complex story of the explorers? <ol style="list-style-type: none"> How were explorers alike and different? How were explorers the same and different from the American Indians they met?
Enduring Understanding 4: Scarcity	<ol style="list-style-type: none"> How did scarcity shape exploration? How did explorers cooperate and clash with American Indians?
Enduring Understanding 5: Human Environmental Interaction	<ol style="list-style-type: none"> In what ways did explorers adapt or fail to adapt to the environments they encountered?

Content Board

The document could be used in a variety of ways. Visual images are important for students who are not yet proficient readers. Visual images also provide a great connection to content.

For the document to be purposeful, it is very important for students to be familiar with the images in the document. You may need to change the images to best match the needs of your students.

NOTE: Students are not meant to recognize the explorers by their image. The standard requires students to describe the reasons for and obstacles to the exploration of North America, to describe the accomplishments of the explorers, and to describe examples of cooperation and conflict between European explorers and American Indians. The images are provided for visual support and to prompt thinking.

- Use the content board for intentional reviews.
- Use the content board to make connections. For example: Which explorers had the same goals? Which explorers faced the same obstacles?
- Choose two images. Can you make a connection? How do they fit together?
- Use the content board as a study guide.
- Use the content board as a resource to answer questions or to organize thinking.
- Choose an image from the board. Write a fact that you learned using the image.
- Cut the content board into piece to use as a game. Flip two cards over. Tell something you have learned. How do the two cards connect.

Explorers



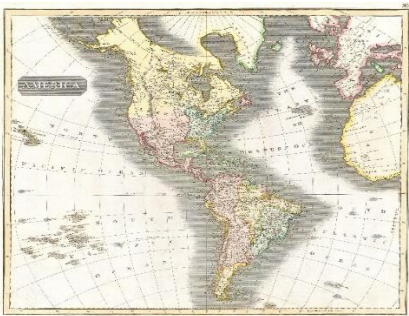
John Cabot



Spain



Pacific Ocean



Explored North and South America



Traveled to the New World



Incomplete Maps



Gold and Riches



Asia



Christopher Columbus



Canada



Panama



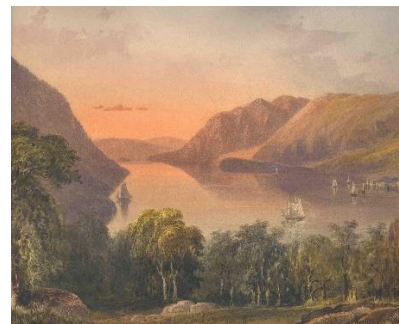
Disease and Sickness



Fighting with Native Americans



Henry Hudson



Sailed up the Hudson River



Hernando de Soto



Sailed St. Lawrence River and named the area Kanata



Vasco Nunez Balboa



Kicked off the Boat



Jacques Cartier



Set Up Fishing Companies

Sample Instructional Activities/Assessments

Activity One – How can a person make history?



Sebastiano del Piombo portrait of a Man, Said to be Christopher Columbus, 1519, public domain

EQ: How can a person make history?

In this activity, we will consider this Essential Question with a case study of Columbus. We will build our understanding of this explorer in layers, using visuals, primary sources, informational text, and literary text. After students have gone through the entire activity on Columbus (which may take several days), you will then provide them an activity with resources to work in groups to build a similar layered understanding of each of the other explorers listed in the standard.

1 – Hook: 4 Hat Thinking – use the ppt slides 4 - 9 and discuss what we mean by 4 hat thinking (asking questions about a topic or individual from the historical, economic, civics/government, geographic perspectives.) Show the first slide and ask if they know who is pictured? If no one does, tell them that this is an early portrait of Christopher Columbus and ask them to think about where they may have heard of him before and share that information with their table group. Tell them that we are going to put on our thinking hats and ask 4 types of questions that we'd like to know about Columbus. Go through the slides for each type of hat and share the generic questions on each slide. Tell them that there are many other

questions from each perspective, these are just provided to get them started. [You may want to have the 4 types of hats displayed in the room or a copy on paper they can hold up or you may want to make an anchor chart with the 4 hats and these starter questions to leave up all year. This type of thinking works throughout the year and crosses curricular lines too.) On slide 9, have each group of students brainstorm one question per hat about Columbus – historical, geographical, economic, and civics/government type questions. You may want to stop here and let them do some visual notetaking in their interactive notebooks/journals – sketch, label, and provide a sample of the 4 hat thinking process.

2 – Group Activity – What can visual sources tell us about Columbus? Model how to analyze an image that has been quartered using slides 13-18. Take time to reflect on this strategy and what we can learn when we slow down and pay attention to the details in a painting or other image. Print out the Columbus visuals, laminate, and cut each painting into quarters. Put each segmented image into an envelope. Give each group an envelope with the following directions:

Segmenting the image – look at $\frac{1}{4}$ of the image at a time and note everything you see as you look at each separate piece. Then put the 4 pieces together and tell what you see now or what questions you have now. Each group should have a recorder to jot notes of what his/her group observed or the questions they had. Project each image from the ppt as each group shares out their observations and questions.

3 – Columbus on the map – Use the map provided in the slides or another from a reliable source and talk about the four separate voyages Columbus took. Use a globe and compare where Columbus thought he was going (East Indies/Indonesia) and contrast that with where he went instead (Haiti/Dominican Republic, Cuba.)

Continued...

4 – Informational text – collective biography excerpt from *Lives of the Explorers: Discoveries, Disasters (and What the Neighbors Thought* by Kathleen Krull & Kathryn Hewitt) OR a children’s encyclopedia article on Columbus.

5 – Literary text – *Encounter* by Jane Yolen – See slide #31. Do this as a read aloud with the whole group and have the students answer these questions:

- ❖ What sources do we think Yolen may have used to write this book?
- ❖ What parts do we have evidence from our own lesson to support?
- ❖ What parts do we think are from Yolen’s imagination?
- ❖ Can we learn history from literary texts?

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. This type of thinking and inferring can be very difficult for many students. Be intentional to model your thinking and repeat back what other students share. Modeling will be very important. This is your opportunity to set them up for success with future explorers.
2. Remind students to share “how they know.” Defending their thinking can be intimidating. Many students will feel they are wrong because you have asked additional questions.
3. If students aren’t able to share their thoughts, prompt their thinking by using questions from the “4 Hat Thinking” slides mentioned above. It may be beneficial for each student to have a personal copy of the “4 Hat Thinking” document. (see below)

<p>GSE Standards and Elements</p>	<p>SS3H2 Describe European exploration in North America.</p> <p>a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>b. Describe the accomplishments of: ... Christopher Columbus (Spain) ...</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>
<p>Literacy Standards</p>	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>

<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>Map and Globe skills – 1 (cardinal directions), 2 (intermediate directions), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 2 (organize items chronologically), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. Kid friendly: People interact with one another and where they live.</p>
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4 Hat Thinking



- How was life in the past different from life today?
- How do we know about the past?
- Why did something in the past happen?
- What happened when?



- What does that map show us?
- How does geography shape people's lives?
- Why do people move from place to place?
- How do people use the resources of the earth?



- What kinds of rules or laws do we need?
- Who is a good citizen?
- How do people work together?
- What is government?



- How do people get goods and services?
- How does scarcity affect decisions?
- How do people earn income?
- Why do we have trade?

Activity Two – Exploring the Explorers

1 - Review with students the process of examining a variety of sources used in activity one in order to build a layered understanding of an explorer. Remind them that we have examined visual sources, a primary source, informational text from a secondary source, and literary text in order to learn all we could. We have used great questions as we explored Columbus further. Now we will ask many of the same questions to discover what we can learn about each of the other explorers in our standard. Students may work in groups or individually, but you will want to ensure that all of the explorers are covered. Prepare resources tied to each explorer and share with students the **Explorer Information Collection Sheet** (2 pages) found just after this activity overview. As they examine each resource they should record on their organizer the information, questions, and reflections they are finding out about their explorer.

2 – Start by sharing the Explorers powerpoint, which includes primary sources related to each explorer. Work through these one at a time, using Think Aloud or some other strategy in order to analyze each excerpt. Students should note what they have learned about their selected explorer from these primary sources.

3 – Students may present their findings in a variety of ways: ppt presentation, video, interview, skit, gallery walk, song, create a “fakebook” page, etc. as long as they include all of the essential elements. When presentations begin, give students the **Explorer Information Table** (found below this activity) and have them record information as each group/individual presents. An alternative to each completing their own table is to have one on the whiteboard or chart paper and fill it in whole group after each presentation. Discuss similarities and differences among the explorers.

Be sure to have a world map posted so that students can trace the various journeys and explorations of the explorers as they present.

Resources for teachers (good background information, you may want to share excerpts from some of these with students): *The World Made New* by Marc Aronson and John W. Glenn; *Who Was First: Discovering the Americas* by Russell Freedman; *Rethinking Columbus: The Next 500 Years* by Bill Bigelow & Bob Peterson; *The Discovery of the Americas* by Betsy and Giulio Maestro. Children’s book titles may be found at:

<http://gcss.net/uploads/files/gr3socstkidsbooks.pdf>

Online resources that may be helpful are:

www.marinersmuseum.org - Mariner’s Museum & Park site is a treasure chest of information.

<http://www.americanjourneys.org/> - American Journeys offers firsthand accounts of some of our explorers

https://www.loc.gov/rr/print/list/080_columbus.html - Library of Congress images of Columbus

https://www.pbslearningmedia.org/collection/pbs-world-explorers/#.Wu340cgh0_W - PBS Education: World Explorers (videos, lesson plans, etc., may need some teacher adaptation for 3rd grade)

http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html Exploration of North America - interactive map showing routes of explorers one by one, really helps students visualize the journeys

<p>Ideas for Differentiation:</p> <p>Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. <i>Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.</i></p> <ol style="list-style-type: none"> 1. This type of organizer can be very difficult for many students. Students often have trouble taking readable notes and/or transferring information across tables. These are possible changes to the lesson: <ul style="list-style-type: none"> • Allow the student to take notes as they are able, but also give students the attached copy of notes to refer to as needed. Consider highlighting each explorer or boxing in each explorer in a different color so there are defined boundaries. • Give students the organizer. Have them create picture supports to support their notes. • If you choose not to give students the completed notes, remember to review student notes for accuracy and completion. Students will need accurate notes to present their findings. 2. In step 3, be intentional with where you place struggling learners. Place students with other students who will ensure they will be successful. Help students, preplan how they are going to redeliver their information. They may need to rehearse what they are going to say first. Help students know which information is most important to share. If students are reluctant to talk in front of the group, pair them with a student who can do the talking while they assist with visual support or props. 	
<p>GSE Standards and Elements</p>	<p>SS3H2 Describe European exploration in North America.</p> <p>a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>
<p>Literacy Standards</p> <p>Social Studies Matrices</p>	<p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>

Explorer	Dates	Sponsor	Purpose	Obstacles	Accomplishments
John Cabot					
Vasco Nunez Balboa					
Hernando de Soto					
Christopher Columbus					
Henry Hudson					
Jacques Cartier					

Explorer	Dates	Sponsor	Purpose	Obstacles	Accomplishments
John Cabot	1450-1498	England (born in Italy)	Wanted to reach Asia	Incomplete maps	Landing on the eastern coast of Canada, where fish were plentiful Other Europeans went there to set up fishing companies
Vasco Nunez Balboa	1475 - 1519	Spain	Find new land for Spanish settlers to exploit; Find a quick overland route to the Pacific Ocean	Fought with American Indians	Sailed to present-day Panama in Central America; He crossed the mountains and jungles of Panama and became the first European to reach the eastern part of the Pacific Ocean
Hernando de Soto	1495 - 1542	Spain	Claim new lands for Spain; searching for gold and a new way to the Pacific and Asia	Clashed with American Indians, found no gold, difficult travel and geographic barriers, de Soto died and was buried beside the Mississippi River	Explored areas of South America before leading an expedition in North America in what is now the Southeastern U.S., including present day FL, GA, AL, MS, AR
Christopher Columbus	1451 - 1506	Grew up in Italy but funded by Spain	Sailed west to reach Asia	Incomplete maps, frightened crew, difficult time funding later voyages; found limited gold and treasures; was a poor colonial leader	Was a master sailor, good at convincing leaders to fund his travels, went to New World on four separate trips
Henry Hudson	1565 - 1611	England	Discover the Northwest Passage to Asia.	Henry Hudson's crew mutinied; kicked him off the boat, and he was never heard from again	Sailed up the Hudson River in present-day New York
Jacques Cartier	1491 - 1557	France	Find a water route to Asia	Sailors caught diseases; He tried to create a settlement, but it didn't last the winter.	He sailed over 1000 miles along the St. Lawrence River in Canada; He named the area "Kanata," the Iroquois word for "village."

Explorer	Dates	Sponsor	Purpose	Obstacles	Accomplishments
John Cabot	1450-1498	England (born in Italy)	Wanted to reach Asia	No maps	Landing on the eastern coast of Canada, where fish were plentiful Other Europeans went there to set up fishing companies
Vasco Nunez Balboa	1475 - 1519	Spain	Find new land for Spanish settlers to exploit; Find a quick overland route to the Pacific Ocean	Fought with American Indians	Sailed to present-day Panama in Central America; He crossed the mountains and jungles of Panama and became the first European to reach the eastern part of the Pacific Ocean
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Explorer Information Collection Sheet for _____

Collect information about the explorer and track the sources used:

His life: (birth/death dates, early explorations, why he sailed, etc.)

Sources used:

His sponsor and purpose: [whose flag he sailed under, purpose of the voyage(s)]

Sources used:

His journeys: (where and when he sailed)

Sources used:

His accomplishments:

Sources used:

His obstacles:

Sources used:

Interaction with the environment: (how he adapted or failed to adapt to the various physical environments where he traveled)

Sources used:

How he cooperated or clashed with American Indians:

Sources used:

Activity Three – Race to the New World!

EQ: How were the explorers alike and different?

After students complete research activities, they will demonstrate knowledge through participation in the Race to the New World Game.

Working in cooperative groups, students will apply knowledge of European exploration of North America and map reading skills to compete against others in a race to the new world. Students will participate in cooperative group discussions and respond appropriately to teacher-made or student-made questions about that era. Sample questions are in the attachment and include: What did Christopher Columbus believe he would accomplish by sailing west across the Atlantic Ocean? What led Europeans to explore and settle the Americas in the 1400s and 1500s? What European country sponsored the voyages of Jacques Cartier?

To set up the game, use tape to fasten game pieces to positions along the Prime Meridian on the world map. The teacher reads a randomly drawn question card aloud. Each team discusses possible answers to the question. If they answer the question correctly, they can move their ship one longitudinal marker across the ocean. If no large world map is available, the teacher can print out the attached map and use it on the overhead projector. Alternately, this can be made into a file folder center game and students can play in pairs or small groups. The following attachment includes a map for the whiteboard, a map for the file folder game, instructions, role cards, question cards, and an answer key.

Modifications: Prepare students in advance for possible questions by providing a study guide for teacher or student selected questions or allow for partner review time before the game.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to play the game on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. Allow time for students to review before playing using their notes. Ask questions from or similar to the game and let them rehearse answering.
2. Pair students with a partner to help answer questions.
3. Allow students to use their organizer to find answers during the game.

GSE Standards and Elements

SS3H2 Describe European exploration in North America.

- a. Describe the reasons for and obstacles to the exploration of North America.
- b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- c. Describe examples of cooperation and conflict between European explorers and American Indians.

SS3G3 Describe how physical systems affect human systems.

- b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Literacy Standards	ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
Social Studies Matrices	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
Enduring Understanding(s)	ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Map and Globe skills – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map) Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables) Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.

Race to the New World!

Objective: Students will use acquired knowledge of European exploration of North American to participate in cooperative group discussions and respond appropriately to teacher-made or student-made questions about that era.

Directions: Divide the students into teams, each one representing a major explorer from a European nation involved in the Age of Exploration: England, Spain, and France. Members of each team should be assigned or elected for the following roles:

Ship's Captain: Leads the group discussion and has final authority over the team's answer.

Quartermaster: Brainstorms with the others to determine the best response to the question; moderates conflicts within the group.

First Mate: Brainstorms with the others to determine the best response to the question; presents the team's answer.

Ship's Carpenter: Brainstorms with the others to determine the best response to the question; designs and colors the team's place marker and flag.

A.B.S. (Able Bodied Sailor): Brainstorms with the others to determine the best response to the question; moves the team's ship marker on the world map.

Rigger: Brainstorms with the others to determine the best response to the question; raises the flag when the team is ready to share their answer.

Use tape to fasten team markers to positions along the Prime Meridian on the world map. The teacher reads a randomly drawn question card aloud. Each team discusses possible answers to the question. Riggers hold up their ship's flag when their team has an agreed upon answer. The First Mate of the team shares his or her group's answer.

If the answer is correct, their ship marker is moved 15 degrees west to on the world map. If incorrect, they do not move, and the other teams are given 2 more minutes for discussion. Again, the first team with their flag raised is given an opportunity to share their answer. If correct, they move 15 degrees west. The game proceeds in this manner until a team reaches 75 degrees west longitude. Point out that this line of longitude runs through present-day Bahamas, the New World location discovered by Columbus.

Materials: large world map with lines traced or drawn in to show lines of longitude at 15 degree intervals west from the Prime Meriden, blank ship markers, teacher or student made question cards, blank ship flags

- *Game pieces- Print and Laminate.*

(Images courtesy Library of Congress.)



John Cabot



Henry Hudson



Vasco Nunez de Balboa



Hernando de Soto

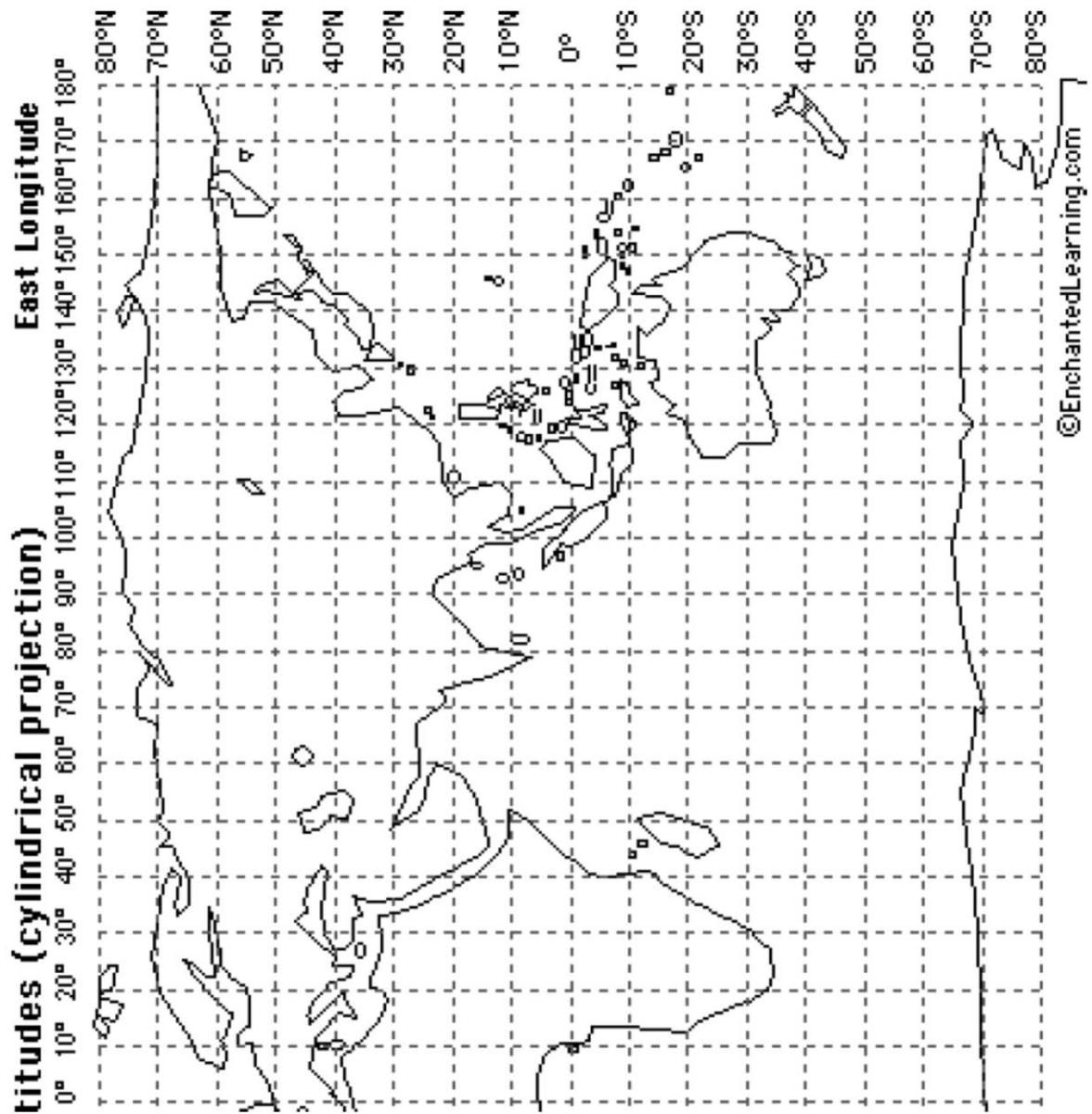


Christopher Columbus

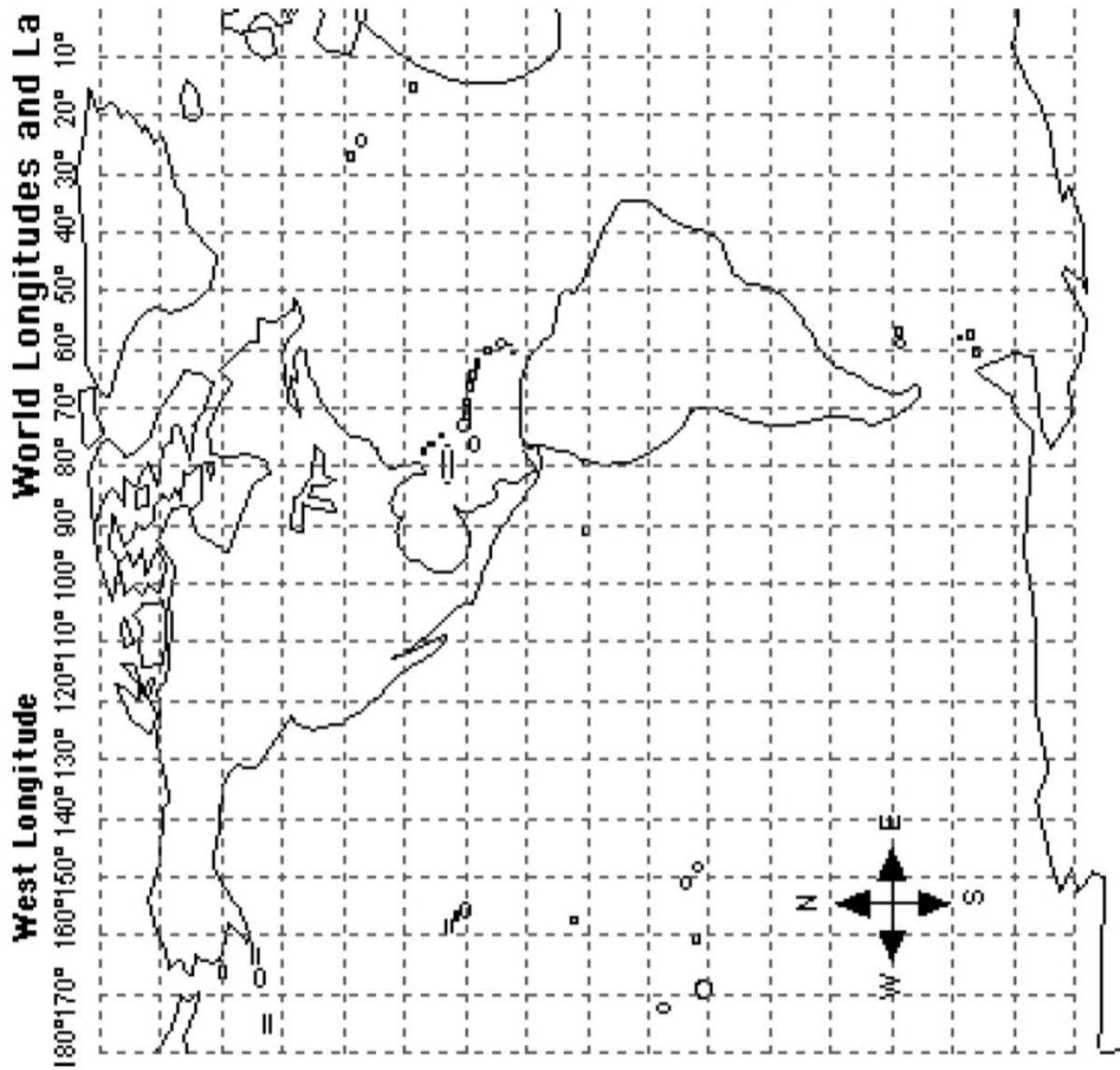


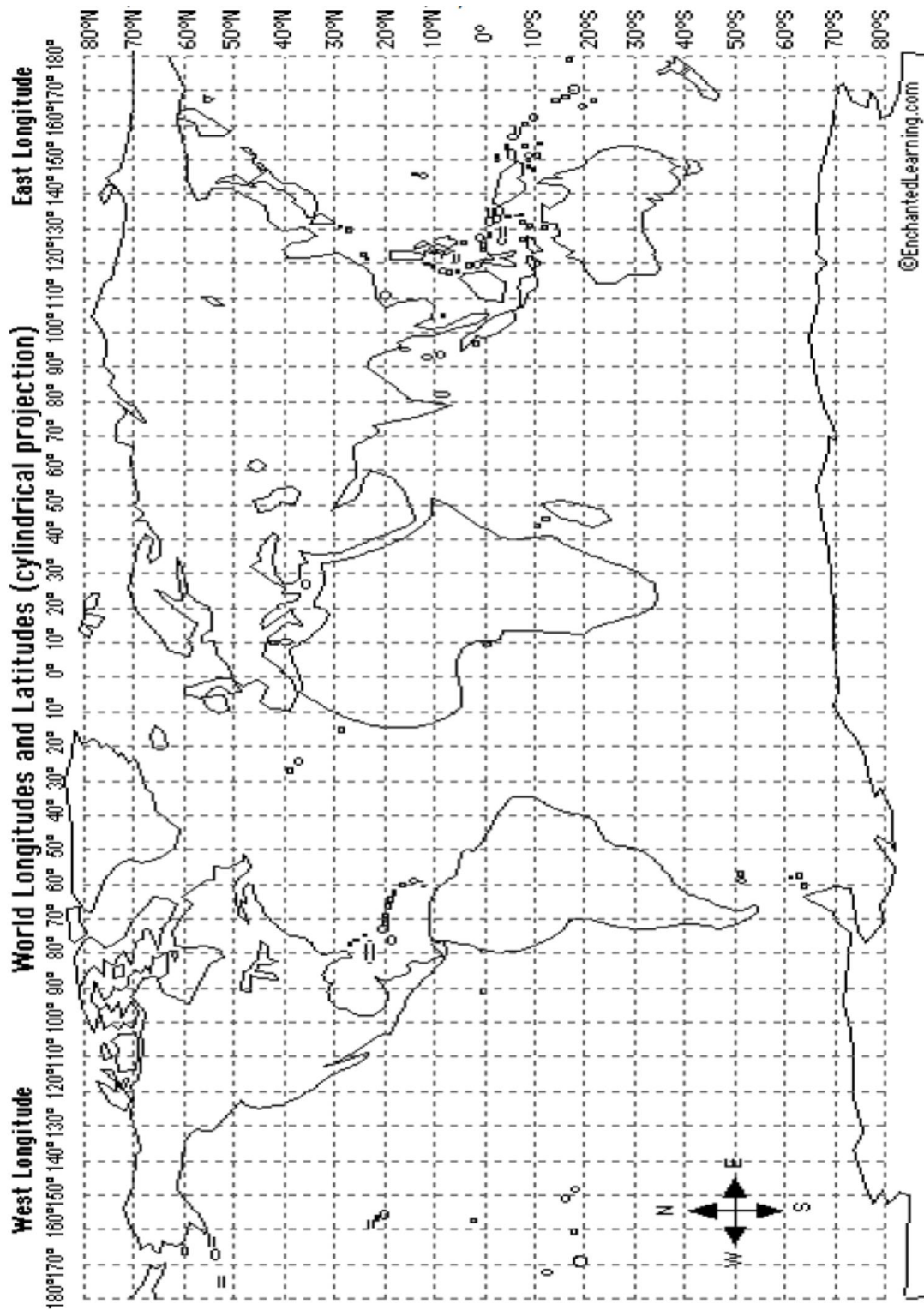
Jacques Cartier

- Two-page map to be printed, trimmed, and used as a file folder game.
Right inside of file folder:



Left inside of file folder:





Race to the New World Sample Questions

Georgia Department of Education

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1) What did Christopher Columbus believe he would accomplish by sailing west across the Atlantic Ocean?	11) What country sponsored the voyage of Vasco Núñez Balboa?
2) Which European leader financed Columbus's first voyage across the Atlantic Ocean?	12) Who was the first European to see the Pacific Ocean from the Americas?
3) What were the names of the three ships Columbus used on his first voyage across the Atlantic Ocean?	13) What led Europeans to explore and settle the Americas in the 1400s and 1500s?
4) During the 1400s and 1500s, explorers used a compass and the North Star to navigate across the ocean. What is this type of navigation called?	14) What country sponsored Hernando de Soto's voyage to the New World?
5) What is the present day name of Columbus's first landing site?	15) What New World areas did de Soto explore?
6) What European country sponsored the voyages of Jacques Cartier?	16) What areas in the New World did Henry Hudson explore?
7) What was the major accomplishment of Jacques Cartier?	17) Name three obstacles faced by New World explorers.
8) What was the purpose of John Cabot's voyage to the New World?	18) What region of the New World did the French claim?
9) What New World areas did John Cabot explore?	19) What region of the New World did the Spanish claim?
10) What country sponsored John Cabot's expeditions to the New World?	20) What happened on the last voyage of Henry Hudson?

Race to the New World Answer Key

- 1.) Columbus believed he could find the West Indies by sailing west across the Atlantic Ocean.
- 2.) Queen Isabella of Spain sponsored Columbus's voyage.
- 3.) Nina, Pinta and the Santa Maria were the names of Columbus' ships.
- 4.) Dead Reckoning was the system of navigation used during the Age of Exploration.
- 5.) The Bahamas were the site of Columbus' first landing.
- 6.) France sponsored the voyages of Jacques Cartier.
- 7.) Jacques Cartier led three expeditions to Canada. (Cartier named Canada "Kanata" meaning village or settlement in the Huron-Iroquois language.)
- 8.) The purpose of John Cabot's voyage to the New World was to search for a Northwest Passage across North America to Asia (a seaway to Asia.)
- 9.) Cabot explored the Canadian coastline and named many of its islands and capes.
- 10.) England sponsored John Cabot's New World expeditions.
- 11.) Spain sponsored Hernando de Soto's New World expeditions.
- 12.) Vasco Nunez Balboa was the first European to see the Pacific Ocean from the Americas.
- 13.) European explorers originally set out to look for a water route to Asia. Later, explorers wanted to find gold and glory and spread Christianity.
- 14.) Spain sponsored Juan Ponce de Leon's New World expeditions.
- 15.) Hernando de Soto explored areas of what is now the Southeastern United States, including parts of present day Florida, Georgia, Alabama, Mississippi, and most likely Arkansas. He also explored areas of South America.
- 16.) Henry Hudson explored parts of the Arctic Ocean and northeastern North America. (The Hudson River, Hudson Strait, and Hudson Bay are named for Hudson.)
- 17.) Dangerous uncharted waters, lack of sufficient food supplies, hostile Native Americans, discouraged crew members, poor maps and navigational tools, weather
- 18.) Northeastern North American
- 19.) Parts of South American, Central America, Florida and some of southeastern North America
- 20.) His crew mutinied.

Activity Four – Economic Choices in the Age of Discovery

EQ: How did scarcity and their beliefs affect decision making by European explorers?

Choices made by the explorers during the Age of Discovery changed their lives and the course of world history forever. Students will investigate the decision-making process of major explorers as they planned for their New World expeditions. Given either John Cabot, Vasco Nunez Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, and Jacques Cartier, the students will work in small groups to discuss the economic decisions they made by completing the following tasks:

- 1.) The students will list three of their explorer's inferred top desires.
- 2.) The students will discuss and record the values that may have been attached to each desire listed.
- 3.) The students will discuss and analyze the opportunity costs that would be necessary for their explorer to achieve each desire.
- 4.) Using explorer biographies, encyclopedias and Internet websites, the students will identify the actual achievements and opportunity costs experienced by their explorers.
- 5.) A spokesperson for each group will share their findings with the whole class. Students will record the information their peers share on their Economic Choices Table.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. Be intentional with where you place struggling learners. Considering placing students with other students who will ensure they will be successful.
2. Help students, preplan how they are going to redeliver their information. They may need to rehearse what they are going to say first. Help students know which information is most important to share. If students are reluctant to talk in front of the group, pair them with a student who can do the talking while they assist with visual support or props.

GSE Standards and Elements

SS3H2 Describe European exploration in North America.

- a. Describe the reasons for and obstacles to the exploration of North America.
- b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- c. Describe examples of cooperation and conflict between European explorers and American Indians.

SS3G3 Describe how physical systems affect human systems.

- b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

<p>Literacy Standards</p>	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Map and Globe skills –8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p>

Economic Choices in the Age of Discovery

Explorer	Goals/Desires	Values Behind These Desires	Opportunity Costs	Achievements
Vasco Nuñez de Balboa				
Christopher Columbus				
Hernando de Soto				
Henry Hudson				
Jacques Cartier				
John Cabot				

Activity Five – Explorer Trading Cards

EQ: How can a person make history? Whose story is history? How can we discover the complex story of the explorers? How were explorers alike and different?

Six double-sided card outlines, one for each explorer, will be provided to the students to record their findings on the Age of Exploration. Students will make a card for each explorer: John Cabot, Vasco Nunez Balboa, Hernando de Soto, Christopher Columbus, Henry Hudson, and Jacques Cartier. Each card will include the following information: name, time period, home country, achievements and character traits. Students can research in their textbooks, non-fiction texts, the encyclopedia, The Mariner's Museum, or other online sources. See the sample card following this activity.

Modifications: Provide access to information sources with a variety of reading levels.

Students with written expression challenges may need to dictate information for their trading cards.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. Allow students to use their graphic organizer to represent the explorers. Intentionally demonstrate how to find information on the graphic organizer.
2. Some students struggle understanding which facts to share. These are a few changes to consider:
 - Create the first explorer card together as a model.
 - Rehearse what information should go on each card. This could be done orally or by highlighting the relevant information.
 - Have students “check in” after they finish each card. Some students may need “check ins” more frequently.

GSE Standards and Elements	<p>SS3H2 Describe European exploration in North America.</p> <p>a. Describe the reasons for and obstacles to the exploration of North America.</p> <p>b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).</p> <p>c. Describe examples of cooperation and conflict between European explorers and American Indians.</p> <p>SS3G3 Describe how physical systems affect human systems.</p> <p>b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.</p>
Literacy Standards	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>

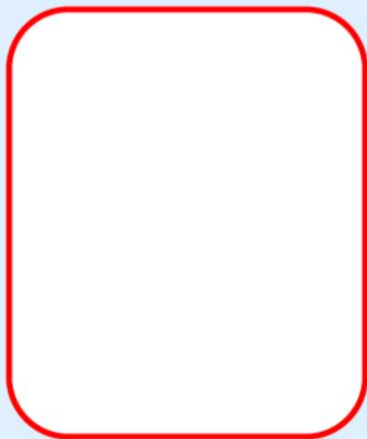
<p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Map and Globe skills –8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p>
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Explorers Trading Cards

Student Name _____

Explorers Trading Cards



Name: _____

Country & Dates: _____

Goal: _____

Accomplishments: _____

Obstacles: _____

Activity Six – Contact!

EQ: How did explorers cooperate and clash with American Indians? In what ways did explorers adapt or fail to adapt to the environments they encountered?

1 - Use the think aloud process to show and discuss the video “Native America: Contact,” found at GPB/Discovery Learning (All Georgia teachers are provided free access to this large collection of videos. See <http://www.gpb.org/education/resource/discovery-education> for directions.) The video is 14:30 minutes long and should be shown to students in the smaller segments available online, pausing every few moments to discuss and “translate” the narration into 3rd grade appropriate vocabulary. The entire script may be downloaded ahead of time for teacher use. After each segment, have students take notes (visual or text or a combination of the two) in their interactive notebooks/social studies journals. More directions on the think aloud process may be found at http://www.readingrockets.org/strategies/think_alouds . Instead of a written text, adapt this strategy to use to help students analyze the video.

2 – Following the video, students will work in cooperative groups to complete the T-Chart labeled “Before the Europeans Arrived/After the Europeans Arrived.” See the organizer below. Group members will brainstorm facts about how the American Indians lived, met their needs, traveled, traded, ate, worshiped, used and created technology before and after the Europeans explored and settled in North America. The group recorders keep notes on their T-Charts. Once the groups have at least six entries in both columns, the entire class will work together and create a collective presentation of their T-Chart notes.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. Choose groups intentionally. Place students needing additional support with peers capable of leading the group.
2. Allow students to share what they know using illustrations and labeling if sentences/phrases are not appropriate.
3. Model a few examples from the video orally and/or in writing. Help students understand how to complete the T-chart.
4. If students are unable to pull important facts from the video consider having a list of pre-made facts or brainstorm facts together.

Sample T-Chart:

<i>Before</i>	<i>After</i>
stone, bone, shell and stick tools,	metal tools, guns
hunters, gatherers, farming	trade with Europeans
lived in clans, growing communities	germs, small pox, decrease in population, some groups extinct
shaman spiritual leaders	European religions
many Native American languages	many European words
canoes and dogs for transporting goods and people	horses for transportation
animal furs, tree bark for clothing, shell, stone and tooth adornments	cotton cloth, glass bead adornments
corn, beans and squash, meat, fish, nuts, berries no alcohol exposure	alcohol, "fire water"

Native Americans Before and After European Contact

Optional: Using the T-Chart notes, students will independently write informative essays describing how contact with the Europeans changed the lives of Native Americans forever.

Modifications: Use guided viewing to stop and point out key ideas related to the "Before and After" concept and have students take notes to use during their group activity.

GSE Standards and Elements

SS3H2 Describe European exploration in North America.

- Describe the reasons for and obstacles to the exploration of North America.
- Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- Describe examples of cooperation and conflict between European explorers and American Indians.

SS3G3 Describe how physical systems affect human systems.

- Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Literacy Standards

ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

<p>Social Studies Matrices</p>	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Map and Globe skills – 1 (cardinal directions), 2 (intermediate directions), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose, 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p>
<p>Enduring Understanding(s)</p>	<p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. Kid friendly: People interact with one another and where they live.</p>

Name: _____ Date: _____

Contact!

Work with a group to list as much information about the lives of American Indians *before* and *after* making contact with the Europeans. Be sure to include all aspects of American Indian life, including: cultural, economic, medical, technological, political, and environmental.

BEFORE	AFTER

Let's Go Exploring Unit – Culminating Activity

Ranking the Explorers

The students will use the information they have gathered about each of the European explorers studied to rank the “top three” in order of importance to the colonization of North America. Students will use this information to answer this question: Which European explorers had the greatest impact on the colonization of North America?

- 1 - Using their Explorer Trading Cards, each student should select three explorers they regard as the most important. Students should then determine who among the “top three” was most important, second in importance, and then in third place.
- 2 - In small groups, students share, discuss and debate their “top three” rankings. Each student should have the opportunity to state why they have selected their “top three” and why they believe the achievements of these explorers were the greatest overall. Students may use maps and other resources to “prove” their theory. After hearing each others’ rankings, students may change their choice and order of “top three” explorers.
- 3 - Following the small group discussion, students will write short opinion/persuasive essays describing their final ranking selections. Student essays should include convincing rationales for the how and why they believe their “top three” had the greatest impact on the colonization of North America.

Modifications: Use the [Persuasion Map](#) *to provide a graphic organizer for students to plan their essays Display a list of discussion prompts, such as:

- Did the explorer help anyone with his/her discoveries?
- Were there important results from the explorer’s discovery of a new land?
- Has the explorer’s discovery affected your life today?
- Did the explorer inspire other people to explore?
- Did the explorer demonstrate characteristics that you admire?

* The Persuasion Map is an organizer found online that teachers are free to use.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to share their thoughts on their own, it would be best to let them do so independently and use the prompts only when students are stuck.*

1. Allow students to use their graphic organizers for help.
2. Model choosing a “top three” using something that is not related to content and defending your thinking. For example: restaurants, games, movies, animals, super heroes, etc.
3. Have students rehearse their “top three” and share their reasons.

<p>GSE Standards and Elements</p>	<p>SS3H2 Describe European exploration in North America.</p> <ul style="list-style-type: none"> a. Describe the reasons for and obstacles to the exploration of North America. b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France). c. Describe examples of cooperation and conflict between European explorers and American Indians. <p>SS3G3 Describe how physical systems affect human systems.</p> <ul style="list-style-type: none"> b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.
<p>Literacy Standards</p>	<p>ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. <p>ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>ELAGSE3RI9: Compare and contrast the most important points and key details.</p> <p>ELAGSE3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>

<p>Social Studies Matrices</p>	<p>Map and Globe skills – 1 (cardinal directions), 2 (intermediate directions), 3 (number grid system), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map)</p> <p>Information Processing Skills – 1 (compare similarities and differences), 2 (organize items chronologically), 3 (identify issues and/or problems and alternative solutions), 4 (fact/opinion), 5 (main idea, detail, sequence, cause/effect), 6 (identify and use primary and secondary sources), 7 (interpret timelines), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p> <p>Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p>Location: The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p>Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p>Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p> <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. Kid friendly: People interact with one another and where they live.</p>
<p>Enduring Understanding(s)</p>	