

**Hardin County Schools Combined Curriculum Guide  
Social Studies – Third Grade – Historical Perspective  
DRAFT**

<b>Big Idea</b>		<b>HISTORICAL PERSPECTIVE</b>			
<b>Academic Expectations</b>		<b>2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.			
<b>POS Understandings</b>		<b>SS-P-HP-U-1</b> Students will understand that history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.		<b>9 Weeks Taught</b>	1 2 <b>3</b> 4
<b>POS Skills &amp; Concepts</b>		<b>Date(s) Taught</b>	<b>Core Content for Assessment</b>	<b>Objective</b>	<b>Essential Vocabulary</b>
<p><b>SS-P-HP-S-1</b> Students will develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):</p> <p>a) examine the past (of selves and the community)</p> <p><b>SS-P-HP-S-2</b> Students will use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):</p> <p>a) investigate and give examples of factual and fictional accounts of historical events</p> <p><b>SS-P-HP-S-3</b> Students will investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks (e.g., the flag of the United States, the song "My Country, 'Tis of Thee," the Fourth of July, Veterans' Day, the Statue of Liberty)</p>			<p><i>SS-EP-5.1.1</i> <i>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</i></p> <p><b>SS-EP-5.2.1</b> <b>Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</b></p> <p style="text-align: right;"><b>DOK 2</b></p>	<p>I can use primary and secondary sources to interpret the past.</p> <p><b>I can identify patriotic and historical songs and symbols, and explain why they are important to our nation's history.</b></p> <p><b>I can identify monuments and landmarks and explain their historical significance.</b></p> <p><b>I can describe the purpose of the Underground Railroad and explain its historical significance.</b></p> <p><b>I can identify national holidays and explain their historical significance.</b></p>	<p>Primary source, secondary source (artifact, diary, timeline, mementoes), interpret, perspective, sources</p> <p>Patriotic, symbols</p> <p>Monuments</p> <p>Underground Railroad, freedom, abolitionists, slavery</p> <p>National holidays</p>
<b>Strategies &amp; Activities</b>			<b>Resources</b>	<b>Common Assessments</b>	
<ul style="list-style-type: none"> <li>• CODE, p. 46-47 of Thoughtful Ed toolkit</li> <li>• Text (Harcourt) pgs. 168-169)</li> <li>• Text (Harcourt) "Landmarks &amp; Holidays," pgs. 92-93</li> <li>• Text (Harcourt) Symbols, pgs. 80-81</li> <li>• Freedom BOX – KBA book</li> </ul>			<p>Symbols – <a href="http://www.ben'sguidetogov.com">www.ben'sguidetogov.com</a></p> <p>Text (Harcourt) p.gs 229-295 and pgs. 338-344</p>	Web of symbols with facts listed	
			<b>Essential Questions</b>	<b>Higher Order Questions</b>	
			How do symbols represent the history of the United States?	Why do songs become patriotic symbols?	

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POS Understandings		SS-P-HP-U-2 Students will understand that history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.		9 Weeks Taught	1 2 <b>3</b> 4
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<p><b>SS-P-HP-S-1</b> Students will develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):</p> <p><b>b)</b> distinguish among past, present and future people, places, events</p> <p><b>SS-P-HP-S-2</b> Students will use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):</p> <p><b>b)</b> explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)</p>			<p><i>SS-EP-5.1.1</i> <i>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</i></p> <p><i>SS-EP-5.2.3</i> <i>Students will describe change over time in communication, technology, transportation and education in the community.</i></p>	<p>I can use primary and secondary sources to interpret the past.</p> <p>I can describe and give examples of change over time in communication, technology, transportation and education in the community.</p> <p>I can identify print and non-print sources such as folktales, legends, stories and oral history.</p> <p>I can give examples of how transportation, clothing, communication and technology have changed over time.</p>	<p>Primary source, secondary source (artifact, diary, timeline)</p> <p>Transcontinental, satellite cameras, photographs.</p> <p>Communication, technology, transportation</p>
Strategies & Activities			Resources	Common Assessments	
<ul style="list-style-type: none"> <li>• Timelines</li> <li>• "The Pony Express"/ leveled reader 2<sup>nd</sup> grade</li> <li>• Practice book (Harcourt ) pgs. 48-49, pg. 114 (technology)</li> </ul>			Text (Harcourt) pgs. 162-175 Henry Ford, Orville and Wilbur Wright, microphone, radio, television, automobile, airplane, Alexander Graham Bell, Thomas Edison	Open response – Change over Time	
			Essential Questions	Higher Order Questions	
			<p>How do we communicate different now than people did in the past?</p> <p>How have inventions made your life easier?</p> <p>How has travel changed in the past?</p>	<p>Why are people constantly trying to improve inventions?</p> <p>What would your life be like without technology?</p>	

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POS Understandings		SS-P-HP-U-3 Students will understand that history has been impacted by significant individuals and groups.		9 Weeks Taught	1 <b>2</b> <b>3</b> 4
POS Skills & Concepts		Date(s) Taught	Core Content for Assessment	Objective	Essential Vocabulary
<b>SS-P-HP-S-1</b> Students will develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps): <b>c)</b> explain why people move and settle in different places; explore the contributions of diverse groups <b>SS-P-HP-S-2</b> Students will use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history): <b>b)</b> explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)			<b>SS-EP-5.1.1 3<sup>rd</sup> nine weeks</b> <i>Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</i>  <b>SS-EP-5.2.2 2<sup>nd</sup> nine weeks</b> <b>Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</b>  DOK 2	I can use a variety of primary and secondary sources (artifacts, diaries, timelines) to interpret the past. (3 <sup>rd</sup> )  <b>I can identify and compare cultures of Native Americans that settled in the U.S. (2nd)</b>  <b>I can explain why they settled in what is now the U.S. (2nd)</b>	Early culture, Native Americans (Northwest, Southwest, Plains, Eastern Woodlands)
Strategies & Activities		Resources		Common Assessments	
<ul style="list-style-type: none"> <li>• Practice Book (Harcourt) p. 55</li> <li>• Native American project/accountability chart</li> <li>• United States map project – map with regions</li> <li>• Task Rotation – Native Americans</li> <li>• Compare/Contrast Indian tribes</li> </ul>		Unit 3 (Harcourt) Chapter 6, pgs. 190-193		N/A – Teacher discretion	
		Essential Questions		Higher Order Questions	
		How did Native Americans decide where to settle?		How did the environment affect the Native American tribes?	