

Course Description:

In third grade, social studies students will begin to explore the basic fundamentals of social studies including geography, civics, and economics. Learners will begin by looking at the beginning of civilization and examining the ancient Hebrew civilization, the Phoenicians, and the Kush tribe of ancient Africa. They will then move on to examining the Native American tribes of the Cherokee, Sioux, and Hopi. Students will also look at the first explorers of the Americas and learn about the beginning of the United States. In the first semester students will learn important geographical factors in the ancient civilizations, Native American tribes and in the developing United States. Students will increase their skills by creating maps and looking at the landscapes. They will take a close look at their own personal heritage by mapping their ancestry. Learners will follow a step-by-step approach for successfully completing each lesson, which includes storytelling, repetition, projects, arts and crafts, and videos.

Materials needed:

- Colored pencils or crayons
- Large paper bag
- Scissors
- Tempura paint in various colors
- Clay
- Small paper plate(s)
- Yarn
- Hole puncher
- Watercolor paper
- Watercolor paints (Red, Blue, and Yellow)
- Watercolor brush
- Small clean sponge
- Globe

| Module | Lesson Title | Objectives |
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| 1 | Ancient Hebrew Culture 1 | <ul style="list-style-type: none"> • Draw a pictorial representation of an ancient Hebrew story. • Rewrite a summarized version of an ancient Hebrew story. • Recognize the Hebrew alphabet. |
| | Ancient Hebrew Culture 2 | <ul style="list-style-type: none"> • Learn about Ancient Hebrew Culture. • Read the story of Joseph and the Many Colored Coat. • Draw a pictorial representation of the story. • Write a short piece that relates the theme of the story. • Create art projects in the development of a Hebrew Sukkah. |

| Module | Lesson Title | Objectives |
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| | Ancient Hebrew Culture 3 | <ul style="list-style-type: none"> • Read a story about the daily life of a child from an Ancient Hebrew culture. • Draw a thematic pictorial representation of the story. • Practice using the Hebrew alphabet. • Complete building a Sukkah if opted to do this. |
| 2 | Ancient Phoenician Culture | <ul style="list-style-type: none"> • Read a story about the daily life of a child from an Ancient Hebrew culture. • Draw a thematic pictorial representation of the story. • Practice using the Hebrew alphabet. • Complete building a Sukkah if opted to do this. |
| | Kush: Ancient African Culture | <ul style="list-style-type: none"> • Read about a child living in the second capital city of Napata. • Draw a pictorial representation of the story and write a short summary. • Practice writing in the Ancient Kush merioteic script. |
| | Native Americans: The Cherokee | <ul style="list-style-type: none"> • Read a story from the Cherokee Tribe and learn of its origin. • Make a corn husk doll similar to those that early native American children would play with. • Draw a pictorial representation of the Cherokee story they read. • Write a short summary of the story they read. |
| 3 | Native Americans: The Sioux | <ul style="list-style-type: none"> • Read and compare a Sioux legend to previous stories. • Draw a pictorial representation of the theme of the story. • Write a simple summary of the story. • Create a dreamcatcher. |
| | Native Americans: The Hopi | <ul style="list-style-type: none"> • Explore the Hopi culture through story. • Read and compare a Hopi creation story to other creation stories read. • Interpret the theme of the story in a drawing. • Summarize the story in a short writing piece. • Produce a watercolor painting of "creation." |

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| | North American Exploration and Settlement | <ul style="list-style-type: none"> • Read about the daily life of a child on the American frontier. • Draw a picture representing the theme of the story. • Summarize in writing the story. • Design a scrapbook about their own "folk" ancestry. |
| 4 | Finding Locations on Maps | <ul style="list-style-type: none"> • Review the map skills covered in previous years. • Identify various directional cues and legends on world maps and globes. • Draw a compass rose and define in writing the terms associated with geography. |
| | The Land of the Ancient Hebrews | <ul style="list-style-type: none"> • This week your child will create a map of the land of the Ancient Hebrews from the story they heard in the previous block. • Your child will create a line that indicates the path Joseph took from Canaan to Egypt. |
| | Mapping Ancient Phoenicia | <ul style="list-style-type: none"> • Trace on a map the travels of Elissa, Queen of Carthage. • Develop a legend for a map. |
| 5 | Mapping Ancient Africa | <ul style="list-style-type: none"> • Create a map of the Ancient African Kush civilization. • Indicate the travels of a child from the capitol city of Napata to Pharaoh's Egypt on the Nile River. |
| | The United States Landscape | <ul style="list-style-type: none"> • Explore the landscape of the United States. • Compare Native American tribes; Cherokee, Sioux and Hopi. • Create an outline map of the United States to identify tribal areas. |
| | Native Americans: Mapping Their Land | <ul style="list-style-type: none"> • Identify the locations of the Cherokee, Sioux and Hopi Native American tribes on their map of the United States. • Build an artistic representation of a means of housing of one of the three tribes. • Describe in writing how the tribe adapted to and/or changed their environment to meet their needs. |
| 6 | Life on the U.S. Frontier | <ul style="list-style-type: none"> • Illustrate the trail of a frontier family moving from Northern Wisconsin to Kansas. • Map out a route for the family and plan a list of items they would need for their journey. |

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| | Creating a World Map | <ul style="list-style-type: none">• Identify the seven continents and five oceans on a world map and globe.• Create your own world map correctly indicating the seven continents and five oceans. |
| | Heritage Mapping | <ul style="list-style-type: none">• Map your family heritage.• Draw outlines of your ancestors' countries. |

Course Description:

The second semester begins with introducing learners to economics and the role that money plays in every civilization. Students learn the difference between natural, human, and capital resources. They also examine the production of goods, trade, specialization, and interdependence, and come to understand the importance that each individual plays in a society's economy. Learners are introduced to Civics by discussing the governmental structure of the Ancient Hebrews and Phoenicians. The purpose and importance of laws and how they are enacted as well as the establishment of government are shown through stories of the Ancient Phoenicians and Native Americans. The course ends by discussing the purpose and nature of government as it relates to the United States.

Materials needed:

- Colored pencils or crayons
- Sculpey clay (Yellow, Tan, Orange, Brown and White)
- Cardboard
- Scissors
- Paints
- Paintbrush
- String
- Foam craft material sheets in various colors
- Glue

| Module | Lesson Title | Objectives |
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| 1 | Economics: Natural, Human and Capital Resources | <ul style="list-style-type: none"> • This week begins our economics block in the third grade social studies. In the next nine weeks your child will explore how natural, human, and capital resources combine to create the goods and services that allow a community to thrive. • Your child will be introduced to ideas of specialization and interdependence and their role in the production of goods and services, and finally we will consider examples of making economic choice and the sacrifices involved. • All these concepts will be explored through the use of story involving the cultures your child has visited in earlier lessons. • We will begin this week with a return to Ancient Israel. Your child will hear a story that takes place in an ancient Israeli marketplace. • Your child will identify and differentiate between natural, capital, and human resources within the story. |

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| | | <ul style="list-style-type: none"> Your child will complete illustrations and writings in their Main Lesson Book that reflect their learning. |
| | Economics: Natural, Human and Capital Resources II | <ul style="list-style-type: none"> This week we will return to Phoenicia and the Canaanites to further explore the idea of natural, human, and capital resources. We will extend our study this week to include the goods and services that are produced by these different forms of resources, and hear a story that reflects the interdependent nature of them. Your child will enter various writings and illustrations in their Main Lesson Book that demonstrates their understanding of these concepts. In addition, they will complete an art project of a Canaanite cult mask! |
| | Economics: The Resources of Ancient Africa | <ul style="list-style-type: none"> This week we will return to the African Kush nation and examine some of the goods they produced and traded. Your child will hear a story and enter writings and illustrations in their Main Lesson Book that describes what they have learned. |
| 2 | Economics: Specialization | <ul style="list-style-type: none"> Explain the idea of economic specialization and how it aids a community. Categorize job specialization in a community as the roles serve the common good. |
| | Economics: Interdependence | <ul style="list-style-type: none"> Explain the nature of interdependence. Describe the concept of interdependence through writings and drawings in the Main Lesson Book. |
| | Economics Review: Specialization and Interdependence | <ul style="list-style-type: none"> Explore specialization and interdependence within the Hopi Tribes. Illustrate specialization and interdependence within the Hopi Tribes. Make a spool doll similar to the Hopi Kachina dolls. |
| 3 | Economics: The Role of Choice | <ul style="list-style-type: none"> Review the frontier and relate what happens when people have to make economic choices. Build a model of a frontier cabin. |

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| | Creating a Frontier Town | <ul style="list-style-type: none"> Identify specialized jobs within developing frontier towns. Design your own frontier town. |
| | Economics: In the Community | <ul style="list-style-type: none"> This is the final week for our economics block of third grade social studies. Next week we will begin to look at Civics. We complete our studies this week by bringing the concepts we have explored, specialization, interdependence and economic choice, home. Your child will explore their own community this week and see these concepts at work. Your child will enter various writings and illustrations in their Main Lesson Book to reflect their learning. |
| 4 | The Need for Laws and Government | <ul style="list-style-type: none"> This week begins our final nine-week social studies block. In this block we will turn our focus to civics. Your child will study the development of laws and government as a means to protect the rights and property of the people. We return this week to Ancient Israel. Your child will hear a story of two children, one living the nomadic life and the other living within a settled city. Your child will learn about the development of laws in these two systems in Ancient Israel and the importance of governing for protection. Your child will enter an illustration along with a simple paragraph into their Main Lesson Book that reflects their learning. |
| | The Purpose of Laws and Government | <ul style="list-style-type: none"> This week we continue our look at the purpose of developing and carrying out laws. Your child will hear a story from Ancient Phoenicia. Your child will develop their own imaginary city, with themselves as ruler. Your child will establish a set of rules and decide who enforces them and how this will happen. Your child will write their ideas in their Main Lesson Book. |

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| | Government Structure: The Kush of Ancient Africa | <ul style="list-style-type: none"> This week your child will hear about the government of the ancient Kush people of Africa. Your child will hear a story and consider how laws protect the people they serve. |
| 5 | Government Structure: The Cherokee | <ul style="list-style-type: none"> Compare Cherokee way of "law" to other forms of government. Explore other ways laws are upheld. |
| | Government Structure: The Hopi | <ul style="list-style-type: none"> Examine the Hopi form of law and government. Compare Hopi and Cherokee forms of law and government. |
| | The Purpose and Nature of Government | <ul style="list-style-type: none"> This week your child will look at the purpose and nature of government and how the United States decides who leads. Your child will discuss some of the reasons governments are formed, and enter a simple writing in their Main Lesson Book. In addition, your child will form a collage of characteristics a leader should have. |
| 6 | The Origin of the American Government | <ul style="list-style-type: none"> This week your child will hear a short story about the signing of the Declaration of Independence and the birth of the United States Government. Your child will enter an illustration and a paragraph into their Main Lesson Book reflecting what they have learned. |
| | Republican Principles of Government | <ul style="list-style-type: none"> This week your child will learn about the importance of the principles that form the republican form of government, that of the United States. Your child will describe the meaning of the individual's rights to life, liberty, and the pursuit of happiness as well as equality under the law. Your child will enter a paragraph in their Main Lesson Book along with pictures of the basic symbols of America: the American flag, the Great Seal, and the Liberty Bell. |
| | Your Local Government | <ul style="list-style-type: none"> In this final week, your child will explore their local government. Your child will travel to town hall or a comparable office and observe who leads their local government. Your child will do some research on a local representative and find the names of the people in office who represent them and their families. |

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| | | <ul style="list-style-type: none"><li data-bbox="835 313 1682 342">• Your child will complete a simple writing in their Main Lesson Book. |