

## Social Studies Grade 3 - Investigating Global Relationships

### Description

The third grade curriculum provides students with a global perspective after focusing on more local and national topics in their previous three years of school. The course centers on the relationships between humans and the land, humans and other humans, and humans to their beliefs. These three themes are applied to cultures around the world, including the Native American, Asian, African, European, and Australian. Students are encouraged to compare their own experiences to those of people across the globe. The concepts studied here give students a foundation for the study of diverse cultures, both past and present, which will be furthered in the Grades 6 (Ancient Civilizations) and Grade 7 (Global studies) curriculum.

### Course Overview

#### Course Goals

Students will:

- understand that across the globe, different cultures have similar needs, practices, and beliefs.
- understand why individual cultures can also possess unique needs, practices, and beliefs.
- analyze how geography impacts the way people live.
- analyze the effect of different forms of human interaction.
- analyze how belief systems influence human action.
- integrate the skills and content learned from other curricula with their learning of social studies.

#### Essential Questions

- How do humans interact with the land?
- How do humans interact with each other?
- How are humans affected by their beliefs?

#### Assessments

*Common Assessments*

*Skill Assessments*

#### Content Outline

- I. [Unit 1 - Native American Culture](#)
- II. [Unit 2 - Asian Culture](#)
- III. [Unit 3 - African Culture](#)
- IV. [Unit 4 - European / Australian Culture](#)

#### Standards

[Link to Standards \(CTSDE?\)](#)

Connecticut State Standards are met in the following areas:

#### Grade Level Skills

Students will:

- Skills Matrix

**Pacing Guide**

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period		4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1  <u><a href="#">Native American Culture</a></u>  13-15 weeks			Unit 2  <u><a href="#">Asian Culture</a></u>  7-9 weeks			Unit 3  <u><a href="#">African Culture</a></u>  9 weeks		Unit 4  <u><a href="#">European / Australian Culture</a></u>  8 weeks	

**Unit 1 – Native American Culture, 13-15 weeks** [top](#)

**Standards**

**Unit Objectives**

- Students will be able to:
- understand that across the globe, different cultures have similar needs, practices, and beliefs.
  - understand why individual cultures can also possess unique needs, practices, and beliefs.
  - analyze how geography impacts the way people live.
  - analyze the effect of different forms of human interaction.
  - analyze how belief systems influence human action.

**Essential Question**

- How do humans interact with the land?
- How do humans interact with each other?
- How are humans affected by their beliefs?

**Focus Questions**

**Human to Land**

- How does geography affect the way Native Americans live? (Location in the Americas, land forms (mountains, desert, plains, etc.), general climate (warm, wet, cool, dry...), access to water)
- What is necessary for survival? (Use of natural resources, food, clothing, shelter, actions (hunting, gathering, building, farming))
- How do Native Americans view their relationship to the land? (Why they valued it, How they used it (extracting natural resources), How they changed it.)

**Human to Human**

- What does a Native American family look like? (Roles: mother, father, children, elders, etc., relationships between family members [hierarchy, degree of equality])
- What does a Native American community look like? (Roles: religious leaders, warriors, workers, Social Structure - (hierarchy, degree of equality), Government (how they organize themselves), Economics)
- How is knowledge communicated from one to another and from generation to generation? (Arts, languages, traditions, education, entertainment, folk tales, religion, etc.)

**Assessments**

- Research the shelters of Native Americans from different regions of the continent and compare them with the shelters we have today. [Integration with science curriculum: finding shelters, habitats) Write a paragraph for each shelter studied that tells its strengths and weaknesses. Say which one you believe is the best in your final paragraph.
- Complete a chart that demonstrates how geography affects culture: on one axis, list different cultural elements (food, clothing, shelter), on the other axis, list different geographic elements (river, mountain, desert); in the empty boxes, explain how one can affect the other.
- Write a poem that shows respect or gratitude for a natural resource mirroring the way Native Americans would.

	<ul style="list-style-type: none"> <li>• How did Native Americans interact with others outside of their community (including other tribes)? (Trade/Barter [economics], war, treaty, social relations, interdependence, passage through area)</li> <li>• How have Native American traditions remained the same or changed? (Current state of Native Americans, reservation life, Native American communities)</li> </ul> <p><u>Human to Belief Systems</u></p> <ul style="list-style-type: none"> <li>• How did Native American beliefs evolve? (Relationship to the land, relationship to each other, traditions)</li> <li>• How did Native American beliefs affect the way they live?</li> <li>• How are the beliefs communicated? (Symbols, monuments, places of worship, rituals)</li> <li>• How did Native American beliefs affect their interaction with others?</li> </ul>	
--	--	--

**Unit 2 – Asian Culture, 7-9 weeks [top](#)**

**Standards**

**Unit Objectives**

- Students will be able to:
- understand that across the globe, different cultures have similar needs, practices, and beliefs.
  - understand why individual cultures can also possess unique needs, practices, and beliefs.
  - analyze how geography impacts the way people live.
  - analyze the effect of different forms of human interaction.
  - analyze how belief systems influence human action.

**Essential Question**

- How do humans interact with the land?
- How do humans interact with each other?
- How are humans affected by their beliefs?

**Focus Questions**

**Country/culture names should be replaced as appropriate**

**Human to Land**

- How does geography affect the way the Japanese live? (location in the Asian Continent, land forms (mountains, desert, plains, etc.), general climate (warm, wet, cool, dry...), access to water)
- What is necessary for survival? (Use of natural resources, food, clothing, shelter, actions (hunting, gathering, building, farming))
- How do the Chinese view their relationship to the land? (Why they valued it, how they used it (extracting natural resources), how they changed it)

**Human to Human**

- What does a Chinese family look like? (Roles: mother, father, children, elders, etc., relationships between family members (hierarchy, degree of equality) )
- What does an Indonesian community look like? (Roles: religious leaders, warriors, workers, social structure - (hierarchy, degree of equality), government (how they organize themselves), economics)
- How is knowledge communicated from one to another and from generation to generation? (Arts,

**Assessments**

- In a journal, document the relationships between family members in China through the perspective of one of the family members. Write a final entry that compares how family life in China is different from that in Japan or in contemporary American culture.
- Complete a chart that outlines how geography, invaders, and trade affected different Asian cultures. Discuss how obstacles could be overcome.

	<p>languages, traditions, education, entertainment, folk tales, religion, science/Inventions, etc.)</p> <ul style="list-style-type: none"> <li>• How did the Japanese interact with others outside of their community? (Trade/Barter [economics], war, treaty, social relations, interdependence)</li> <li>• How have Indian traditions remained the same or changed? (Current state of politics in India, technological advances, life in the cities and countryside of India, the caste system today)</li> </ul> <p><u>Human to Belief Systems</u></p> <ul style="list-style-type: none"> <li>• How did Indian beliefs evolve? (relationship to the land, relationship to each other, traditions of Hinduism, Buddhism)</li> <li>• How did Japanese beliefs affect the way they live?</li> <li>• How are the beliefs communicated? (symbols, monuments, places of worship, rituals)</li> <li>• How did Chinese beliefs affect their interaction with others?</li> </ul>	
--	---	--

**Unit 3 – African Culture, 9 weeks [top](#)**

**Standards**

**Unit Objectives**

- Students will be able to:
- understand that across the globe, different cultures have similar needs, practices, and beliefs.
  - understand why individual cultures can also possess unique needs, practices, and beliefs.
  - analyze how geography impacts the way people live.
  - analyze the effect of different forms of human interaction.
  - analyze how belief systems influence human action.

**Essential Questions**

- How do humans interact with the land?
- How do humans interact with each other?
- How are humans affected by their beliefs?

**Focus Questions**

**Human to Land**

- How does geography affect the way Africans live? (location in the African continent, land forms (mountains, desert, plains, etc.), general climate (warm, wet, cool, dry...), access to water)
- What is necessary for survival? (use of natural resources, food, clothing, shelter, actions (hunting, gathering, building, farming))
- How do Africans view their relationship to the land? (Why they valued it, how they used it (extracting natural resources), how they changed it)

**Human to Human**

- What does an African family look like? (roles: mother, father, children, elders, etc., relationships between family members (hierarchy, degree of equality))
- What does an African community look like? (roles: religious leaders, warriors, workers, social structure - (hierarchy, degree of equality), government (how they organize themselves), economics)
- How is knowledge communicated from one to another and from generation to generation? (Arts, languages, traditions, education, entertainment, folk tales, religion, science and Inventions, etc.)

**Assessments**

- Write a narrative account (story) that depicts how an African child interacts with his or her family, community, and the world around him or her. [Integration with Language Arts] Specific details from the resources are necessary.
- Read a series of African folk tales and then compose your own that demonstrates how beliefs helped shape the way Africans lived. Or, research African symbols and monuments to help explain their beliefs. Write a skit to be performed by other members of your class that show these ideas.
- After reading an article in Time for Kids about a current event in Europe, compare the event to a similar occurrence in that culture's history.

	<ul style="list-style-type: none"> <li>• How do Africans interact with others outside of their community? (trade/barter [economics], war, treaty, social relations, interdependence, passage through area)</li> <li>• How have African traditions remained the same or changed? (Current state of African politics, technological advances, major issues affecting Africa – AIDS, poverty, hunger, African trade with world)</li> </ul> <p><u>Human to Belief Systems</u></p> <ul style="list-style-type: none"> <li>• How did African beliefs evolve? (Relationship to the land, relationship to each other, traditions)</li> <li>• How do African beliefs affect the way they live?</li> <li>• How are the beliefs communicated? (Symbols, monuments, places of worship, rituals)</li> <li>• How do African beliefs affect their interaction with others?</li> </ul>	
--	--	--



**Unit 4 – European / Australian Culture, 8 weeks [top](#)**

**Standards**

**Unit Objectives**

- Students will be able to:
- analyze the importance of Washington D.C. and understand the significance of its major sites of interest.
  - learn the major components of United States geography.

**Essential Questions**

- How do humans interact with the land?
- How do humans interact with each other?
- How are humans affected by their beliefs?

**Focus Questions**

**Human to Land**

- How does geography affect the way people live? (Location in the continent, land forms (mountains, desert, plains, etc.), general climate (warm, wet, cool, dry...), access to water)
- What is necessary for survival? (use of natural resources, food, clothing, shelter, actions (hunting, gathering, building, farming))
- How do they view their relationship to the land? (Why they valued it, how they used it (extracting natural resources), how they changed it)

**Human to Human**

- What does a typical family look like from this culture? (Roles: mother, father, children, elders, etc., relationships between family members (hierarchy, degree of equality))
- What does a typical community look like from this culture? (roles: religious leaders, warriors, workers, social structure - (hierarchy, degree of equality), government (how they organize themselves))
- How is knowledge communicated from one to another and from generation to generation? (arts, languages, traditions, education, entertainment, folk tales, religion, science/Inventions, etc.)

**Assessment**

- Prepare a skit/play that examines whether Aboriginal people of central Australia are better off if they try to maintain their beliefs and traditions or if they allow themselves to be influenced by modern times.

	<ul style="list-style-type: none"> <li>• How do the people interact with others outside of their community? (trade/barter [economics], war, treaty, social relations, interdependence, passage through area)</li> <li>• How have their traditions remained the same or changed? (current state of politics, technological advances, major issues affecting this nation/culture, position in the world)</li> </ul> <p><u>Human to Belief Systems</u></p> <ul style="list-style-type: none"> <li>• How did the people's beliefs evolve? (relationship to the land, relationship to each other, traditions)</li> <li>• How do their beliefs affect the way they live?</li> <li>• How are the beliefs communicated? (symbols, monuments, places of worship, rituals)</li> <li>• How do their beliefs affect their interaction with others?</li> </ul>	
--	---	--