



## Unit 4: History and Culture Social Studies 3

Last Update: August 1, 2024

\*Archdiocesan Essential Curriculum > Grade 3 > Social Studies > Weeks 14 to 21

Stage 1: Desired Results	
<b>General Information</b>  In this unit, students will explore the diverse origins and traditions of Americans, united by principles of individual rights in a republican government. Students will analyze how rules have promoted and restricted freedom and equality over time by creating timelines of settlement in Maryland and comparing past and present settlement patterns. Lastly, students will deepen their understanding of key figures and events in our history while appreciating the richness of American heritage.	<b>Essential Question(s)</b> <ul style="list-style-type: none"><li>• What implications do changes and continuity have on people?</li><li>• Why did people and institutions create rules to promote freedom, equality, and equity?</li><li>• How did the settlement of various cultural groups in Maryland contribute to cultural change over time?</li><li>• How can we learn about key historical figures by analyzing photographs, images, and text from the past? How do these sources shape our understanding of history?</li><li>• How do cultural stories, traditions, and celebrations brought to the United States by various groups contribute to the diversity of American culture? What can we learn from comparing these stories, traditions and celebrations?</li></ul>
<b>Enduring Understanding/Knowledge</b>  <b>Students will understand:</b> <ul style="list-style-type: none"><li>• How rules have promoted and restricted freedom and equality over time.</li><li>• How to use photographs, maps, and documents to interpret the past, in order to gain insight into historical events and figures.</li><li>• Timelines help us understand history by showing the order of events in a sequence. They accurately depict how events happened over time.</li><li>• The significance of comparing past and present settlement patterns using maps in shaping communities over time.</li><li>• Cultural stories, traditions, and celebrations brought to the United States by various groups, recognizing their impact on American society and culture.</li></ul>	<b>Vocabulary</b> <ul style="list-style-type: none"><li>• multicultural</li><li>• heritage</li><li>• ethnicity</li><li>• culture</li><li>• respect</li><li>• custom</li><li>• belief</li><li>• celebration</li><li>• language</li><li>• primary source</li><li>• secondary source</li><li>• community</li><li>• ancestor</li><li>• tradition</li><li>• cooperative group</li><li>• compromise</li><li>• conflict</li><li>• folklore</li><li>• artifacts</li><li>• festival</li></ul>

## Connections to Catholic Identity / Other Subjects

### Religion/Catholic Identity:

- Students can create a timeline of the public life of Jesus or other religious figures studied in the third grade AOB religion curriculum.
- Understanding and celebrating diversity of Americans, while upholding principles of individual rights and freedoms, reflects the Catholic teaching on the inherent worth of every person created in the image of God.
- Analyzing historical efforts to promote freedom, equality, and equity, while recognizing instances of injustice, aligns with Catholic principles of justice and solidarity, as exemplified by Jesus' call to advocate for the oppressed and marginalized.
- Comparing and appreciating the cultural stories and traditions brought to the United States by various groups reflects the Catholic teachings on valuing cultural diversity as part of God's creation.

### ELA:

- Conduct research on cultural stories, traditions, and celebrations brought to the US by various groups. Then write informative essays or create presentations to share their findings.
- Conduct research on the traditions and cultural heritage of students' families.
- Write a paragraph comparing and contrasting two primary sources from different time periods.

### Math:

- Graph the ethnic population of the United States.
- Examine basic economic and population data for Maryland, such as the number of people living in different areas or the types of jobs available. They can use math skills like counting, comparing numbers, and making graphs to analyze the information, to better understand how economic factors influence population trends.

### Art:

- Create artwork inspired by the artistic styles and traditions of different cultures.

## Differentiation

- Provide visual prompts and guided questions to help students identify important details, infer meaning, and draw connections to key historical figures and events.
- Offer adapted reading materials for students who need a great deal of support. For example, you can offer:
  - simplified text (breaking down complex sentences, using shorter paragraphs, and providing visuals for difficult vocabulary)
  - adapted formats (large print, electronic text, or audiobooks)
  - visual aids to accompany the text to help the student make meaning
  - an audio accompaniment (recording) to support students who struggle with decoding or fluency. Listening to a text while following along can enhance comprehension and provide auditory reinforcement.
- Allow students to choose from different formats such as writing essays, multimedia presentations, or visual displays to demonstrate their understanding. For example, if students are tasked with comparing and contrasting cultural stories, traditions, and celebrations brought to the United States by various groups, permit them to select the format in which they prefer to present their research.

## Standards & Benchmarks

**Recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government for individual rights and freedoms.**

- **Analyze** cultural change over time by evaluating why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all.
- **Create** timelines showing settlement of various cultural groups in Maryland.
- **Analyze** photographs, images, and text from the past to learn about key historical figures.
- **Compare** maps of settlement patterns from the past and today.
- **Analyze and compare** cultural stories, traditions, and celebrations brought to the United States by various groups.

*This curriculum has been adapted from the MSDE Social Studies Standards © 2020*

## Teaching Ideas/Resources

### Teaching Ideas:

- *Cultural Celebration Showcase* – Teachers can organize a "Cultural Celebration Showcase" where students can respectfully present diverse cultural performances, traditional music, dance, and cuisine. Each student or group can share aspects of their unique heritage through presentations and activities. This event fosters cultural awareness, inclusivity, and appreciation of diversity, providing a hands-on learning experience about different traditions and customs.
- *My Family History Book* – This assignment involves students researching and documenting their family's ancestry, traditions, and significant stories, compiling this information into an informative booklet to share with the class.
- *Cultural Artifact Show and Tell* – Students bring and present an item significant to their cultural heritage, explaining its history, meaning, and personal relevance to the class.

### Websites/Resources:

- [Content Area Expert Resources](#)
- [Coming to America](#) by Betsy Maestro (YouTube Read Aloud) – This is 15 min. long. We recommend breaking this up into parts for students. Teachers are encouraged to pause the video and discuss important facts.
- [Ellis Island Expedition Series](#)
- **Timeline Templates** (*Note: These are jpg. images, but are still able to be printed. After clicking the "print" icon, be sure to change the layout of the document to either "portrait" or "landscape," so that the organizer fits the whole page.*)
  - [Timeline Template 1](#)
  - [Timeline Template 2](#)
  - [Timeline Template 3](#)
  - [Timeline Template 4](#)
  - [Timeline Template 5](#)
  - [Timeline Template 6](#)
  - [Timeline Template 7](#)
- Explore [PBS Learning Media Resources](#) (organized by topic). Be sure to use the filter to find age-appropriate resources.

### Read Alouds (for purchase):

- [Ticket Around the World](#) by Natalie Diaz and Melissa Owens (not available as a YouTube Read Aloud)