



# The People, The Preamble, and the Presidents

3<sup>rd</sup> Grade Unit 4



## Planning Team

Susan Bush (WS), David Vanston (LW),  
Kristy Brown (GF), Sarah Henry (WS),  
Audrey King (ET), Susan Huntington (FT)



## Social Studies Integration Team-

Diane Wooters(NS), Allison Smith(WS),  
Jennifer Bradshaw(RG),  
Dana Sutherland(JM), Susan Bush(WS),  
Renee Simpson (JM)



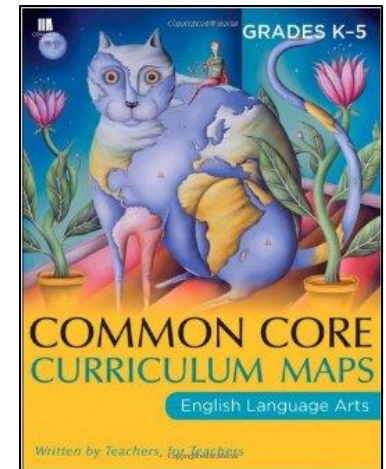
# The People, The Preamble, and the Presidents

## Essential Question

*How do my own experiences influence my point of view of a story?*

*How are pictures worth a thousand words?*

*What makes a good leader?*



## Unit 4 - Social Studies

### ELA Unit 4- The People, The Preamble, and the Presidents

6 Weeks

<b>Civics/Government</b>
<b>Civics and Political Institutions</b>
C.1.3.1 Discuss the origins of the United States founding documents(e.g., U.S. Constitution, Bill of Rights)
C.1.3.2 Identify the responsibilities and powers of government officials in different branches of state government
C.1.3.3 Explain the functions and structure of the state government
<b>Economics</b>
<b>Growth and Stability</b>
E.6.3.4 Identify factors that affect our economy (e.g., unemployment, inflation)
<b>Geography</b>
<b>Global Interconnections</b>
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)
<b>History</b>
<b>Chronology, Change Over Time, and Contextualization</b>
H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)
<b>Perspective, Historical Evidence, and Causation</b>
H.13.3.1 Explain how multiple perspective are portrayed through historical narratives
H.13.3.3 Support answers to compelling questions about a significant historical event or person using evidence from a variety of primary and secondary sources
H.13.3.4 Discuss the intended audience and purpose of a historical source

#### 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 studying presidential portraits, consider having students write a narrative from Bill Clinton’s point of view as a young boy growing up in Arkansas.

# Note to Teachers

## Social Studies Standards:

H.13.3.3 Support answers to compelling questions about a significant historical event or person using evidence from a variety of primary and secondary sources

H.13.3.4 Discuss the intended audience and purpose of a historical source

## Historical Source

A historical source is something that tells us about History. It may be a document, a picture, a sound recording, a book, a cinema film, a television program or an object.

**There are two main types of historical source:**

Primary Sources

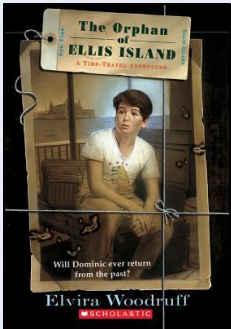
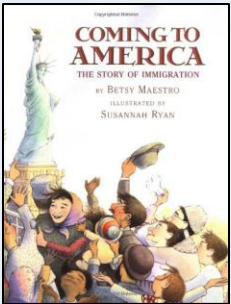
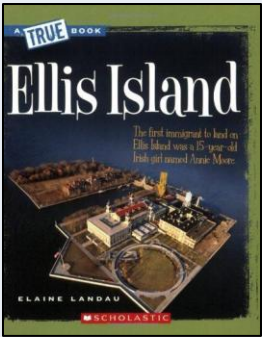
Secondary Sources

### Primary Source

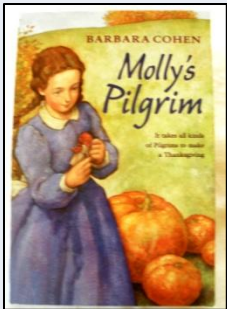
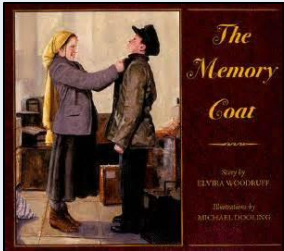
**A primary source** is a document or physical object which was *written or created during the time under study*. These sources were present during an experience or time period and offer an inside view of a particular event.

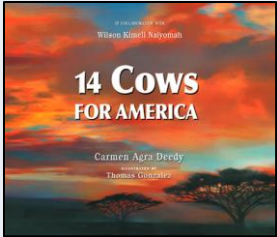
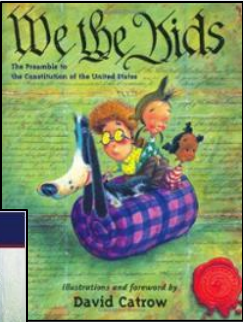
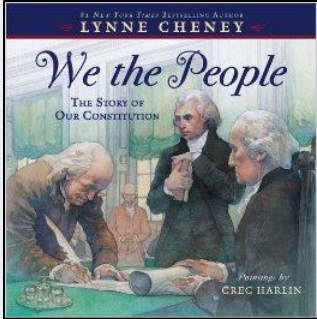
### Secondary Source

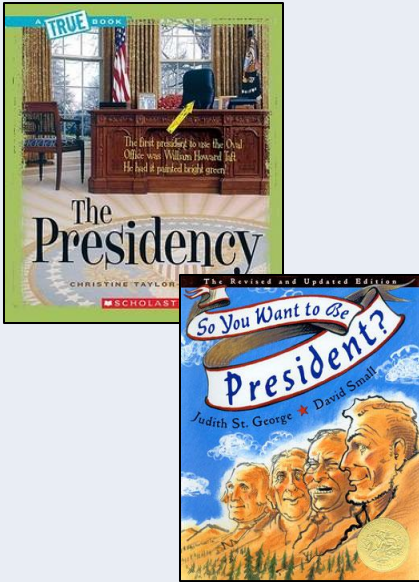
**A secondary source** *interprets and analyzes primary sources*. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Secondary sources are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.

Week	Standards	Texts
<b><i>How do my own experiences influence my point of view of a story?</i></b>		
1	<p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p><b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p><b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories <del>written by the same author</del> about the same or similar characters (e.g., in books from a series).</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area</p>	  
Social Studies	<p><b>E.6.3.4</b> Identify factors that affect our economy (e.g., unemployment, inflation)</p> <p><b>H.13.3.1</b> Explain how multiple perspective are portrayed through historical narratives</p>	<p>Connect immigration to economic factors for moving to a new place.</p>



Week	Standards	Texts
<b><i>How do my own experiences influence my point of view of a story?</i></b>		
2	<p><b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p><b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p><b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters</p> <p><b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p>	 
Social Studies	<p><b>H.12.3.1</b> Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)</p> <p><b>H.13.3.1</b> Explain how multiple perspective are portrayed through historical narratives</p> <p><b>E.6.3.4</b> Identify factors that affect our economy (e.g., unemployment, inflation)</p>	<p>RPS Teacher Created Resources: text study on The Memory Coat offers students the opportunity to write a historical narrative from another character's perspective.</p> <p>Connect immigration to economic factors for moving to a new place.</p>

Week	Standards	Texts
<b><i>How do my own experiences influence my point of view of a story?</i></b>		
3	<p><b>RI.3.3</b> 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.</p> <p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.7</b> 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).</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	  
Social Studies	<p><b>C.1.3.1</b> Discuss the origins of the United States founding documents(e.g., U.S. Constitution, Bill of Rights)</p> <p><b>G.11.3.2</b> Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically)</p> <p><b>H.13.3.3</b> Support answers to compelling questions about a significant historical event or person using evidence from a variety of primary and secondary sources</p> <p><b>H.13.3.4</b> Discuss the intended audience and purpose of a historical source</p>	

Week	Standards	Texts
<b><i>How do my own experiences influence my point of view of a story?</i></b>		
4	<p><b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	
Social Studies	<p><b>C.1.3.2</b> Identify the responsibilities and powers of government officials in different branches of state government</p> <p><b>C.1.3.3</b> Explain the functions and structure of the state government</p>	Compare presidency to the role of the state government



Week	Standards	Texts
<b><i>What makes a good leader?</i></b>		
<b>Social Studies</b>	<p><b>5 &amp; 6</b></p> <p><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	 <p>The top row features three 'TIME for Kids Biographies' covers: Ronald Reagan (From Silver Screen to Oval Office), John F. Kennedy (The Making of a LEADER), and Franklin D. Roosevelt (A LEADER IN TROUBLED TIMES). The bottom row features two more: Theodore Roosevelt (An ADVENTUROUS PRESIDENT) and Barack Obama (Out of Many, One). To the right of the Obama book is a book titled 'Lives of the Presidents: Fame, Shame and What the Neighbors Thought?' by Kathleen Krull &amp; Kathryn Hewitt, which shows caricatures of several presidents.</p> <p>Economic ties from Great Depression in <i>Franklin Roosevelt</i></p>
	<p><b>E.6.3.4</b> Identify factors that affect our economy (e.g., unemployment, inflation)</p>	

Week	Standards	Texts
<div data-bbox="548 115 1416 162" data-label="Section-Header"> <h2>How are pictures worth a thousand words?</h2> </div>		
<div data-bbox="92 891 156 1325" data-label="Section-Header"> <h3>Social Studies</h3> </div>	<div data-bbox="83 201 220 258" data-label="Text"> <p>5 &amp; 6</p> </div> <div data-bbox="256 191 1248 715" data-label="List-Group"> <ul style="list-style-type: none"> <li><b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</li> <li><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</li> <li><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</li> <li><b>W.3.7</b> Conduct short research projects that build knowledge about a topic.</li> <li><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</li> </ul> </div>	<div data-bbox="1304 125 1850 843" data-label="Image"> </div>

# Additional Art/Photographs (for weeks 5 and 6)



# Additional Social Studies Resources

[www.arkansasheritage.com](http://www.arkansasheritage.com)

[www.historicarkansas.org](http://www.historicarkansas.org)

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

[www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)

[www.economicsarkansas.org](http://www.economicsarkansas.org)

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

[www.econedlink.org](http://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**