

Creative, Inventive, and Notable People

3rd Unit 3



Unit Planning Team

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Social Studies Integration Team-

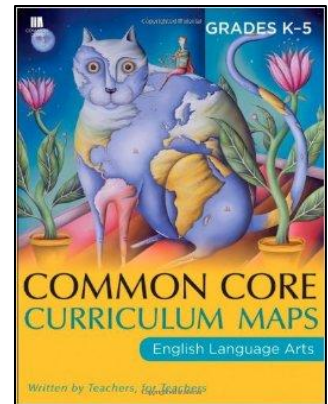
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Creative, Inventive, and Notable People

Essential Questions

**How does history connect people?
How do people impact history?**



Unit 3 - Social Studies

ELA Unit 3- Creative, Inventive, and Notable People


6 Weeks

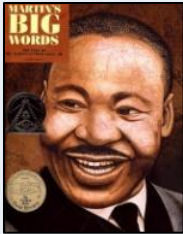

Economics	
Exchange and Markets	
E.5.3.1	Examine the relationship between human capital and productivity (e.g., division of labor, specialization)
Growth and Stability	
E.6.3.1	Explain functions and characteristics of money in the United States
E.6.3.2	Explain functions of banks (e.g., saving, checking, loans, investments)
History	
Chronology, Change Over Time, and Contextualization	
H.12.3.4	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity
H.12.3.5	Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)
Perspective, Historical Evidence, and Causation	
H.13.3.5	Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry
H.13.3.6	Examine current or historical events in Arkansas or the United States in terms of cause and effect


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 *Amelia and Eleanor Go For a Ride*, students could discuss Louise McPhetridge Thaden, an Arkansas native who was a friend to Earhart and defeated her in the Women’s Air Derby of 1929.

Week	Standards	Texts	Suggested Activities
<i>How does history connect people?</i>			
1	<ul style="list-style-type: none"> •Ask and answer questions about a text (RL.3.1) •Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (RL.3.7) •Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) (RL.3.9) •Write opinion pieces on topics or texts, supporting a point of view with reasons (W.3.1) 	<ul style="list-style-type: none"> •Intro Power point (TCR) <div data-bbox="879 282 1251 461" data-label="Image"> </div>	<ul style="list-style-type: none"> •Develop an anchor chart to keep track of creative, inventive, and notable people •Opinion writing task
Social Studies	Week 1-2 <ul style="list-style-type: none"> •H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity •H.13.3.5 Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry 	<ul style="list-style-type: none"> •www.arkansas.com "Arkansas Inventors and Trailblazers" 	

Week	Standards	Texts	Suggested Activities
<i>How does history connect people?</i>			
2	<ul style="list-style-type: none"> •Ask and answer questions about a text (RL.3.1) •Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect (RI.3.3) •Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) 	 <ul style="list-style-type: none"> •Letter from Amelia to FDR (TCR) •Childhood Story of Amelia Earhart (TCR) •Amelia Earhart speech http://www.history.com/speeches/amelia-earhart-on-women-in-flight#amelia-earhart-on-women-in-flight •Article: New Clues about her plane July 2014 http://www.foxnews.com/science/2014/07/01/photo-may-offer-crucial-clue-in-amelia-earhart-mystery-report/ 	<ul style="list-style-type: none"> •Ask and answer questions about the text •Text talk •Close reading •Contribute to anchor chart •Establish timeline •Narrative writing task •Opinion writing task
Social Studies	Week 1-2 <ul style="list-style-type: none"> •H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity •H.13.3.5 Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry 	<ul style="list-style-type: none"> •Louise McPhetridge Thaden of Bentonville, defeated Amelia Earhart and others to win the first Women's Air Derby in 1929. She set many altitude and endurance records during her career. Thaden attended Bentonville Public Schools and the U of A. She was a friend to Amelia Earhart. •www.arkansas.com "Arkansas Inventors and Trailblazers" 	

Week	Standards	Texts	Suggestions
<i>How does history connect people?</i>			
3	<ul style="list-style-type: none"> •Ask and answer questions about a text (RL.3.1) •Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect (RI.3.3) 	<ul style="list-style-type: none"> •Martin's Big Words (2nd grade, Unit 4) •<i>Marian's Revolution</i> (TCR) <div>   </div>	<ul style="list-style-type: none"> •Establish historical timeframe for When Marian Sings •Connect the life of Marian Anderson with the events in history •Text talk •Text dependent questions about key ideas and details •Contribute to anchor chart and timeline
Social Studies	<ul style="list-style-type: none"> •H.12.3.5 Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School) •H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect 	<ul style="list-style-type: none"> •Discuss Martin Luther King, Jr. and the March on Washington; He stood on the lower step of the Lincoln Memorial where Marian was forced to sing. 	

Week	Standards	Texts	Suggestions
<i>How do people impact history?</i>			
4	<ul style="list-style-type: none"> •Ask and answer questions about a text (RI.3.1) •Determine the meaning of general academic & domain specific words & phrases(RI.3.4) •Use text features and search tools to locate information relevant to a given topic efficiently (RI.3.5) •Write informative/explanatory texts (W.3.2) •Conduct short research projects (W.3.7) • Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8) 	<p>•<i>Time for Kids: Biographies</i></p> 	<ul style="list-style-type: none"> •Contribute to anchor chart •Generate research questions about an inventor •Use texts to answer questions
Social Studies	<ul style="list-style-type: none"> •E.5.3.1 Examine the relationship between human capital and productivity (e.g., division of labor, specialization) •E.6.3.1 Explain functions and characteristics of money in the United States •E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments) 		<ul style="list-style-type: none"> •Discuss the effects of inventions and inventors •Social Studies Text Lesson 3 page 426-429 •Local Bank guest speaker as a resource •Henry Ford assembly line •Social Studies Lesson 2 page 394-397 •Rogers Historical Museum -Assembly Line Valentine •Brain Pop Jr: "Saving and Spending"

Week	Standards	Texts	Suggestions
<i>How do people impact history?</i>			
5	<ul style="list-style-type: none"> •Determine the meaning of general academic & domain specific words & phrases(RI.3.4) •Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (RI.3.7) •Write informative/explanatory texts (W.3.2) •Conduct short research projects (W.3.7) •Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W.3.8) 	<ul style="list-style-type: none"> •<i>Getting to Know the World's Greatest Artists</i> 	<ul style="list-style-type: none"> •Contribute to anchor chart
6	<ul style="list-style-type: none"> •Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (RF.3.4.b) •Refer to parts of poems when writing or speaking about a text, using terms such as stanza; describe how each successive part builds on earlier sections. (RL.3.5) •Choose words and phrases for effect. (L.3.3a) •Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b) Use a known root word as a clue to the meaning.(L.3.4.c) 	<ul style="list-style-type: none"> •Courage (TCR) •The Folk Who Live in Backward Town •Jimmy Jet and His TV Set •Suggested Artwork 	<ul style="list-style-type: none"> •Contribute to anchor chart and timeline •Opportunities to teach language standards(words, phrases) See page 2 of Courage on TCR.

Additional Social Studies Resources

www.arkansasheritage.com

www.historicarkansas.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/>

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY