

Englewood Public School District
Social Studies
Grade 3
First Marking Period

Unit 1: Experiments in Government

Overview: Students in the third grade social studies program engage in a study of American History, geography, culture, and government. In the process, students continue the journey of learning the social studies themes of civics, early American geography and history by learning about the founding of their nation, establishment of the American government and the early culture of the American people.

Time Frame: 30 to 40 Days

Enduring Understandings:

Evaluate why colonies fought for independence.

Comprehend that places can be located on maps and on a globe.

Discuss the interactions between the indigenous people of the land and the newcomers.

Explore how America came about.

Essential Questions:

What did Early America look like?

Who were the leaders, scientists and inventors that contributed to our way of life?

What are our founding documents and symbols and what is their importance today?

Standards	Topics and Objectives	Activities	Resources	Assessments
6.1.4.B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others. 6.1.4.D.1 Determine the impact of European	Topics American Government Colonies and Colonists American Revolution	As an introduction to unit 1, students will watch two brief History.com videos: <i>Pilgrims in America</i> and <i>The Mayflower</i> (8.1.5.E.1)	<u>Web-based Resources:</u> <i>History.com: Pilgrims in America</i> and <i>The Mayflower:</i> http://www.history.com/topics/mayflower-compact/videos http://www.history.com/topics/mayflower-compact/videos/the-mayflower?m=528e394da93	Benchmark Assessment: <ul style="list-style-type: none"> Exact Path Formative Assessment: Instructors will confer with students to investigate their knowledge (anecdotal records & observation).
	Objectives Students will apply the following skills and	Students will review replicas of the following documents related to		

<p>Colonization on Native American populations, including the Lenni Lenape of New Jersey.</p>	<p>strategies:</p> <p>Acquire and apply vocabulary associated with government. ^[1]_{SEP}</p>	<p>The Mayflower Compact (<i>The Mayflower Compact</i>) (W.3.8, NJSLSA.R7)</p>	<p><u>ae&s=undefined&f=1&free=false</u></p>	<p>Students' progress will be ascertained via oral and written class work.</p>
<p>6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily immigrated to New Jersey and America, and describe the challenges they encountered.</p>	<p>Identify leaders at the time the Pilgrims arrived and describe their way of life.</p> <p>Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony.</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (W.3.8, 8.1.5.E.1, 9.2.4.A.4)</p> <p>Following teacher read-a-loud of pocket fact sheet, modeling of assembly of pockets, and review of key vocabulary for each pocket, Students will create the following history pockets describing life on Plymouth Colony (<i>History Pockets, Life in Plymouth Colony Grades 1-3</i>): Pocket 1 "Voyage to the New World", Pocket 2 "The New World", Pocket 3 "Building a Village, Pocket 7 "Going to School" and pocket 8 "What Did the Pilgrims Give Us" (Each pocket will take 3 days to complete). (NJSLSA</p>	<p>Biographies of early Americans: https://www.ducksters.com/biography/</p> <p>Symbols of the United States: https://www.americanhistoryforkids.com/category/us-symbols-and-memorials/</p> <p>Maps and Globes: https://www.worldmapsonline.com/LESSON-PLANS/table-of-contents-lesson-plans.htm</p> <p>Declaration of Independence for Kids: https://www.ducksters.com/history/declaration_of_independence.php</p>	<p>Students' understanding of concepts and application of content will be partially evaluated via cooperative learning activities.</p> <p>Summative Assessments: Students write what the Declaration of Independence means to America.</p> <p>Cooperative group presentations.</p> <p>Students will be evaluated on teacher created tests/quizzes.</p> <p>Students will receive a grade for participation in classroom discussions and activities.</p>
<p>6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.</p>	<p>Assess the purpose of the Mayflower Compact and its principles of self-government.</p> <p>Investigate how the Mayflower Compact was a forerunner of the U.S. Constitution.</p>	<p>Discuss the events leading to the first Thanksgiving. ^[1]_{SEP}</p>	<p>Congress for Kids, Interactive on the Colonies and independence: http://www.congressforkids.net/Independence_declaration_1.htm</p>	<p>Alternative Assessments:</p> <p>Interactive notebooks</p> <p>Oral presentations</p>
<p>6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p>	<p>Explain how the Puritans and Pilgrims differed and identify</p>	<p>Colonial Williamsburg, Games and Activities for Kids: http://www.history.org/kids/games/index.cfm</p>	<p>Rubrics (http://rubistar.4teachers.org/index.php?screen=WhatIs)</p>	<p>Past Postcards: Have students adopt the personality of a historical figure and write a postcard to another historical figure from the same era. They can discuss a significant event from history</p>
<p>6.1.4.D.6 Describe the civic leadership qualities and historical</p>				

contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.4 Explain how the United States government

early leaders. [SEP]

Explain important political, economic, and military developments leading to and during the American Revolution.

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Research factors that led to the writing of the Declaration of Independence [SEP] Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.

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W.3.3)

Students will work in three cooperative groups and conduct a book walk of the following books: *If You Lived in Colonial Times*, *Colonial Life*, and *From Colonies to Countries*.

The book walks will focus on key facts and details related to living in a colony and what it was like for children living during those times. Each group will create a poster with 10 important facts to present to the class. (W.3.3, W.3.8)

Following teacher read-a-loud of pocket fact sheet, modeling of assembly of pockets, and review of key vocabulary for each pocket, Students will create the following history pockets describing The American Revolution (*History Pockets, The American Revolution, Grades 4-6*): Pocket 1 “Introduction to the American Revolution”, Pocket 2 “Causes of the

American History for Kids: <https://www.americanhistoryforkids.com/>

Literature:

History Pockets, Life in Plymouth Colony Grades 1-3, Evan-Moor Educational Publishers

The Mayflower Compact, E.J. Carter

Surviving Jamestown: The Adventures Of Young Sam Collier, Gail Langer Karwoski

If You Lived in Colonial Times, Ann McFovern

Colonial Life, Brendan January

From Colonies to Countries, Joy Hakim

History Pockets, The American Revolution Grades 4-6, Evan-Moor Educational Publishers

Revolutionary War, Brendan January

Will You Sign Here, John Hancock? Jean Fritz

The Declaration of

that has just occurred.

Four Corners: Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds with the correct answer.

<http://www.schrockguide.net/assessment-and-rubrics.html>

<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.

is organized and how the United States Constitution defines and limits the power of government.

6.1.4.A.7 Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.^{[1][SEP]}

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens

War”, Pocket 3 “Famous Patriots”, Pocket 4 “A Soldier’s Life” and pocket 7 “Birth of a Nation” (Each pocket will take 3 days to complete). **(CRP 4, CRP6)**

Students will role-play a debate between a patriot and a loyalist living just prior to the American Revolution. Encourage students to state reasons why or why not independence from Great Britain was a good idea. **(SL.3.6)**

Students will work in three cooperative groups and conduct a book walk of the following books: *Shh! We Are Writing the Constitution*, *Will You Sign Here*, *John Hancock*, *The Declaration of Independence*, after reviewing the books, students will create a list of the 10 important facts they found in the books. **(W.3.7)**

Following a presentation of Lesson 4: “State Government Handles

Independence, Patricia Ryon Quiri

Shh! We Are Writing the Constitution, Jean Fritz

Social Studies Excursions, K-3 Book Three by Janet Alleman & Jere Brophy

who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Matters That Affect Everyone in the State” (*Social Studies Excursions*), students will conduct a whole-class discussion about important New Jersey State Matters that affect students directly i.e. education, environment, and food. (**SL.3.6, SL.3.3**)

Following a presentation of Lesson 5: “National Government Handles Matters That Affect Everyone in the United States” (*Social Studies Excursions*), students will create a whole-class list of 5 important matters the national government is responsible for. (**W.3.3, CRP8**)

Enrichment Activities:

Students will independently read *Surviving Jamestown: The Adventures* ^[1]_[SEP] *Of Young Sam Collier* and write a brief journal entry for each chapter read, describing what life was like for Sam Collier. (**W.3.3**)

Students will independently read *Revolutionary War*, then write a one page summary about the key cause of the revolutionary war.
(RL.3.1, R7, CRP8)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/. This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Provide a computer for written work ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers 	<ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Utilize modifications & accommodations delineated in the student’s IEP 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time 	<ul style="list-style-type: none"> ● William and Mary Social Studies curriculum for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills

<ul style="list-style-type: none"> ● Give page numbers to help the students find answers ● Provide two sets of textbooks, one for home and one for school ● Provide visual aids ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Problem-based learning ● Student Driven Instruction ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities. ● William and Mary Social Studies curriculum ● for gifted learners: https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum
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Career Ready Practices:

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

Integration of 21st Century Standards NJSL S 9:

9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Integration of Technology Standards:

8.1.5.E.1: Plan strategies to guide inquiry - use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Connections: ELA-NJSLS/ELA:

Grade 3 Standards:

RL.3.1: Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.3.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Anchor Standards:

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.