

# 3<sup>rd</sup> Grade Social Studies

## The TEKS Explained

### 2008-2009

#### First Nine Weeks August 25 – October 17

##### Week 1: Maps and Globes

TEKS 5ACD

- Understand and explain how maps and globes are alike and different (*Refer to pages H9-H10 in social studies textbook.*)
- Identify parts of a map including the compass rose, map key, and symbols. (*Refer to page H11 in social studies textbook.*)
- Label a compass rose.
- Understand terms: cardinal directions and intermediate directions. (*Refer to pages 98-99 in social studies textbook.*)
- Use compass rose, map key, and symbols to locate places on maps.
  
- IFA 1-5

##### Week 2: Maps and Globes

TEKS 5ABCD, 16F

- Continue to use compass rose, map key, and symbols to locate places on maps.
- Use directions to locate the seven continents and five major oceans on maps and on a globe.
- Identify and use a map grid to locate places and/or items. (*Refer to page H13 and pages 388-389 in social studies textbook.*)
- Draw maps of places; maps should include a map title, compass rose, and map key.
- Draw a map that includes a grid system as well as a map title, compass rose, and map key.
- Understand term: scale. (*See pages 32-33 in social studies textbook.*)
- Scale: a short measurement on a map (such as an inch) that allows the person using the map to measure very long distances such as miles.
- Use scale to determine distance between places on maps.
- Convert from scale to actual: If one inch equals 100 miles, how many miles does three inches equal?
  
- IFA 6-10, 11-12

**Week 3: Maps and Globes**  
**Landforms and Bodies of Water**

TEKS 5ABCD, 16F  
TEKS 4A

- Scale (continued)
  - Continue to practice using scale to determine distances between places on maps.
  - Convert from scale to actual: If one inch equals 100 miles, how many miles does three inches equal?
- Practice drawing maps that contain map elements.

**Week 3: (continued) Landforms and Bodies of Water**

- Identify and describe variations in the physical environment such as various landforms and bodies of water
  - **continents**: the seven largest masses of land on Earth
  - **ocean**: large body of salt water
  - **mountains**: large masses of rock that loom high above the surrounding land; the highest kind of land
  - **hills**: rounded, raised areas of land; not as high as mountains
  - **valleys**: low areas between hills or mountains
  - **island**: land that is completely surrounded by water; smaller than a continent
  - **peninsula**: a large piece of land that juts out into the water and has water on all sides but one
  - **lake**: body of water surrounded by land
  - **river**: a long stream of fresh water that usually flows into a lake or an ocean
  - **coast**: land along the sea; seashore
- IFA 13-14, 14A-14C, 15

***(Refer to Celebrate Freedom! Unit for this week's lessons.)***

- Understand the concept of freedom
  - Be able to give examples and non-examples of freedom
  
- Identify ways Pierre-Charles L'Enfant helped shape communities
  - Born in France
  - Locate France on a map; name continent on which it is located
  - Architect – What does an architect do?
  - When the area that is now Washington, D.C. was chosen to be the site for the federal capital, President George Washington asked L'Enfant to design the city.
  - L'Enfant was dismissed in 1792 because he did not listen to directions and overspent the budget.
  - Nevertheless, his plan is evident in the layout, with the White House and Capitol on high ground and the streets intersecting at landmarks. (See *“Map Adventure – Washington, D.C.”* on page 369 in social studies textbook.)
  
- Understand the importance of and be able to identify:
  - the Jefferson Memorial
    - ✓ honors our third president, Thomas Jefferson
    - ✓ located in Washington, D.C.
    - ✓ Jefferson was the author of the Declaration of Independence.
    - ✓ Jefferson sent Lewis and Clark on their expedition.
    - ✓ A statue of Jefferson is in the center of the memorial.
  
  - the Statue of Liberty
    - ✓ a national monument and a symbol of freedom
    - ✓ located on Liberty Island in New York Harbor
    - ✓ a gift from the people of France
    - ✓ dedicated in 1886; restored and repaired in 1986
  
- IFA60-62, 42, 19

## **Week 5: Communities**

TEKS 2AB, 4D

- What is a community? a place where people live, work, and have fun together  
(Refer to the “Summarize the Lesson” box on p15 in the social studies textbook.)
- Why do people form communities? to meet their needs for feeling safe and comfortable
- Identify and compare characteristics of communities, such as:
  - relative location
  - land
  - space
  - natural resources
  - ways of earning a living
  - types of houses
  - other buildings
- Urban community (city, town) (p48-53)
  - a large city community
  - a lot of people
  - a lot of traffic – cars, buses, taxis, subways, trains
  - more roads and buildings
  - can be crowded and noisy
  - many people moving around – going to work, shopping, and visiting museums
  - tall buildings – skyscrapers
- Suburban community (suburb; neighborhood) (p42-45)
  - a community located near a large city
  - Suburbs usually surround the large city.
  - houses in neighborhoods
  - have their own schools and business centers
  - shopping malls
  - may work in the suburban community or may drive or ride a train or bus to work in the city
- Rural community (country) (p38-41)
  - small communities that are usually far apart
  - in the countryside
  - open space
  - few cars
  - country roads
  - land used for growing plants and raising animals; farms

- Interpret, compare, and contrast visual and print material about urban, suburban, and rural areas
  - Students should be able to identify pictures and descriptions of the three kinds of communities.
  - Students should be able to draw pictures that represent urban, suburban, and rural communities.
- IFA 69, 23A

## **Week 6: Christopher Columbus**

TEKS 1AC

- Describe how Christopher Columbus contributed to the expansion of existing communities or to the creation of new communities
  - Italian sea captain and trader (*Have students locate the country of Italy on a map. Ask: On which continent is the country of Italy located?*)
  - Europeans traded with countries in Asia for many goods, including spices, but routes were long and difficult. Columbus thought he could save time by sailing west across the Atlantic Ocean. (*Demonstrate this to students on a globe.*)
  - He convinced the king and queen of Spain to let him test this plan. (*Have students locate the country of Spain on a map. Ask: On which continent is the country of Spain located?*)
  - Set out in 1492; sailed westward for more than two months; landed on San Salvador, an island near present-day Florida on October 12, 1492. (*See map on page 210 in social studies textbook.*)
  - Columbus thought he had reached the Indies, but he had reached the Americas instead. He led 3 more trips to the Americas, taking settlers, animals, and other supplies with the goal of starting a colony that would bring profits to Spain.
  - Have the students look at a map or globe and find America. Point out that the term *America* is often used to mean just the United States, but that the two whole continents – North America and South America – make up “the Americas.”
  - **Ask:** What does discover mean? (to find out, see, or learn of, especially for the first time)
  - **Ask and discuss:** Did Columbus discover America? (technically, yes, since it was new to him; however, he was not the first to arrive)
- IFA 35-37, 24

## **Week 7: Daniel Boone**

TEKS 1C, 13A

- Identify the heroic deeds of Daniel Boone and understand his role in shaping communities
  - an American pioneer, soldier, and explorer
  - an American frontiersman and folk hero
  - spent his life exploring and settling parts of the country
  - a skilled woodsman
  - led many pioneers to the land west of the Appalachian Mountains (*Locate the Appalachian Mountains on the classroom map.*)
  - founded the first U.S. settlement west of the Appalachian Mountains
  - created a trail, which came to be called the Wilderness Road, through the Appalachians from Virginia to Kentucky. (*Locate these states on a map.*)
  - The trail established a route westward that was used by thousands of American settlers.

Go to [www.danielboonetrail.com](http://www.danielboonetrail.com) for a photo tour and an interactive map of the Wilderness Trail.

- IFA 40-41, 41A-41B, 29

## **Week 8: Review and Reteach for District Assessment #1**