

3rd Grade Social Studies
The TEKS Explained
2009-2010

Third Nine Weeks January 5 - March 12 (47 days)

Week One: Earning, Spending, and Saving

TEKS 6A

- Identify ways of earning, spending, and saving (p290-303)
 - Use song: "Making Choices" on p282 to introduce vocabulary words - earn, income, spend, and save.
 - Earn: to get something, such as money, after working (p291)
 - Income: the money a person earns from a job or other places (p292)
 - Spending: using money (or income) to buy goods and services (p292)
 - Savings: the amount of income that is not spent (p292)

Go to www.econed.org and click on Teacher Resources. Then click on "The Econ Song Book." It contains 14 different songs for kids about economics concepts and uses familiar tunes.

- Understand the purposes of spending and saving money (p294-295)
 - People save money so that they can spend it on things (goods and services) they need or want.
- **Books about spending and saving:**
 - *A Chair for My Mother* - Vera B. Williams (See lesson from district specialist.)
 - *Alexander, Who Used to Be Rich Last Sunday* - Judith Viorst
 - *Uncle Jed's Barbershop* - Margaret King Mitchell
- IFA 82, 86, 85

United Streaming

"Economy in and between Communities" - 5 segments

Each approximately 1 - 3 $\frac{1}{2}$ minutes

**Week Two: Analyzing a Budget
Martin Luther King, Jr. Day**

TEKS 6B, 16F
TEKS 10AD, 11A, 12A

- Analyze a simple budget that allocates money for spending and saving (p292-293)
 - Budget: a plan that shows income, spending, and saving
 - Understand the various parts of a simple budget
 - As a class, create a make-believe budget.
 - In small groups, have students create make-believe budgets and then present them to the large group.

- IFA 83-84

Week Two (continued): Martin Luther King, Jr. Day TEKS 10AD, 11A, 12A

- Understand the significance of the celebration of Martin Luther King, Jr. Day (p121, paragraphs 2 and 3))
 - national holiday - 3rd Monday in January
 - remembers his leadership of the Civil Rights Movement for fair and equal treatment of all citizens
 - honors his life and the ideas that were important to him (such as fair treatment of African Americans and a belief in nonviolence)

- IFA 91

GPTV - Elementary Content - Social Studies

People and Places Units 4, 5, 6:
See Unit 4 - Martin Luther King, Jr. - 7 minutes

Martin's Big Words - 9 minutes

- Identify historic figures and ordinary people such as Martin Luther King, Jr. who have exemplified good citizenship

Background information: *Share the information below with students in words and language they will understand.*

- born on January 15, 1929, in Atlanta, Georgia (*Locate state of Georgia on U.S. map.*)
- excellent student; skipped grades in elementary and high school; enrolled in college at age of 15
- His father was a minister; his mother was a school teacher.
- After graduating from college and getting married, he became a minister and moved to Alabama. (*Locate state of Alabama on U.S. map.*)
- important African American civil rights leader
- civil rights: rights guaranteed to all citizens by the Constitution
- gained national and international attention when he assisted in organizing the bus boycott after Rosa Parks refused to give up her seat on the bus to a white passenger
- wanted fair treatment of African Americans
- believed in nonviolent, or peaceful, protest
- fought by using words to convince people to make changes
- gave powerful and persuasive speeches that touched the hearts of millions of people
- In 1963, he led more than 250,000 people in a march on Washington, D.C.
- gave his now famous "I have a dream" speech in which he described his dream of a day when all people would be treated equally and with respect
- awarded the Nobel Peace Prize in 1964 for his work in bringing about changes in a peaceful manner; one of the greatest honors that can be given to a person; became the youngest to receive the prize
- assassinated on April 4, 1968, in Memphis, Tennessee (*Locate Tennessee on U.S. map.*)
- **Books to read to students:**
 - ✓ *Young Martin Luther King, Jr. - I Have a Dream (A Troll First-Start Biography) - Joanne Mattern*
 - ✓ *Martin's Big Words - Doreen Rappaport*
 - ✓ *My Brother Martin: A Sister Remembers - Christine King Farris*
 - ✓ *Celebra el Día de Martin Luther Kin, Jr. con la clase de la Sra. Park - Alma Flor Ada*

- Identify and explain the importance of civic responsibility, including obeying laws
 - Students need to understand that as a member of a community they have duties and obligations to that community, whether the community is the one in which they live, or their classroom community, or their school community.
 - Citizens in a community are like a family. If someone has a problem, there are people to turn to for help. Citizens who help each other help their communities.
 - **Class discussion:** Tell students to think about the community or neighborhood in which they live. **Ask:** What are some responsibilities you have in your community? (keeping it clean, throwing trash in cans instead of on the street, obeying laws, getting involved; adults can vote, volunteer, and serve in the community government) Then have students think about the classroom or school community. **Ask:** What are some responsibilities you have in the classroom? in the school?

- Understand the impact of individual and group actions and decisions on communities in a democratic society
 - Remind students of how Martin Luther King, Jr. was one of the leaders of the bus boycott in Montgomery, Alabama. He was arrested several times, and his house was bombed. Yet he refused to get angry. He encouraged everyone to act peacefully no matter how much violence they faced. Finally, on November 13, 1956, the U.S. Supreme Court said that the Montgomery bus law was unfair, and that blacks had the same rights to ride the buses as whites. The boycott ended, and King and the black community had won an important victory.
 - Read about Rosa Parks and Thurgood Marshall on p370-371 in the social studies textbook and how the decisions they made and the actions they took helped to change laws and protect people's rights.

- IFA 92-93, 93A, 94

Week Three: Scarcity and Interdependence

TEKS 7ABC

- Define and identify examples of scarcity (p329)
 - Scarcity: not enough of something to meet all of the people's wants and needs
 - Students should be able to identify and describe examples of scarcity (in the classroom, at home, in the community).
 - Understand concepts of wants and needs and give examples of each

- Explain the impact of scarcity on the production, distribution, and consumption of goods and services (p329-333)
 - Read and discuss the information on pages 329-333 in the social studies textbook.
 - Emphasize the "Summarize the Lesson" points on p333.
 - Understand what it means to produce, distribute, and consume
 - **Check for understanding** of the concepts by reading "Resources and Goods" on p330. Answer the following questions: What is being produced? Who is distributing it, and how? How will it be consumed?

- Explain the impact of scarcity on interdependence within and among communities (p330-333, 334-336)
 - Interdependence: depending on each other
 - Some communities do not have the goods and resources they want and need.
 - People in many communities depend on people in other communities for goods and resources.

- **Books about scarcity and interdependence:**
 - *A New Coat for Anna* - Harriet Zeifert
 - *How to Make an Apple Pie and See the World* - Marjorie Priceman
(See lesson from district specialist.)

- IFA 87-90

- Explain how supply and demand affect the price of a good or a service (p307-308)
 - goods - things that people make or grow and then sell
 - services - jobs that one person does for another
 - supply - the amount of a product that is available for sale at different prices
 - demand - the amount of goods and services that people want and can pay for at different prices
 - The price of a product or service may change as supply and demand change.
 - ✓ If the supply increases, the price will usually go down.
 - ✓ If the demand decreases, the price will usually go down.
 - ✓ Read about examples on 308.
 - ✓ **Ask:** If there is a scarcity, or shortage, of a product that people want, do you think the price will go up or down?
 - **Class discussion:** Tell students to think about all the Christmas decorations that are left over in stores after Christmas. Some stores still have a large supply of decorations, but there is no longer a demand for Christmas decorations. The demand has decreased. **Ask:** So what does the store owner do to sell the Christmas decorations?
- Explain how the cost of production and the selling price affect profits (p310-311)
 - Profit: the income a business has left over after all costs (such as salaries for workers) are paid
 - Students should be able to explain how a business can make a profit.
- IFA 95-96, 78, 99

United Streaming

"Economics in Our Age: Supply and Demand"
4 segments - 10 minutes total

- Understand how Henry Ford started a new business (*biography on p326-327*)
(See lesson from district specialist.)
 - started a business making cars in 1903
 - made a car called the Model T Ford
 - wanted to make a well-built, low-priced car that nearly everyone could afford to buy
 - used a moving assembly line of workers and machines to make cars
 - assembly line
 - a line of workers and machines all working together to produce something
 - workers stayed in one place while the car moved past them
 - each worker specialized in doing one job by adding a part until the car was completed
- Use problem-solving and decision-making skills
 - **Small groups/simulation:** Have students participate in an assembly line to make a product.
- Give examples of how a simple business operates (p310-311)
 - Read about how a business operates (p310-311).
 - Read about Madam C. J. Walker and how she started a business (p312-313).
 - Compare and contrast Henry Ford and Madam C. J. Walker.
- Explain the concept of a free market (p339)
 - In a free market, people decide what they want to produce and what they want to buy.
 - **Ask and discuss:** Do you think the United States is a free market? Yes, people and businesses in the United States are part of a free market.
- IFA 97-98, 104

GPTV - Elementary Content - Social Studies

"Conveyor Belt" (from an "I Love Lucy" episode)

Conveyor belt begins at 19:40 into the episode and lasts 3 minutes.

Weeks Six - Eight: Lewis and Clark Expedition

TEKS 1C, 3BC, 5CD, 16BCE

- Understand how individuals such Meriwether Lewis and William Clark contributed to the expansion of existing communities or to the creation of new communities

Week Six:

- Louisiana Purchase
 - Thomas Jefferson - third President of the United States
 - French leader Napoleon sold the United States the entire Louisiana Territory for \$15 million in 1803.
 - Doubled the size of the United States from the Mississippi River to the Rocky Mountains
 - **Map skills:** Students locate/identify the area of the Louisiana Purchase on a map; name the present-day states included in the Louisiana Purchase

GPTV - Elementary Content - Social Studies

"How the USA Grew"

Watch a 2 $\frac{1}{2}$ minutes segment about the Louisiana Purchase - Segment begins at 8:20.

- Meriwether Lewis
 - Born on a plantation in Virginia near Thomas Jefferson's plantation
 - Spent his youth roaming the woods, hunting and observing nature
 - Joined the U.S. Army; was eventually assigned to a company commanded by William Clark
 - Became President Jefferson's private secretary
 - Chosen by President Jefferson to lead the expedition
 - Recorded most of the scientific information during the expedition in his journals
- William Clark
 - Born in Virginia
 - Became an expert hunter and woodsman
 - Skilled with riverboats
 - Joined the U.S. Army where he met Meriwether Lewis
 - Good at drawing maps, surveying land, and building forts
 - Asked by Meriwether Lewis to join the expedition

- Compare Meriwether Lewis and William Clark in a graphic organizer or foldable.
- President Jefferson's Letter to Meriwether Lewis
 - Read, discuss, and analyze Jefferson's letter.
 - What were Jefferson's instructions?
 - Identify goals of the expedition.
- IFA 44-47, 113

Week Seven: The Expedition

Refer to the following for more information about the Lewis and Clark Expedition:

www.lewis-clark.org

www.pbs.org/lewisandclark (interactive)

www.lewisclark.net

www.nationalgeographic.com/lewisandclark

The Expedition

(See p204-205 and p242-243 in social studies textbook.)

- Thomas Jefferson was curious about the lands in the West.
- Sent an expedition into the Louisiana Territory
- Jefferson chose Meriwether Lewis, an army captain, to lead the expedition.
- Lewis chose William Clark, also an army captain, to share the command.
- Jefferson's three goals for the expedition:
 1. search for an all-water route to the Pacific Ocean (a Northwest Passage)
 2. establish relationships with the Native Americans
 3. map the territory and keep written records of the land, plants, animals, minerals, and climate
- Read a picture book to the students, such as *Lewis and Clark- Explorers of the American West* by Steven Kroll, or use reading selections or journal entries from the expedition and have students **create illustrated timelines** showing significant events during the expedition
- Left St. Louis, Missouri, on May 14, 1804, with more than 40 men including soldiers, river boatmen, hunters, and York, Clark's slave
- Reached Mandan (now North Dakota) five months later where they spent the winter
- Here they met and hired a French Canadian fur trapper and his Shoshone wife, Sacagawea

- Sacagawea acted as a guide and interpreter, helped them establish good relations with Native Americans along the way, helped them obtain horses, and gave them advice on how to travel over the Rocky Mountains
 - Reached the Pacific Ocean in Oregon on November 15, 1805
 - Built Fort Clatsop and waited out the winter
 - Started home in March, 1806
 - Arrived in St. Louis in September of 1806 (28 months later)
- Have students determine how long it took for the expedition to reach the Pacific Ocean (18 months); how long the return trip home took (6 months); how long they waited out the winter at Fort Clatsop (4 months); and how long the entire expedition lasted (28 months)
- Describe historical times in terms of years, decades, and centuries
 - How many years are in a decade?
 - How many years are in a century?
 - **Math skills:** The current year is 2009, and the Lewis and Clark Expedition ended in 1806. How many years have passed since 1806? How many total centuries have passed since 1806? Is the amount of time the expedition took closest to a year, a decade, or a century?
- IFA 49-52, 109

United Streaming

"How the West is Fun" - 9 segments - each 1-5 minutes

"Lewis and Clark: Tools of Survival" - 9 segments - each 1-3 minutes

Week Eight: The Expedition (continued)

- **Map skills:** On a map of the United States, trace the route of the Lewis and Clark Expedition, labeling significant places such as:
 1. St. Louis, Missouri
 2. the Missouri River
 3. present-day states the expedition passed through
 4. the Rocky Mountains
 5. the Pacific Ocean
- Compare and contrast the Lewis and Clark Expedition with the exploration of Christopher Columbus by having students:
 1. fold a sheet of notebook paper in half
 2. label one column Christopher Columbus and the other column Lewis and Clark
 3. Write the following list of items on the overhead and tell students to write each item under the correct heading. (*The last item could be recorded in both columns.*)

Italian sea captain

Sacagawea

Thomas Jefferson

Meriwether Lewis

William Clark

1492

1804-1806

From Spain to the Americas

From St. Louis to the Pacific Ocean

Thought he had reached the Indies

Made a total of 4 trips to the Americas

Mapped the area

Described many varieties of plants and animals

Encouraged future exploration and settlement

- Results of the expedition
 1. did not find an all-water route to the Pacific Ocean
 2. recorded and described thousands of varieties of plants and animals
 3. mapped the area
 4. encouraged future exploration and settlement

- IFA 54-57, 118

- Identify the heroic deeds of state heroes and understand their role in shaping and changing the culture of communities, the state, and the nation over time
 - Read about Davy Crockett on p118-119 in social studies textbook.
 - ✓ born in Tennessee in 1786
 - ✓ did not go to school until he was a teenager; learned to read and write and do simple math
 - ✓ grew to be a very good shot with a rifle; won many shooting contests
 - ✓ When trouble arose between Native Americans and the white settlers, Davy Crockett commanded troops against Native Americans, an experience that won him the command of a local militia and the rank of colonel.
 - ✓ elected to the Tennessee legislature in 1820
 - ✓ served three terms in the United States Congress
 - ✓ worked for the rights of landholders and tried to make land more available to poor settlers
 - ✓ traveled to Texas to fight in a war for its independence from Mexico (the Texas Revolution)
 - ✓ fought in the battle at the Alamo in San Antonio where he was killed

United Streaming

"Heroes of American History" - 6 segments - See segment on
"David 'Davy' Crockett" - 5:23

For more information about Davy Crockett refer to the information on the next page.

Davy Crockett

Davy Crockett, a real person, was born in the mountains of Tennessee in 1786. Like other frontiersmen of his day, Davy spent most of his time hunting, trapping, clearing land, and building homes.

He was in the U.S. Army, and later he served in the United States Congress. When he lost his reelection in 1835, he decided to move to Texas. He died at the Battle of the Alamo in 1836, fighting to help Texas win independence from Mexico.

While Davy Crockett was a real person, most of the legends told about him are pure fiction. Davy himself was the originator of some of these tall tales. He was an expert at a type of country exaggeration called “backwoods brag.” One of his own tall tales was that a raccoon, aware of Davy’s skill with a gun, surrendered to Davy one day when the frontiersman was hunting.

After Davy died, several books were published that told other exaggerated stories of his early life. In the nearly 200 years since his death, Davy Crockett has been the subject of countless songs, books, plays, television shows, and movies.

- **Revisit Tall Tales (with Davy Crockett)**
 - Read a Davy Crockett tall tale such as “Davy Crockett and Big Eater of the Forest” to the students. *(Request a copy from the social studies specialist.)*
 - Remind students that Davy Crockett created some of his own tall tales when he engaged in “backwoods brag,” a type of country exaggeration. Ask students to think of something they’ve done and exaggerate it into their own tall tales. Have students write, illustrate, and share their tall tales.

- IFA 16-18

- Explain the significance of the celebration of St. Patrick's Day
 - celebrated each year on March 17
 - honors Saint Patrick, the patron saint of Ireland
 - born into a Christian family in England around the year 380 (*Locate England on a world map.*)
 - was kidnapped when he was a boy and brought to Ireland where he was made a slave; forced to herd sheep (*Locate Ireland on a world map. On what continent are these two countries located?*)
 - escaped after six years and returned to England
 - dreamed of returning to Ireland and teaching people about Christianity
 - went to France to study religion; became a priest and then a bishop (*Locate France on a world map.*)
 - sailed back to Ireland and began preaching; built churches and schools all over the country; spent the rest of his life caring for the Irish people.
 - died on March 17 in 461
 - Later the Catholic Church made him a saint - Saint Patrick.
 - The holiday is celebrated today in many ways: by going to church; wearing green; decorating doors and windows; going to a parade or party
 - symbols of St. Patrick's Day: the shamrock, Leprechauns, the shillelagh

- Have students work independently or cooperatively to create written and visual material (such as stories or pictures) to demonstrate knowledge and express ideas about St. Patrick's Day.

- IFA 127, 123, 128

United Streaming

"Holiday Facts and Fun: St. Patrick's Day" - 3 segments

Holiday Facts and Fun: St. Patrick's Day" - 9 segments