

3rd Grade Social Studies
The TEKS Explained
2009-2010

Second Nine Weeks October 19 - December 18 (40 days)

Week One: Daniel Boone
Pierre-Charles L'Enfant

TEKS 13A
TEKS 1B

Daniel Boone

- Identify the heroic deeds of Daniel Boone and understand his role in shaping communities (*See biography on p176-177.*)
 - 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 for a photo tour and an interactive map of the Wilderness Trail.

- IFA 40-41, 41A

United Streaming - video segments

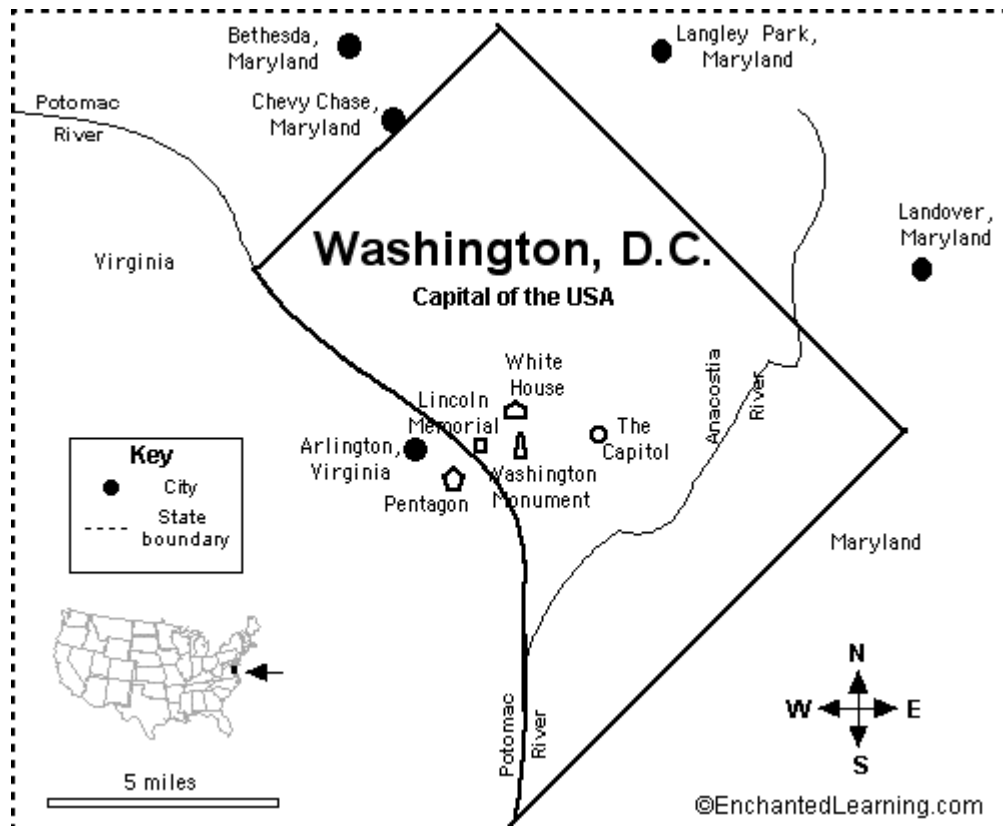
- "Daniel Boone Explores Kentucky" 1:16
- "Wilderness Road" 1:13
- "Cities Established in Kentucky" 1:58
- "The Adventures of Daniel Boone" 2:35

Week One (continued): Pierre-Charles L'Enfant

- Identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities
 - French architect
 - Born in France in 1754
 - Volunteered to fight in the American Revolution (where he met George Washington)
 - When Washington, D.C. was chosen as the site for the capital, George Washington asked L'Enfant to design the city. (See map below.)
 - L'Enfant was dismissed in 1792 because he did not listen to directions and he overspent the budget.
 - His plan is evident in the layout today, with the White House and the Capitol on high ground and the streets intersecting at various landmarks.
- IFA 42, 34

United Streaming - video segment

"Washington, D.C.: Establishing the Nation's Capital" - 1:37



Weeks Two and Three: American Folk Tales and Legends - Tall Tales TEKS 13B

- A tall tale is a story that has these features: a larger-than-life hero or main character; might be bigger or stronger or smarter than real people; hero solves problems in humorous or outrageous ways; major element is exaggeration.
- Read or listen to tall tales; retell the deeds of tall tale characters. (See [lesson from district specialist.](#))
 - Paul Bunyan: giant logger/lumberjack; Babe the blue ox; Michigan, Wisconsin, Minnesota, and the Northwest (See p180 in social studies textbook.)
 - Pecos Bill: cowboy from the Pecos River region of Texas; raised by coyotes; rode a mountain lion; rode a tornado; used a rattlesnake for a lasso (See pages 194-195 in social studies textbook and reading textbook-Volume1.)
 - Read *Paul Bunyan* by Steven Kellogg and *Pecos Bill* by Steven Kellogg to students.
- Identify examples of exaggeration in tall tales
 - Exaggerate: to overstate; to state that something is better, worse, larger, more important, etc. than is true or usual
 - Given two statements, be able to choose the one that is an exaggeration.
 - Given sentence stems, students practice writing exaggeration by completing the sentences.
- Understand the role of tall tales in shaping the culture of communities, the state and the nation
 - Tall tales began in the 1800s as a way for pioneers to understand the greatness of the American west - the huge forests, deserts, mountains, and ferocious animals. The pioneers were attempting to conquer these elements, and that was a scary business. Tall tale heroes were also huge and larger-than-life.
 - Some heroes in tall tales were real people like Davy Crockett and Johnny Appleseed. Other tall tale characters were not real people. Characters included sea captains, loggers, railroad workers, cowboys, and even firefighters.

- The tall tale “tellers” combined information about what was really happening at the time with wild tall tale fantasy. The setting in tall tales is important because it relates to the specific experience of people who lived in a particular place and during a specific time. For example, Paul Bunyan did great deeds in huge forests of a new land and logging camps of the Midwest. Pecos Bill stories occur in Texas and the Southwest, an area known for cowboys. John Henry's feats took place during the rapid growth of the railroad.
- Locate on US map the places mentioned in the tall tales.
- IFA 20-23, 33A
- IFA 24A-24D, 39

United Streaming

- “Folktales from around the World: Paul Bunyan” (United States) - 11:21
 - “Rabbit Ears: Paul Bunyan” - 30 minutes
 - “Rabbit Ears: Stormalong” - 30 minutes
- “The Art of Storytelling: Tall Tales” - “Pecos Bill: Super Cowboy” - 8:25

- Identify ways Harriet Tubman exemplified characteristics of good citizenship (See p190-191 in social studies textbook.)

Background Information

- born a slave in Maryland around 1820 (*Locate Maryland on a U.S. map.*)
 - **slavery:** the owning of a person by another person
 - Harriet began working in the fields when she was a child.
 - used the Underground Railroad to escape to freedom in Philadelphia, Pennsylvania (*Locate Pennsylvania on a U.S. map.*)
 - **Underground Railroad:** a group of people who helped slaves escape along secret routes to the North or to Canada; it was organized and secret (*Locate Canada on a map.*)
 - Harriet risked her life by returning to the South many times to guide more than 300 slaves along the Underground Railroad to freedom.
 - "conductors" - the guides who led the slaves along the Underground Railroad
 - "stations" - the houses, barns, churches, stores and other places where runaways hid along their journey
 - **Class discussion: Ask** - How did Harriet Tubman show responsibility for others? How did she show courage? Do you think she ever felt both brave and afraid at the same time?

 - **Picture books to read to students:**
 - *A Picture Book of Harriet Tubman* - David A. Adler
 - *Aunt Harriet's Underground Railroad in the Sky* - Faith Ringgold
 - *Sweet Clara and the Freedom Quilt* - by Deborah Hopkinson
 - *Under the Quilt of Night* - Deborah Hopkinson
 - *Young Harriet Tubman: Freedom Fighter* - Ann Benjamin
 - *Harriet Tubman and the Freedom Train* - Sharon Gayle
 - *Harriet Tubman: A Woman of Courage* - Time for Kids Biographies
- IFA 134-137, 43

GPTV - Elementary Content - Social Studies
"Harriet Tubman" - 18 minutes

Week Five: Thanksgiving and the Pilgrim Community

TEKS 2AB, 12A

- Explain the origin and significance of the celebration of Thanksgiving
 - Know that Thanksgiving is an annual holiday celebrated in the United States on the fourth Thursday in November.
 - Know and be able to tell the story of the Pilgrims and the *Mayflower* and the "first thanksgiving" (p122-123 in social studies textbook)
- Identify reasons the Pilgrims formed a community
 - wanted to separate from the Church of England
 - often faced persecution and unjust treatment
 - wanted to start a settlement of their own where they could worship as they pleased
- Describe how Pilgrims and other colonists adapted to or modified the physical environment (*good description of what it means to adapt to the environment on p146-147*)
 - Because of all the old cornfields made by Indians, the Pilgrims did not have to clear the land of trees and rocks.
 - measured the land and gave a plot of land to each family, with larger families being given more land than smaller families
 - chopped down trees and sawed logs to build houses; steep roofs covered with a kind of straw called thatch; windows made of paper or cloth rubbed with fat to let some light in
 - had brought seeds with them; planted fields of wheat, peas, barley, and gardens of herbs and vegetables; only the garden vegetables like carrots, turnips, and onions came out well
 - had a difficult first year; food was scarce; faced freezing weather, disease, and hunger; nearly half of the settlers died
 - received help from Native Americans Samoset and Squanto

United Streaming

"Animated Hero Classics: William Bradford: The First Thanksgiving"

27:43

"The Pilgrims of Plimoth" - 25:24

"Plymouth Plantation" - 8 segments - 1-3 minutes each

- Understand common characteristics of communities, past and present
 - Have students name common characteristics of communities, past and present, such as:
 - ✓ families
 - ✓ types of shelter
 - ✓ supply of food
 - ✓ leaders
 - ✓ laws
 - ✓ people who help other people
 - ✓ places to worship
- IFA 64, 66, 67, 70-72, 53

Week Six: Clara Barton and the Red Cross

TEKS 11BC

- Identify characteristics of good citizenship as exemplified by Clara Barton
 - born in Massachusetts on December 25, 1821
 - was taught at home by her brothers and sisters, who were much older
 - gained nursing experience by caring for one of her brothers, who was ill
 - became a teacher when she was 15
 - started her own school about fifteen years later
 - The number of students grew significantly, and town officials told Barton that the school had become too large to be managed by a woman - that a man would have to run it.
 - During the Civil War (1861-1865), Barton raised money to provide food and medical supplies for the soldiers.
 - She also served as a nurse and worked endless hours to help the soldiers.
 - earned the nickname "Angel of the Battlefield"
 - went to Europe to rest after the war, where she learned of the activities of the International Red Cross
 - When she returned to the United States, she worked long and hard to convince leaders to start a Red Cross organization here.
 - The American Red Cross was begun in 1881, and Clara Barton served as its president until 1904.
 - died in Maryland in 1912

 - <http://www.texaslre.org/> (See the Primary Lesson for December 2007 - Clara Barton: A Special Christmas Gift to the World.)

- Identify examples of nonprofit and/or civic organizations and how they serve or served the common good
 - Understand terms: nonprofit, civic, common good
 - American Red Cross
 - ✓ a relief organization that provides supplies, medicine, food, and funds to people who are victims of war, natural disasters, disease epidemics, and famines
 - ✓ started by Clara Barton

- IFA 130, 132, 58

Week Seven: Review and Test

CBA #2 - December 7-11

- IFA 63

Week Eight: Celebrations

TEKS 12AB

- Compare and contrast celebrations such as Christmas, Kwanzaa, Hanukkah, and Las Posadas
 - Christmas
 - ✓ December 25
 - ✓ important holiday for Christians around the world
 - ✓ celebrates the day Jesus Christ was born
 - ✓ Symbols include a decorated tree, ornaments, stars, mistletoe, gifts, candy canes, angels, holly, Santa Claus and others.
 - ✓ **Books to read:** *The Night Tree* by Eve Bunting; *The Polar Express* by Chris Van Allsburg; *The Snowman* by Raymond Briggs; *The Night Before Christmas* by Clement Clarke Moore

United Streaming

- "Holiday Facts and Fun: A Multicultural Christmas" - 22:00
 - "The Night Before Christmas" - 6 minutes
- Kwanzaa
 - ✓ celebrated for seven days from December 26 through January 1
 - ✓ a cultural holiday to recognize the cultural heritage shared by African Americans
 - ✓ seven basic principles (may be too abstract for children in primary grades): unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith
 - ✓ kinara: candleholder for Kwanzaa; seven candles (three red candles, three green candles, and a single black candle in the middle which is lit first); a new candle is lit each day, in alternating colors

- ✓ **Books to read:** *Kwanzaa* by Denise M. Jordan; *It's Kwanzaa Time!* By Synthia Saint James

United Streaming

"Holiday Facts and Fun: Kwanzaa" - 14:46

- Las Posadas
 - ✓ December 16-24
 - ✓ Mexican holiday
 - ✓ celebrated with a re-enactment of Mary and Joseph's search for lodging in Bethlehem on the night of Jesus' birth
 - ✓ *Posadas* is the Spanish word for "inn."
 - ✓ During the nine days before Christmas, groups of children carrying candles travel from house to house in their neighborhoods. People in each house tell them that "there is no room at the inn," until finally they are invited into a home or church holding a festive party.
 - ✓ The Las Posadas party usually features a piñata.

United Streaming

"Mexico: Our Neighbor to the South"

See the segment - "Holiday Traditions"

- Hanukkah
 - ✓ usually falls in December but is sometimes in late November
 - ✓ eight day Jewish holiday
 - ✓ celebrates a miracle: The Hebrews were victorious over Syria and recaptured the temple in Jerusalem. When the Jews rekindled the eternal fire in the temple, they had only enough oil to burn for one day. A miracle happened in that the oil burned for eight days.
 - ✓ the menorah
 - *symbolizes the miracle
 - *nine candles
 - *One candle is lit each night during the eight-day holiday. The ninth candle - in the middle - is used to light the other candles.

✓ the dreidel game

*The dreidel is a four-sided top, and each side has a Hebrew letter on it - nun, gimmel, hay, or shin. These letters stand for the Hebrew words that mean "a great miracle happened there."

*The players sit in a circle. Each player receives an equal number of tokens (buttons, nuts, beans, etc.) and puts five from his or her pile into the center.

*Everyone takes a turn spinning the dreidel. The letter on top when the dreidel stops spinning tells what to do: Nun - do nothing; Gimmel - take the center pile; Hay - Take half the center pile; Shin - return half of your pile to the center.

*Players who lose all their tokens are out. The last player with tokens is the winner.

✓ **Books to read:** *Chanukah Lights Everywhere* by Michael J. Rosen; *Celebrating Chanukah Eight Nights* by Debbie Martinez.

- IFA 74-77, 79-81, 68

United Streaming

"Holiday Facts and Fun: Hanukkah" - 14:51