

# 180 DAYS™

## Lessons and Activities

### Social Studies for Third Grade

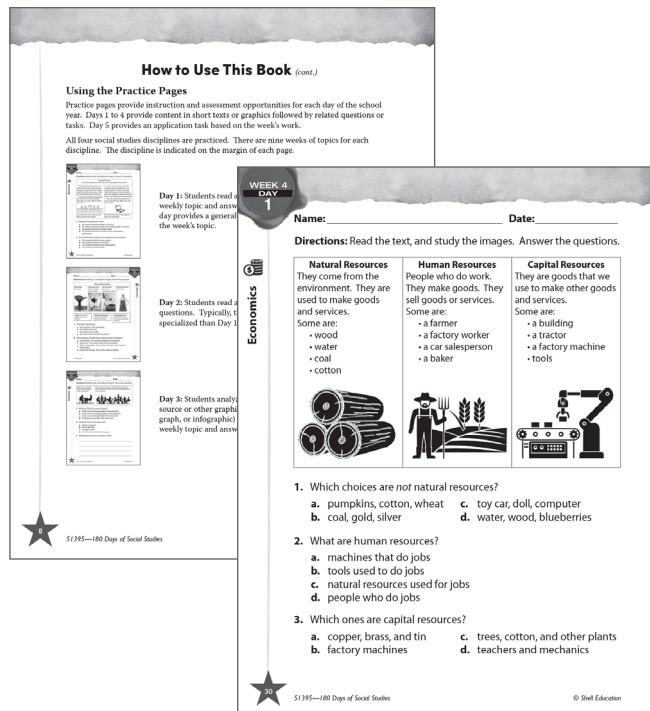
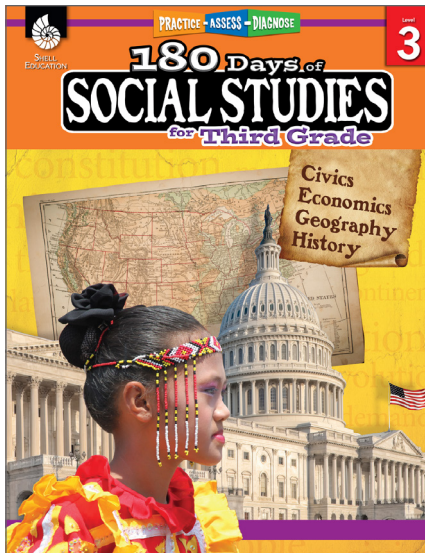
#### Table of Contents

Cover (1 page)

Table of Contents/Introduction (2 pages)

How to Use This Book (2 pages)

Lesson Pages (5 pages)

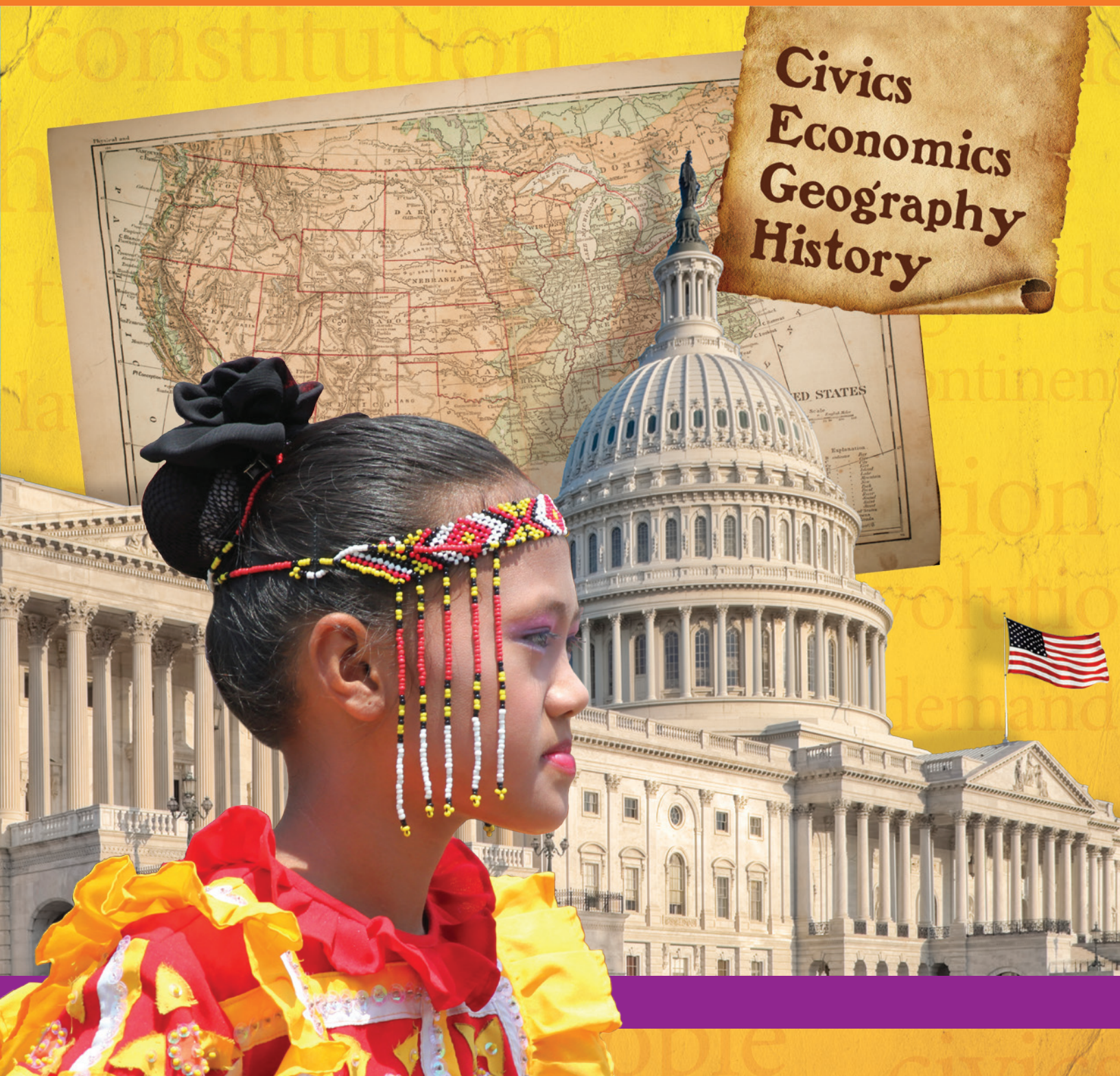




# 180 Days of SOCIAL STUDIES

## for Third Grade

Civics  
Economics  
Geography  
History





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## Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four strands of a social studies program enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that the social studies program address more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

### The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.



# Introduction *(cont.)*

## Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconception and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses, and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

## Best Practices for This Series

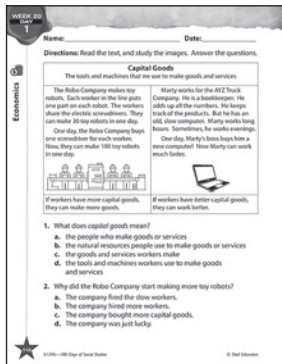
- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Extend your teaching of reading informational texts by using the texts in this book as instructional practice for close reading, responding to text-dependent questions, and providing evidence for answers.

# How to Use This Book *(cont.)*

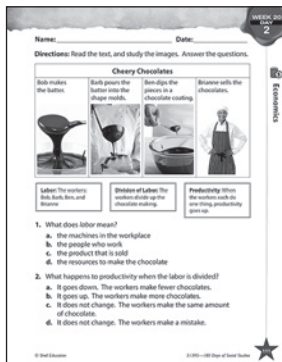
## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

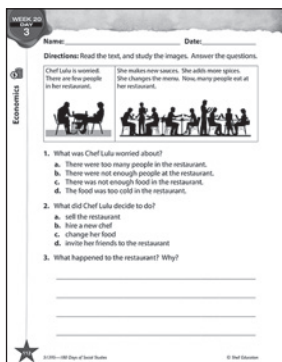
All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.



**Day 1:** Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.



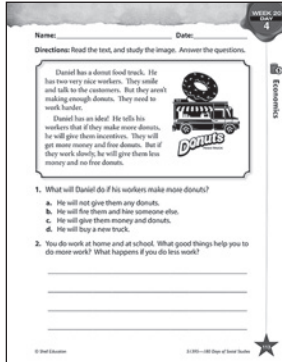
**Day 2:** Students read a text and answer questions. Typically, this content is more specialized than Day 1.



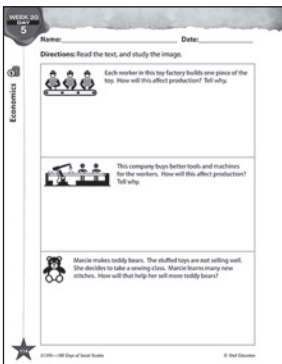
**Day 3:** Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

# How to Use This Book (cont.)

## Using the Practice Pages (cont.)



**Day 4:** Students analyze an image or text and make connections to themselves. They answer multiple-choice and/or constructed-response questions.



**Day 5:** Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week.

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 207) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 208). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 209–210). These charts are also provided in the Digital Resources as PDFs, *Microsoft Word*® files, and *Microsoft Excel*® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 215 for more information.

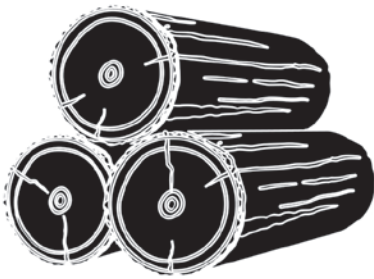
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and study the images. Answer the questions.**Natural Resources**

They come from the environment. They are used to make goods and services.

Some are:

- wood
- water
- coal
- cotton

**Human Resources**

People who do work. They make goods. They sell goods or services. Some are:

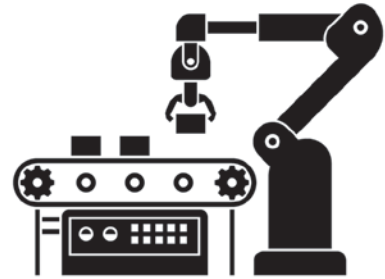
- a farmer
- a factory worker
- a car salesperson
- a baker

**Capital Resources**

They are goods that we use to make other goods and services.

Some are:

- a building
- a tractor
- a factory machine
- tools



1. Which choices are *not* natural resources?

- |                            |                             |
|----------------------------|-----------------------------|
| a. pumpkins, cotton, wheat | c. toy car, doll, computer  |
| b. coal, gold, silver      | d. water, wood, blueberries |

2. What are human resources?

- a. machines that do jobs
- b. tools used to do jobs
- c. natural resources used for jobs
- d. people who do jobs

3. Which ones are capital resources?

- |                           |                                    |
|---------------------------|------------------------------------|
| a. copper, brass, and tin | c. trees, cotton, and other plants |
| b. factory machines       | d. teachers and mechanics          |





Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

Smile Sweetly Bakery sells butter tarts. The price is 50 cents for each butter tart. Many people buy the butter tarts. They are delicious! So Smile Sweetly Bakery decides to raise the price. Now the price for each butter tart is one dollar.

Sweet Treats Bakery sells butter tarts, too. They are yummy. The bakery is not selling very many. It decides to lower the price to 75 cents for each tart.

Before, many people ate Smile Sweetly butter tarts. But now, many people are going to Sweet Treats Bakery. The tarts cost less.

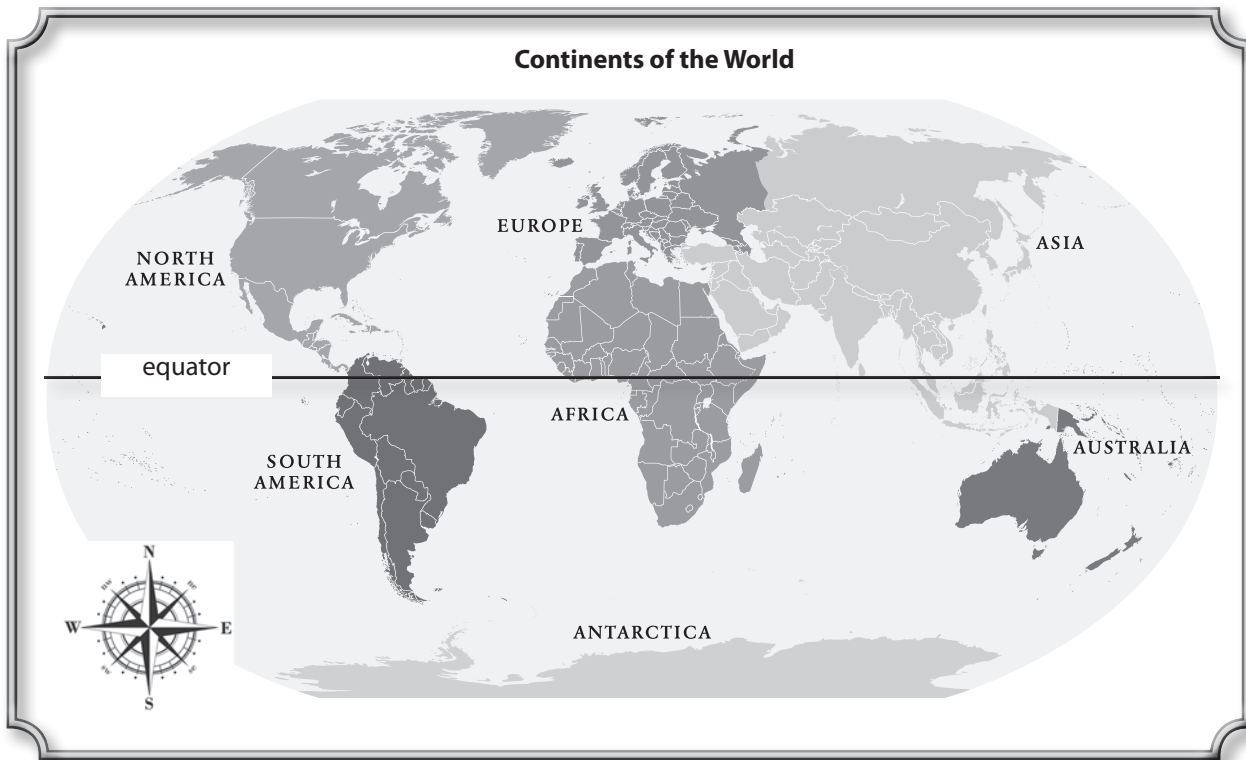
People will want to buy less of a product when the price goes up. They want to buy more of a product when the price goes down. In a *competitive market*, there are many buyers and sellers. Sellers compete to sell more products.

1. What happened when Smile Sweetly Bakery raised the price of butter tarts?
  - a. More people bought butter tarts.
  - b. Fewer people bought the butter tarts.
  - c. They sold so many butter tarts that they ran out.
  - d. The butter tarts did not taste good.
2. What is a competitive market?
  - a. Buyers compete to sell more products.
  - b. Buyers are not interested in buying products.
  - c. Sellers compete to sell more products.
  - d. Sellers try to sell fewer products.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Study the map. Answer the questions.



1. On what continent is the United States?
  - a. South America
  - b. Australia
  - c. North America
  - d. Asia
2. It is hotter on continents near the equator. Which continents does the equator cross?
  - a. South America, North America, Africa
  - b. South America, Africa, Asia
  - c. Africa, North America, Asia
  - d. Asia, Africa, Australia
3. If you flew east in an airplane from North America to Asia, what continents might you cross?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and study the image. Answer the questions.

A long time ago, colonists came to what is now the United States. They came from Britain.

The king of Britain did not treat the colonists well. His government passed laws that were not fair to them. The colonists protested. But the British government did not listen. It passed more laws that were even worse. This made the colonists very angry.

Each of the 13 colonies had a leader. They formed the Continental Congress. They decided the colonies should be free from Britain.

They wrote the Declaration of Independence. Thomas Jefferson was the main author. All of the leaders signed it. They sent it to the king.



1. Based on the text, why did the colonists want to separate?
  - a. The king was always nice to them.
  - b. The laws were not fair to them.
  - c. The colonists wanted to be Spanish citizens.
  - d. The king did not want them anymore.
2. Do you think the Continental Congress made a good decision? Why?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the question.

The students from Mrs. Sanchez's classroom want to be entrepreneurs. They want to start a small business. They will make chocolate chip cookies. Then, they will sell them to students at lunchtime. They hope to make a profit. They will donate this money to charity.

First, they ask Mrs. Sanchez to buy the ingredients. They will pay her back later. Then, they make posters to advertise the cookies. They hang the posters on the school walls. The next day, the students all help to make the cookies. They sell all the cookies at lunch.

1. Tell about this business adventure. Why are the students entrepreneurs?

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2. How did they do the marketing for their cookies?

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3. What must they pay before they can give the profits to charity?

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