



Stories Worth Telling Again and Again

3rd Unit 1

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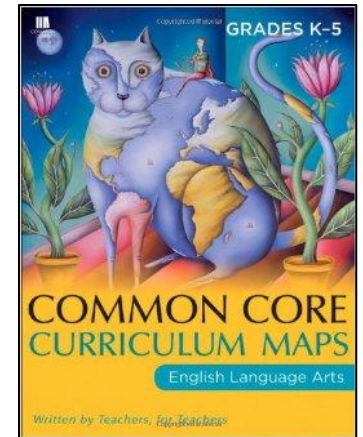




Stories Worth Telling Again and Again

Essential Questions

1. Why is it important to analyze characters?
2. Why do we hand stories down to the next generation?



Unit 1 - Social Studies

ELA Unit 1- Stories Worth Telling Again and Again

6 Weeks

Civics/Government
C.2.3.1 Investigate the origins of state and national symbols, patriotic songs, and mottos
C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags
C.2.3.3 Compare rights and responsibilities of citizens in different times and places
C.2.3.4 Use deliberate processes when making decisions and acting upon civic problems in the classroom and school
Processes, Rules, and Laws
C.3.3.1 Examine the process for creating rules and laws at the local level
C.3.3.2 Compare ways people interact with rules and laws to improve their community
C.3.3.3 Compare ways people benefit from and are challenged by working together in response to local and state problems
Geography
Geographic Representations
G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction and scale
G.8.3.2 Use thematic maps (e.g., climate, political, physical) and other geographic representation to describe physical and human characteristics of a variety of places in Arkansas and the interactions that shape them
Spatial Patterns and Movement
G.11.3.2 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically)

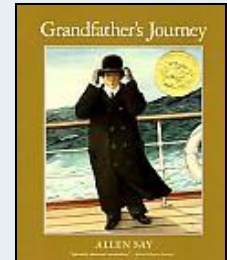
Note to Teachers:

Many standards found in the Arkansas Social Studies Curriculum Framework refer specifically to Arkansas in the wording of the framework itself. For frameworks not specifically mentioning “Arkansas” in its wording, teachers are encouraged to relate the information to Arkansas where possible. For example, while reading *Grandfather’s Journey*, students could address G.11.3.2, students could relate Grandfather’s moving to California from the effects of the war to families moving to Arkansas after the effects of Hurricane Katrina.

Why is it important to analyze characters?

1

- Describe characters' traits in a story (RL.3.3)
- Recount an experience (SL.3.4)
- Follow agreed upon rules for speaking (SL.3.1b)
 - Gaining the floor in respectful ways
 - Listening to others
 - Speaking one at a time
- Speak in complete sentences (SL.3.6)



Social Studies

- **C.3.3.2** Compare ways people interact with rules and laws to improve their community
- **C.2.3.4** Use deliberate processes when making decisions and acting upon civic problems in the classroom and school

READING INFORMATIONAL STANDARDS

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

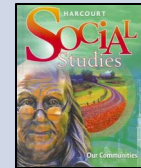
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Compelling Question:


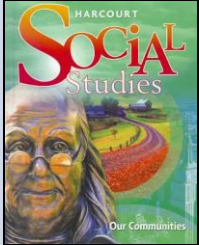
How do people work together to solve problems and make laws?


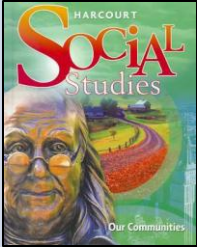
p. 252-261


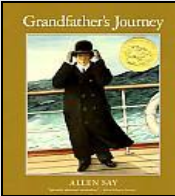

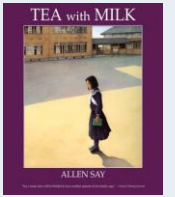


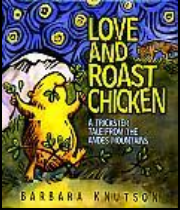
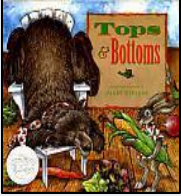
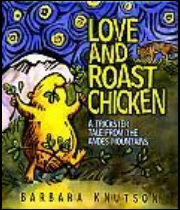
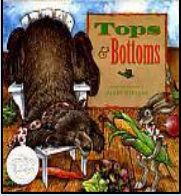
(See thinking skills-problem solving.)

www.arkansased.gov (select the "Teachers" tab and scroll down to multiple Social Studies links)

Week	Standards	Texts/Resources
<i>Why is it important to analyze characters?</i>		
2	<ul style="list-style-type: none"> •Describe characters' traits & feelings in a story (RL.3.3) •Describe how their actions contribute to the sequence of events (RL.3.3) •Establish a situation and introduce characters (W.3.3) <ul style="list-style-type: none"> •Produce simple & compound sentences (L.3.1i) •Come to discussions prepared (SL.3.1a) •Ask questions & link comments to remarks of others (SL.3.1c) •Use sentence level context as a clue for meaning (L.3.4a) 	
Social Studies	<ul style="list-style-type: none"> •C.3.3.1 Examine the process for creating rules and laws at the local level •C.3.3.3 Compare ways people benefit from and are challenged by working together in response to local and state problems <p>READING INFORMATIONAL STANDARDS</p> <ul style="list-style-type: none"> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <ul style="list-style-type: none"> •Use glossaries or beginning dictionaries to determine or clarify meaning (L.3.4d) 	<p>Ch. 7&8</p> <div style="text-align: center;">  </div> <p>Social Studies in Action Resource Book p.72-75</p>

Week	Standards	Texts/Resources
<i>Why is it important to analyze characters?</i>		
3	<ul style="list-style-type: none"> •Describe characters’ traits & feelings in a story (RL.3.3) •Describe how their actions contribute to the sequence of events (RL.3.3) •Establish a situation and introduce characters (W.3.3) <ul style="list-style-type: none"> •Explain the function of nouns, pronouns & adjectives (L.3.1a) •Use regular and irregular plural nouns (L.3.1b) •Identify real-life connections between words and their use (L.3.5b) 	
Social Studies	<ul style="list-style-type: none"> •C.2.3.3 Compare rights and responsibilities of citizens in different times <p><i>READING INFORMATIONAL STANDARDS</i></p> <ul style="list-style-type: none"> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 	<p>Social Studies Text; Ch. 7 “Social Studies in Action” Resource Book p. 24 p.68-69</p>  <p>BrainpopJr. Rights and Responsibilities</p>

Week	Standards	Texts/Resources
<i>Why is it important to analyze characters?</i>		
4	<ul style="list-style-type: none"> •Recount stories from diverse cultures (RL.3.2) •Identify plot (RL.3.9) •Compare and contrast plots of stories written by the same author about similar characters (RL.3.9) <ul style="list-style-type: none"> •Capitalize appropriate words in titles (L.3.2a) •Determine the meaning of words and phrases as they are used in a text (RL.3.4) •Provide a sense of closure (W.3.3) •Explain the function of nouns, pronouns & adjectives (L.3.1a) •Explain ideas in light of a discussion (SL.3.1d) 	   
Social Studies	<ul style="list-style-type: none"> •C.2.3.1 Investigate the origins of state and national symbols, patriotic songs, and mottos •C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags •G.11.3.2 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically) *This could go along with the plot of Grandfather's Journey. 	<p>Week 4 or 5: To go with Celebrate Freedom Week & Constitution Day</p> <p>Readworks Articles: "American Symbols" "Arkansas Activity Book" p.24</p> <p>BrainpopJr. U.S. Symbols http://www.usa-flag-site.org/</p>

Week	Standards	Texts/Resources
<i>Why do we hand stories down to the next generation?</i>		
5	<ul style="list-style-type: none"> •Determine the central message, lesson, or moral (RL.3.2) •Explain how it is conveyed through key details in the text (RL.3.2) •Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting) (RL.3.7) •Identify the narrator’s point of view (RL.3.6) •Identify the character’s point of view (RL.3.6) •Acquire and use vocabulary (L.3.6) 	 
6	<ul style="list-style-type: none"> •Describe characters’ motivations in a story (RL.3.3) •Describe how their actions contribute to the sequence of events (RL.3.3) •Distinguish your point of view from the narrator’s or the character’s point of view (RL.3.6) •Conduct short research projects (W.3.7) •Gather information from print and digital sources (W.3.8) •Take brief notes on sources and sort evidence into provided categories (W.3.8) •Acquire and use vocabulary (L.3.6) 	 
Social Studies	<ul style="list-style-type: none"> •G.8.3.1 Use maps to describe the spatial organization of the community using relative location, distance, direction and scale •G.8.3.2 Use thematic maps (e.g., climate, political, physical) and other geographic representation to describe physical and human characteristics of a variety of places in Arkansas and the interactions that shape them •G.8.3.3 Construct maps and other geographic representations of the local community, including physical and human characteristics, title, legend, compass rose 	<p>Weeks 5 & 6</p> <p>BrainpopJr. Reading Maps</p> <p>Arkansas Activity Book p. 8-11</p>

Additional Social Studies Resources

www.arkansasheritage.com

www.historickansas.org

<http://www.littlerock9.com/>

www.socialstudiesforkids.com

www.economicsarkansas.org

<http://www.arkansas.com/kids/fun-facts/facts-history.aspx>

www.econedlink.org

<http://www.arkansased.gov/>

(Select Teachers → Curriculum and Instruction Resources → Social Studies *on the right*)

<http://www.smithsonianeducation.org/students/>

<http://americanhistory.si.edu/>

Backward Unit Planning 1.0

