

Interdisciplinary Unit
Third Grade Unit 2 (T2)

Concept: Interdependence

Essential Question: Does where you live affect how you live?

Deepening Questions:

What are the different physical features of the Earth?

How do people locate geographical features on a map?

How does geography influence community development?

Why do some communities influence their environment (such as putting up dams) and others adapt their communities to fit the environment?

What are some of the characteristics of different communities across the United States?

What is the function of government in a local community?

Hook:

Horizon: Ocean View by Richard Diebenkorn

Tar Beach 2 by Faith Ringgold (<http://www.philamuseum.org/collections/permanent/86892.html>)

Using the two pieces of art, students will make predictions about the two different communities. Ask questions about the type of community and why people settled in that area. Compare and contrast the two paintings using a Venn diagram.

Section 1: Earth and its Resources

Deepening Question: What are the different physical features of the Earth?

MMH A *Closer Look* Unit C

- Earth's Features
 - Have students study a globe and ask them to take notes about some of the features they can find.
 - Landforms, Earth's layers
 - Comparing Earth's features Prezi: <http://prezi.com/9txg-hm-hk-s/copy-of-comparing-earths-land-features-3rd-grade-science/>. Then have students create their own multimedia presentations.
 - Use the follow to have students record notes about each landform. <http://www.teacherspayteachers.com/Product/My-Little-Book-of-Landforms-662873>
 - Earth's Layers (additional visuals): <https://sites.google.com/site/3rdgradesciencelessons/layers-of-the-earth>
 - Earth layers article (attachment)
 - Students create their own diagram and label the parts of the Earth's layers.
 - Layers of the Earth worksheet (attachment)
- Sudden Changes to Earth
 - Earthquakes and volcanoes, landslides, floods
 - Journeys Unit 5, Lesson 24: What changes do volcanoes cause? *Dogs of the Sea Waves* and *The Land Volcanoes Built*
 - Wegivebooks.org: *Earthquakes and other Natural Disasters*
 - STEM challenge: Engineering for an Earthquake <http://eie.org/engineering-adventures/curriculum-units/shake-things>
- Weathering and Erosion
 - Study Jams video on weather/erosion: <http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/weathering-and-erosion.htm>

- Missing Noses: Study the outdoor sculptures from different lands (The Acropolis in Greece, Mount Rushmore, etc) and have students discuss what the effects of weather and erosion were on each piece of art.
- Minerals and Rocks
 - Minerals
 - 3 kinds of rocks
 - Jog The Web-Students go to different places and collect information about rocks and minerals. The site takes students through each step and site.
<http://www.jogtheweb.com/flat/v1Z7aJLuVYOD/3rd-Grade-Rocks-and-Minerals>
 - Rocks and Minerals Webquest:
http://powayusd.sdcoe.k12.ca.us/teachers/hmarks/rocks_and_minerals%20webquest.htm
- Soil
 - Components of soil
 - Different kinds of soil
 - Soil Samples-Students will look at several different samples of soil and complete an observation sheet for each. (attachment)
- Fossils and Fuels

Journeys Unit 4, Lesson 17: What can fossils tell us about the past? *The Albertosaurus Mystery*

 - How fossils form
 - Cookie Fossil Dig (attachment)
 - Create their own fossils! <http://soaringthroughsecond.blogspot.com/2012/01/fossil-fun.html>
 - Kinds of fossil fuels
 - Quizlet to learn/review vocabulary <http://quizlet.com/27487208/pes-3rd-grade-fabulous-facts-fossils-fossil-fuels-flash-cards/>
 - Sort renewable and non-renewable fossil fuels
- Air and Water Resources
 - Journeys Unit 4, Lesson 16: Why is it important to take care of the environment? *Judy Moody Saves the World!*
 - Kinds
 - Students will create a chart of water resources (lakes, groundwater, etc) and air resources (wind) and how they are used
 - Conservation efforts
 - Identify ways people are harming the natural resources and develop a plan to “help” each.

Section 2: Geography and Natural Patterns of Settlement

Deepening Questions: How do people locate geographical features on a map? Why do some communities influence their environment (such as putting up dams) and others adapt their communities to fit the environment?

HMH Social Studies (Unit 2, Chapter 3)

- Our Location
 - Continents
 - Seven Continents map (attachment)
 - Hemispheres
 - Equator/Prime Meridian and Hemispheres game: <http://www.quia.com/rr/35895.html>
 - Different Kinds of Maps
 - Information:
http://www.myteacherpages.com/webpages/ttravis/social_studies_class.cfm?subpage=648434
 - Create an aerial map of the classroom or neighborhood.
 - Landforms in the US (show map) attachment
 - Finding Your Location
 - Use latitude and longitude to find a city. <http://www.infoplease.com/ipa/A0001769.html>
- Our Country’s Geography (Review for Section 1)

- Land Features
- Water Everywhere
 - Use a map and identify the different bodies of water (wetland, island, channel, river, lake, waterfall, delta, ocean, bay, stream)
 - Bodies of water in the United States: <http://bennettes.schools.pwcs.edu/modules/cms/pages.phtml?sessionid=&pageid=106130>
 - <http://www.socialstudiesforkids.com/articles/geography/bodiesofwater.htm>
 - Bodies of water smartboard activity: <http://www.teacherspayteachers.com/Product/Bodies-of-Water-a-Touch-it-Learn-it-Interactive-Mini-lesson-190700>
- Climate and Weather
 - Review Four Seasons and how they impact climate in different areas (e.g., Minnesota vs. Florida)
- Physical Processes (review from Section 1)
- Use a Landform Map
 - Paper Plate landforms (use playdough/clay)
- STEM: Design a landform model
- Our Country's Regions (West, Southwest, Midwest, Southeast, Northeast, *New England, Midwest)
 - Color map of the United States to identify the regions. Draw in any known key information (e.g., hot sun for Southwest)
- Natural Resources
 - Review air and water resources in Section 1)
 - Our Resources
 - Renewable/Nonrenewable resources
 - Venn Diagram of wind power vs. electricity

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HMH Social Studies (Unit 2, Chapter 4)-Our Human Geography

- Human Features
 - Environmental Features (rivers) vs. Human Features (bridges)
 - Identify examples of both in your local community.
 - Adapting to the Environment
 - Given a blank map of the United States, students will "draw in" where they believe big cities may be located. They should support their decisions with evidence based on geographical features.
 - Transportation
 - *Discuss how different forms of transportation determine how people settle in areas (cities close to water sources) and the impact changes in transportation affected the settlement patterns.
 - Transportation changes in the United States across time: <http://amhistory.si.edu/onthemove/games/game1/game1.html> Review each mode of transportation and discuss as a class the geographical features required for each mode. Continue to discuss how the geographical landscape changed and how people settled in the US according to these different features.
 - Treasures Unit 2, Week 3: Go West (How did railroads change the face of the Southwest?)
 - Journeys Unit 5, Lesson 23: How can people communicate over long distances? The Journey of Oliver K. Woodman and Moving U.S. Mail
- Natural Features
 - Water (canals and water ways)
 - Farming and Mines
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- Environment and Where People Settle
 - Review the blank map from earlier where students made predictions about where the large cities would be. Then give students a current United States map and have them identify different areas in the Midwest and give arguments about why people chose to settle in those areas.
 - Physical geography and settlement comprehension sheet

- Print maps of different states. See if students can identify where there are more or less people (population density.) Ask them to observe things such as major highways, etc.
- Use National Geographic Map Maker (http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000#) and show students several different maps asking them, particularly a layer of topography and population density. Ask them to identify major cities based on the population density. Have them draw conclusions about where and why people settled in different parts in the United States.

Section 3: How and Why Communities are formed

Deepening Question: What are some of the characteristics of different communities across the United States?

- Review different size of communities
 - Urban, Suburban, Rural
 - Use graphic organizer (attached) to show characteristics of each of these kinds of communities.
- Physical Characteristics of Communities (Landforms, Climate, Natural Resources and Natural Hazards)
 - Study a rural community (farm land) and tell how the physical characteristics (flat land) shaped how the community was formed.
- Human Characteristics of Communities (Roads, Homes, Buildings, Transportation, Parks, Bridges, etc.)
 - Study a suburban community (just outside a big city) and tell how human characteristics (namely highway systems and roads) shaped how the community was developed.
- Cultural Characteristics of Communities (Language, Art, Clothing, Traditions, Celebrations)
 - Study an urban community (e.g., Chinatown in Chicago) and tell how cultural characteristics helped to shape the formation of the community.
- Different communities around the US
 - Different Sizes of Communities (HMH *Our Communities* Unit 1, Chapter 2)
 - Urban
 - Urban Community (Chicago) Then and Now (Close Reading Passage) Attachment
 - Treasures Unit 4, Week 3: *A Growing Interest* and *A Higher Goal*
 - Compare and contrast two different communities
 - HMH Social Studies Unit 1, pages 4 and 5
- Give students a graphic organizer for each and have them given examples for their own community.
 - Physical Characteristics of Communities
 - Human Characteristics of Communities
 - Cultural Characteristics of Communities
- Create a new community in the classroom
 - Example plan: (Roxaboxen: http://humbleisd.net/cms/lib2/TX01001414/Centricity/Domain/10/Grade_3_Unit_1.PDF)

Section 4: People depending on one another (civics)

Deepening Question: What is the function of government in a local community?

- Reasons for local government
(HMH Social Studies Chapter 8)-Government
- Structure of Government
 - Levels of Government (Local, State, Federal)
 - Branches of Government (Legislative, Executive, Judicial)
 - Journeys Unit 1, Lesson 2: Why are courts an important part of governments? The Trial of Cardigan Jones
- Local Governments

- City and Town Government
- County Government
- Community Services
- State and National Governments
- Symbols of Our Nation

(HMH Social Studies Chapter 7-Citizenship)

- Rights of Citizens
- Duties of Citizens
- Being a Good Citizen Civic responsibility in a local community
 - Treasures Unit 2, Week 4: Here's My Dollar
 - Journeys Unit 1, Lesson 3: Why is volunteering good for a community and its people? Destiny's Gift

Create a Minecraft Community (see video for possibilities: https://www.youtube.com/watch?v=ZKnkKwMcU_c)

**Possible extension

Section 5: Statehood and Government

Local vs. State government