

3rd Grade Social Studies
The TEKS Explained
2009-2010

Fourth Nine Weeks March 22 - June 3 (52 days)

Week One: Jane Addams

TEKS 10AB, 11ABC

- Identify ways Jane Addams exemplified characteristics of good citizenship and her impact on the community (p82-83)

Background Information

- born in Illinois in 1860 (Locate Illinois on U.S. map.)
- Her father was a wealthy businessman and a political leader.
- Her mother died when she was two years old; her father remarried when Jane was seven.
- Jane learned a lot from her father: the importance of working hard and always doing your best; the importance of a good education; that not everyone was as lucky as they were; that it was important to help less fortunate people; to treat everyone fairly.
- As a child, Jane had an illness that caused her spine to curve slightly; was very painful for her.
- graduated from Rockford Female Seminary in 1877 at the top of her class
- Her back pain got so bad that it hurt to walk; had surgery to correct the problem; was strapped into a back brace for almost a year.
- traveled to London, England, with college classmate Ellen Starr; visited a settlement house while there (Locate England on a world map.)
- Back in the United States, the two women decided to start their own settlement house.
- They bought and moved into an old house in a poor section of Chicago; fixed it up and turned it into a settlement house; called it Hull House (after the man who had built it).
- Hull House was used to improve the lives of people in the neighborhood; offered medical care and legal services; held kindergarten classes; taught English to immigrants; provided classes in music, art, and drama.
- Jane Addams spoke out about improving the lives of factory workers; helped pass new laws to protect factory workers.

- She worked for women's suffrage; believed that women should have the same rights as men.
 - formed several organizations that worked for world peace when the country was at war; traveled all over the world giving speeches and writing articles
 - awarded the Nobel Peace Prize in 1931; first American woman to win this prize; prize given to a person who has worked hard to help world peace
 - died in Chicago in 1935; thousands came to her funeral at Hull House
- Understand and give examples of changes that result from individual and group decisions to improve the community
 - **Large group discussion:** What were some of the changes to the community of Chicago brought about by Jane Addams and the creation of Hull House? Compare those changes with the changes in laws brought about by Martin Luther King, Jr. through speeches and peaceful protests. **Ask:** Which changes do you think were more important? Why?
- IFA 125-126, 153

United Streaming

"U.S. That's US!: Jane Addams
2 segments - 5:04

- Identify historic figures and ordinary people who have exemplified good citizenship such as Helen Keller (p272-273)
 - Check out the Helen Keller Kids Museum Online at the following website:
<http://www.afb.org/braillebug/hkmuseum.asp>
At this website, you will find:
 - easy, interesting, kid-friendly biographical information
 - photo galleries
 - Fun Facts
 - Quotes
 - a timeline
 - an interactive feature called "Ask Keller" where your students can send questions to Helen Keller's great grand-niece
 - More background information about Helen Keller
 - born in Alabama in 1880 (*Locate the state of Alabama on a US map.*)
 - contracted a disease (possibly scarlet fever) in 1882 that left her blind and deaf
 - Not knowing how to communicate, she often became frustrated and would throw temper tantrums, throwing and breaking things, and kicking and screaming at those around her.
 - was extremely intelligent: could recognize people by touching their faces; felt people's hands as they were doing a task and then tried to do it the same way; even learned to milk a cow
 - When Helen was six, her parents hired a teacher, Anne Sullivan.
 - Helen eventually learned sign language, learned how to read by using Braille (patterns of raised dots representing letters).
 - She learned to speak; learned to read lips by touching a speaker's lips and throat.
 - went to college (with Anne Sullivan by her side) and graduated from Radcliffe College in 1904 with honors
 - became a writer by using a special typewriter; wrote magazine articles as well as books
 - supported women's rights and civil rights and worked to help the disabled
 - died in her sleep in 1968

- During her life, she changed the way people viewed the disabled by showing that with proper training the disabled can lead successful lives.
- Compare and contrast Helen Keller, Jane Addams, and Clara Barton by creating written and visual material such as drawings, timelines, booklets, graphic organizers, or foldables.
- IFA 129, 131, 138

GPTV - "Helen Keller" - 27 minutes

Week Three: Local Community Government

TEKS 9ACE

- Understand and describe the basic structure of government in the local community (p391)
 - mayor and city council
 - ✓ mayor - the leader of the community
 - ✓ council - a group of people who make laws and rules for a community; work with mayor in deciding what local government should do
 - ✓ make local laws
 - ✓ hold meetings to listen to citizens
 - Identify local government officials such as the mayor and police chief and explain how they are chosen (p391-395)
 - mayor
 - ✓ the leader of the community
 - ✓ works with city council to decide what local government should do
 - ✓ elected by the citizens of the community
 - ✓ current mayor of Houston - Bill White
 - city council
 - ✓ group of people who make laws and rules for a community
 - ✓ work with mayor in deciding what local government should do
 - ✓ elected by the citizens of the community
 - police chief
 - ✓ runs the police department
 - ✓ hires police officers
 - ✓ selected by the mayor and city council
 - fire chief
 - ✓ runs the fire department
 - ✓ hires firefighters
 - ✓ selected by the mayor and city council
- IFA 100, 110-112, 121, 143

United Streaming - "This Is Our: Government" - 9 segments

See the following segments:

- "Local, State, and National Communities - 1:29
- "What Is Government?" - 2:13
- "Local Community Government" - 2:37
- "Citizens and Citizenship" - 1:21

Week Four: Local Government Services

TEKS 9BD

- Identify services commonly provided by local governments (p384-386; 392-393)
 - Education
 - ✓ schools
 - ✓ libraries
 - Safety and Security
 - ✓ police department
 - ✓ fire department
 - ✓ protect people and property
 - Transportation
 - ✓ building and repairing roads
 - ✓ sidewalks and bike paths
 - ✓ buses and trains
 - Recreation (ways for members of a community to enjoy themselves)
 - ✓ parks
 - ✓ swimming pools
 - ✓ sports leagues
- Explain how local community government services are financed (p387)
 - People in a community pay taxes to the local government.
 - Fees are charged for some community services
 - ✓ swimming pools
 - ✓ sports leagues
 - ✓ trash pickup
 - some money from state and national governments
- Explain the importance of the consent of the governed to the functions of local government (p395)
 - consent of the governed: permission of the citizens (*Read and discuss "Consent of the People" on p395.*)
- IFA 41B, 114-117, 119-120, 122, 148

Week Five: Cyrus McCormick and Louis Daguerre

TEKS 15AB

- Identify scientists who have created or invented new technology
 - Cyrus McCormick (p260)
 - ✓ invented a mechanical reaper
 - ✓ pulled by horses and used a blade that cut wheat plants
 - ✓ known as the "Father of Modern Agriculture"
 - ✓ agriculture: farming
 - Louis Daguerre (p261)
 - ✓ born in France (*Locate the country of France on a world map. Identify the continent on which it is located.*)
 - ✓ known for his painted stage sets
 - ✓ experiment with the photographic process
 - ✓ invented a type of photograph called a daguerreotype
 - ✓ made pictures that were clear and detailed
- Identify the impact of new technology in photography and farm equipment on communities around the world
 - reaper
 - ✓ made harvesting faster, easier, and cheaper
 - ✓ helped to change the way people farmed
 - ✓ led to today's modern combine
 - daguerreotype
 - ✓ helped people around the world learn about each other in a new way
 - ✓ Before photographs, artists drew or painted people and scenes.
 - ✓ The daguerreotype made an instant record of people, places, and events.
 - ✓ **Ask:** How do we take pictures today? (digital; cell phones with cameras; disposable cameras)
- IFA 141, 139-140, 142, 153

Week Six: TAKS Testing

**Week Seven: Cinco de Mayo
Louis Pasteur**

TEKS 12AB
TEKS 15AB

Cinco de Mayo

- Understand and explain the significance of selected ethnic and/or cultural celebrations such as Cinco de Mayo
 - Cinco de Mayo is Spanish for the "Fifth of May."
 - It is NOT Mexican Independence Day.
 - On May 5, 1862, a small Mexican army led by General Zaragoza defeated a French army twice its size at Puebla, Mexico.
 - Read more about this at www.vivacincodemayo.org/history.htm
- Create visuals to compare ethnic and/or cultural celebrations such as Cinco de Mayo, St. Patrick's Day, Presidents Day, Thanksgiving, Labor Day, and Columbus Day. (Doing this activity will also help students review the various holidays, why they are significant, and why we celebrate them.)
- IFA 154-157

Week Seven (continued): Louis Pasteur

- Identify scientists who have created new technology and new vaccines
 - Louis Pasteur (p267)
 - ✓ born in France (*Locate France on a world map. Ask: On what continent is the country of France located?*)
 - ✓ became interested in science in high school
 - ✓ developed a vaccine against rabies
 - ✓ discovered that germs cause infections
 - ✓ discovered that heating liquids to a high temperature destroys harmful germs
 - ✓ developed a process to make milk and other foods safer - pasteurization
- Identify the impact of new technology in pasteurization and medical vaccines on communities around the world
 - Pasteurization - makes milk and other foods safer; developed way to kill germs by heating milk
- IFA 146-147, 158

Week Eight: Jonas Salk

TEKS 15AB

- Identify scientists who have created new technology and new vaccines
 - Jonas Salk (p268)
 - ✓ son of Russian-Jewish immigrants
 - ✓ found a way to stop a serious disease called polio
 - ✓ Polio could cause people to be unable to walk or move.
 - ✓ developed a vaccine to prevent polio
 - ✓ vaccine: a liquid that contains the dead or weakened germs of a certain disease; helps the body protect itself against a disease
 - ✓ helped save many people from becoming sick with polio
 - polio vaccine
 - ✓ helped save many people from becoming sick or crippled with polio
- IFA 144-145

Week Eight (continued): Compare and Contrast Inventors

TEKS 15AB, 16C

- Use a variety of sources to obtain information about Daguerre, McCormick, Pasteur, and Salk.
- Interpret, compare and contrast information about the inventors. (Use Sort activity, etc.)
- Create visuals such as charts, timelines, and illustrations to compare the inventors.
- IFA 149-152, 163

Week Nine: Review and Test

CBA #3 - May 17-21

Week Ten: Greek and Roman Myths

TEKS 13C

- Understand and be able to explain terms: myths, ancient, modern.
- Myths: stories used by the Greeks and Romans to explain why things happen in the world, such as why it gets cold in the winter and hot in the summer; heroes have superhuman qualities, strengths, or talents.
- Ancient: very long ago; thousands of years ago; from the earliest times
- Modern: present time or times not too long ago
- Read or listen to myths; retell myths
- Identify selected characters of myths and their heroic deeds: Zeus, Hera, Apollo, and Poseidon.
- Zeus: king of the gods; Romans called him Jupiter; controlled the heavens and decided disputes among the gods
- Hera: queen of the gods; Romans called her Juno; wife of Zeus - also his sister (Most of the gods were brothers and sisters or sons and daughters of Zeus.)
- Apollo: son of Zeus; controlled the sun by carrying it across the sky each day in a golden chariot
- Poseidon: god of the sea; lived underwater; pictured with a long beard and holding a trident; Romans called him Neptune.
- Locate the Mediterranean Sea, Greece, Italy, Athens, and Rome on a map.
- Identify the continent on which Greece and Italy are located.
- Understand that government of ancient Greece influenced the government of the United States. Both governments were run by the people. (*See p358-359, p372-373, and p406-407 in the social studies textbook.*)
- IFA 25-28, 30-33, 168

United Streaming

"Literature for Children: Myths"
7 segments - 1-2 minutes each