

Young Scholars of Western Pennsylvania Charter School

3rd Grade Social Studies

- Unit

Unit 1

Chapter

Chapter 1

Big Idea(s)

Life in Communities

1. **Communities are places where people live together.**
2. Our country is made up of many communities. Some are large. Some are small. However, all communities have some things in common, and each one is special in its own way.
3. **There are many kinds of communities.**
4. Some are big cities. Others are small towns like Telluride, Colorado.

Essential Question(s)

1. **How does land shape a community?** How does it look different?
2. What makes up a community?
3. What are some different kinds of communities?
4. What is a rural community? What is an urban community? What is a suburb?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people places and environment.

7.1.3.B. Identify and location places and regions as defined by physical and human features.

7.2.3.A. Identify the physical characteristics of places and regions.

7.2.3.B. Identify the basic physical processes that affect the physical characterist of places and regions.

7.3.3.A. Identify the human characteristics of places and regions using the following criteria:

- o Population
- o Culture
- o Settlement
- o Economic Activities
- o Political Activities

7.4.3.A. Identify the effect of physical systems on people within a community.

7.4.3.B. Identify the effect of people on the physical systems within a community.

5.1.3.D. Identify key ideas about government found in significant documents:

- o Declaration of Independence
- o United States Constitution
- o Bill of Rights
- o Pennsylvania Constitution

Vocabulary

community, construction, citizen, option, consequence, solution, rural, urban, suburb, transportation

Related Resources

The Town That Moved by Mary Jane Finland

Interdisciplinary Connections

Art: Make a diorama of a small community.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pages 2E, 13, 21, 31, 41, 49, 53

Formal Assessment: Review and Assess pg. 17, 25, 37, 45, 57; Chapter Review, pg. 26-27, 58-59; Unit Review, pg. 62-63, Chapter Test; Unit Test.

Duration

9 days

- Unit

Unit 1

Chapter

Chapter 2

Big Idea(s)

Communities and Geography

1. **Communities have different geography.**
2. **People in communities use natural resources and need to protect them.**
3. **Communities are in different places.** Each place has its own land, water, and weather. People use the land, water, and other resources to live.
4. **The geography of every community is different.**
5. **People in communities need and use resources.**

Essential Question(s)

1. **What kinds of land and water does our country have?**
2. Why is it important to learn about geography?
3. How does geography affect people's lives?
4. What are some different climates in the United States?
5. What is a natural resource?
6. What is the difference between renewable and nonrenewable resources?
7. How do people protect natural resources?
8. **How are natural resources important to the people of Ine, Japan?**
9. In what ways is the wildlife Ine important to the people who live there?
10. What are the people of Ine doing to take care of their environment?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

- 7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people places and environment.
- 7.1.3.B. Identify and location places and regions as defined by physical and human features.
- 7.2.3.A. Identify the physical characteristics of places and regions.
- 7.2.3.B. Identify the basic physical processes that affect the physical characterist of places and regions.
- 7.4.3.A. Identify the effect of physical systems on people within a community.
- 7.4.3.B. Identify the effect of people on the physical systems within a community.

Vocabulary

geography, landform, plain, plateau, region, climate, adapt, landform map, compass rose, compass, natural resource, mineral, renewable resource, nonrenewable resource, environment, recycle, graph, bar graph, line graph, coast, peninsula, island, wildlife

Related Resources

Interdisciplinary Connections

Art: Make a model using clay of various landforms.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pages 2E, 13, 21, 31, 41, 49, 53

Formal Assessment: Review and Assess pg. 17, 25, 37, 45, 57; Chapter Review, pg. 26-27, 58-59; Unit Review, pg. 62-63, Chapter Test; Unit Test.

Duration

16 days (plus 2 days Unit Review)

- Unit

Unit 2

Chapter

Chapter 3

Big Idea(s)

Early Communities in America

1. **Native Americans formed the first communities in America.** About 400 years ago new people came from other lands. They too built communities in North America.
2. **Native Americans used the natural resources in the environment to build communities.** This community that we now call Mesa Verde was home to the Anasazi people for hundreds of years.
3. **People from Europe came to America to form new communities, such as Jamestown.** Jamestown is shown here in re-creation. The English established this colony and must work to overcome many problems.

Essential Question(s)

1. **How have communities changed?**
2. **What were the first communities in North America like?**
3. How is storytelling a part of culture?
4. How was the environment important to the Native American people?
5. How did the Anasazi use resources in their environment?
6. What happened to the Anasazi culture?
7. **What was life like at Jamestown?**
8. What natural resources did the Powhatan Indians use?
9. Why did the colonists have a hard time in Jamestown?
10. How did tobacco help the Jamestown colony?
11. What happened to people who were captured in West Africa?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

7.4.3.A. Identify the effect of physical systems on people within a community.

7.4.3.B. Identify the effect of people on the physical systems within a community.

8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.

8.4.3.A. Identify the elements of culture and ethnicity.

5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved.

5.3.3.F. Explain how an action may be just or unjust.

Vocabulary

ancient, canyon, cliff, culture, desert, mesa, technology, scale, bay, colony, colonist, slavery

Related Resources

I Have Heard of a Land by Joyce Carol Thomas

Interdisciplinary Connections

Art/Math: Make a historical timeline with pictures.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137

Formal Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.

Duration

11 days

- Unit

Unit 2

Chapter

Chapter 4

Big Idea(s)

People on the Move

1. People often move to new places to search for a better life. Some start new communities. Others join old communities, bring growth and change.
2. **Americans move West and build communities on Native American land.**
3. In the 1800's, people like Lewis and Clark and Sacagawea led the way for new communities in the West.
4. **Immigrants from around the world come to the United States.**
5. In the late 1800's and early 1900's, people from around the world came to the United States.
6. **During World War I, African Americans begin moving north.**
7. In the early 1900's many African Americans left the South and moved to cities in the North in search of a better life.

Essential Question(s)

1. **How did communities spread in the United States?**
2. How did Daniel Boone contribute to the spread of communities in our country?
3. What did Lewis and Clark do on their journey?
4. Why was the journey west so hard?
5. How did the transcontinental railroad change the way people lived?
6. **Why did people from other places come to the United States?**
7. How were immigrants in the early 1900's like the pioneers?
8. In what ways was life difficult for immigrants in the United States?
9. How did immigrants help build our nation?
10. **Why did many African Americans move to the North?**
11. Why was the Civil War important?
12. How was life in the North different from life in the South for many black people?
13. Why was moving north a disappointment for some African Americans?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

7.4.3.B. Identify the effect of people on the physical systems within a community.

6.1.3.D. Identify reasons why people make a choice.

8.1.3.A. Identify the difference between past, present, and future using timelines and/or other graphic representations.

8.4.3.C. Compare and contrast selected world cultures.

Vocabulary

century, frontier, pioneer, transcontinental, time line, decade, immigrant, database, intermediate direction, migration, Great Migration, Civil War

Related Resources

Interdisciplinary Connections

Science: Churning cream into butter.

Art: Students create a chest that contains items a typical immigrant would have brought with them to Ellis Island.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137

Formal Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.

Duration

14 Days

- Unit

Unit 2

Chapter

Chapter 5

Big Idea(s)

New Ideas Change Communities

1. Communities are always changing. In the past 200 years, people with new ideas have changed how we build our communities. Other people have worked to make communities better places to live.
2. **Inventions, such as the skyscraper, the telephone, and electric lights help communities grow and change.**
3. New ideas in building have change the face of cities like Chicago
4. **Discoveries in science improve many people's lives in communities.**
5. New ideas in health and science have made communities better places to live.

Essential Question(s)

1. **How have some inventions help to shape communities?**
2. What happened during the Great Chicago Fire?
3. What inventions led to the skyscraper?
4. How have skyscrapers changed the way people in communities work and live?
5. **How have communities become better places to live?**
6. Why was Hull House important to its community?
7. What discoveries improved community health?
8. Who is someone who helps to make your community safe?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

6.1.3.B. Identify the needs and wants of people. Identify examples of natural, human, and capital resources.

8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

Vocabulary

skyscraper, invention, elevator, compare, contrast, pasteurization, preserve, vaccine

Related Resources

Interdisciplinary Connections

Science: Students will research and make a list with a partner of some changes and improvements that have been made to the telephone since Alexander Graham Bell invented it in the 1870s.

Assessment(s)

Informal Assessment: Reading Self-Checks, Reaching All Learners, pg. 64E, 75, 82, 85, 97, 107, 112, 115, 125, 137

Formal Assessment: Review and Assess, pg. 81, 91, 103, 111, 119, 131, 141; Chapter Review pg. 92-93, 120-121, 144-145; Unit Review pg. 148-149, Chapter Test; Unit Test.

Duration

12 days (plus 2 days for Unit Review)

Unit

Unit 3

Chapter

Chapter 6

Big Idea(s)

1. People in communities work to earn money. They use money to buy the things they need and want. Making good money choices is important for everyone.
2. **People work to earn money and buy things they need.**
3. People earn money buy working at businesses.
4. **People plan to spend and save the money they earn.**
5. Making a plan for spending and saving can help us to make good choices about how to use our money.

Essential Question(s)

1. **What jobs do people do?**
2. **How does a business operate?**
3. How has Scoops Ice Cream Parlor changed over the years?
4. What is the difference between a producer and a consumer?
5. How does the economy work in our country?
6. **How can a plan help you spend and save money?**
7. How do you use a budget?
8. How can a budget help people to spend and save money?
9. What are some expenses in a family's budget?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

- 6.2.3.A. Identify goods, services, consumers, and producers in the local community.
- 6.2.3.B. Identify competing sellers in the local community.
- 6.2.3.C. Identify types of advertising designed to influence personal choice.
- 6.2.3.D. Identify price and how prices vary for products.
- 6.2.3.E. Describe the effect of local buisnesses opening and closing.
- 6.2.3.F. Identify private economic institutions.
- 6.3.3.A. Identify goods and services provdied by the government.
- 6.4.3.A. Identify local examples of specialization and division of labor.
- 6.5.3.A. Explain why people work.
- 6.5.3.B. Identify different occupations.
- 6.5.3.E. Identify tangible and intangible assets.
- 6.5.3.G. Define saving and explain why people save.

6.5.3.H. Identify the role of banks in our local community.

Vocabulary

goods, services, expenses, profit, employee, producer, consumer, economy, classifying, budget, income, opportunity cost, interest, bank

Related Resources

The Babe and I by David A. Adler

Interdisciplinary Connections

Math: Help students understand the concept of expenses and profit by making an equation: Money consumers pay minus Expenses equals Profit. Challenge students to work the equation with various sets of figures.

Assessment(s)

Informal Assessment: Reading Self-Checks, Reaching All Learners, pg. 150E, 161, 171, 177, 183, 193, 203

Formal Assessment: Review and Assess, pages 165, 175, 189, 199, 207; Chapter Review, pg. 178-179, 208-209; Unit Review pg. 212-213, Chapter Test, Unit Test

Duration

11 days

Unit

Unit 3

Chapter

Chapter 7

Big Idea(s)

1. In communities around the world, people are at work. They work on farms or in businesses. They make goods or provide services.
2. **Some people in communities farm, while others work in factories or own their own businesses.**
3. People work on farms, providing us with the food we eat. They grow crops and raise animals.
4. **The United States sells many of the goods it produces to other countries. Our country also buys many goods from other countries.**

5. People work to make the goods we need.
6. The goods we make the United States are shipped to people around the world. In turn, we buy the goods made by people in other countries.

Essential Question(s)

1. **What is life like in a farming community?**
2. How is a farming community different from a city?
3. How does the combine make harvesting easier?
4. What happens when there is a scarcity of something?
5. How do people depend on each other for goods and services?
6. **What is manufacturing?**
7. Why is Detroit known as the “Motor City”?
8. What did Henry Ford do to change automobile manufacturing?
9. How has manufacturing changed since Henry Ford’s time?
10. How does Mr. Eggly help to make a car?
11. **How do people around the world get things they need?**
12. How is international trade different from domestic trade?
13. What is a marketplace?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

- 6.1.3.A. Define scarcity and identify examples of resources, wants, and needs.
- 6.1.3.B. Identify the needs and wants of people. Identify examples of natural, human, and capital resources.
- 6.2.3.A. Identify goods, services, consumers, and producers in the local community.
- 6.2.3.B. Identify competing sellers in the local community.
- 6.2.3.C. Identify types of advertising designed to influence personal choice.
- 6.2.3.G. Identify characteristics of the local economy.
- 6.4.3.B. Identify examples of trade, imports, exports in the local community.
- 6.5.3.A. Explain why people work.
- 6.5.3.B. Identify different occupations.
- 6.5.3.H. Identify the role of banks in our local community.
- 8.4.3.C. Compare and contrast selected world cultures.
- 8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.

Vocabulary

harvest, agriculture, fertilizer, combine, internet, supply, demand, scarcity, flow chart, manufacturing, factory, assembly line, transportation map, trade, domestic trade, international

trade, import, export, marketplace, global marketplace.

Related Resources

Interdisciplinary Connections

ELA: Have students read *From Wheat to Pasta* by Robert Egan. After they have read the book, have students make a flow chart showing the steps wheat goes through to become pasta. Then read the story aloud, and have students check their flow charts.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 150E, 161, 171, 177, 183, 193, 203

Formal Assessment: Review and Assess, pages 165, 175, 189, 199, 207; Chapter Review, pg. 178-179, 208-209; Unit Review pg. 212-213, Chapter Test, Unit Test

Duration

15 days (plus 2 Days for Unit Review)

• Unit

Unit 4

Chapter

Chapter 8

Big Idea(s)

1. Citizens work together to solve problems. One way they can do this is through government. In our country, we have community governments, state governments, and a national government. Each does different things. They all work to meet people's needs.
2. **Each community and state in our country has a government that provides important services to people.**
3. **Our national government makes decisions that influence our country and the world.**
4. In communities in our country, citizens vote to elect people to make decisions about how to best meet their community's needs.
5. Our government is centered in Washington, D.C. Decisions made there affect the whole country.
6. Mexico's government is centered in Mexico City, one of the largest cities in the world.

Essential Question(s)

1. **How does government work in our country?**
2. **What does a local government do for a community?**
3. What does a mayor do for a community?

4. What are some things that a city council does for its community?
5. What services does Jackson provide for its citizens?
6. What does the state government do?
7. **What is special about Washington, D.C.?**
8. What does Congress do?
9. Why was the land near the Potomac chose to be our nation's capital?
10. How has Washington, D.C. changed?
11. What is life like in Mexico's capital city?
12. Who lived in what is now Mexico City before the Spanish arrived?
13. What are three ways the governments of Mexico and the United States are alike?
14. What are some exciting things to do in Mexico City today?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

- 6.1.3.C. Explain what is given up when making a choice.
- 6.1.3.D. Identify reasons why people make a choice.
- 6.2.3.G. Identify characteristics of the local economy.
- 6.3.3.A. Identify goods and services provided by the government.
- 6.3.3.B. Identify examples of government involvement in local economic activities.
- 6.3.3.C. Define tax and explain the relationship between taxation and government services.
- 6.5.3.A. Explain why people work.
- 6.5.3.B. Identify different occupations.
- 5.1.3.C. Define the principles and ideals shaping local government.
 - o Liberty/Freedom
 - o Democracy
 - o Justice
 - o Equality
- 5.3.3.A. Identify the roles of the three branches of government.
- 5.3.3.B. Identify how laws are made in the local community.
- 5.3.3.C. Identify services performed by the local governments.
- 5.3.3.D. Identify positions of authority at school and community.
- 5.3.3.E. Explain the purpose for elections.
- 5.3.3.G. Identify individual interests and explain ways to influence others.

Vocabulary

local government, mayor, city council, tax, capital, governor, capitol, main idea, supporting details, President, Congress, Supreme Court, monument, grid map, index, empire.

Related Resources

Interdisciplinary Connections

Drama: Have students research how their city council functions. Students can view a videotape of their local government in action, or they can research a similar one on the internet. Have students write a script that includes a scene of a city council meeting. Finally, have students perform their play.

Assessment(s)

Reading Self Checks, Reaching All Learners, pg. 214E, 221, 231, 241, 251, 258, 260, 263.

Formal Assessment: Review and Assess, pg. 227, 237, 245, 255, 267; Chapter Review, pg. 246-247, 268-269; Unit Review, pg. 272-273, Chapter Test, Unit Test.

Duration

15 days

- Unit

Unit 4

Chapter

Chapter 9

Big Idea(s)

1. Citizens get involved in their communities. They vote, obey laws, and even run for office. Some people join groups to help others. Citizens who get involved help make a community a better place.
2. **Citizens can work for the common good of the community in many ways, including honoring their responsibilities and volunteering.**
3. Voting is an important part of being a good citizen.
4. **Volunteers and nonprofit organizations provide shelter, medical help, and many other services to people.**
5. **Mexico City is the capital of Mexico. Its government is similar to that of the United States.**

Essential Question(s)

1. **Why is it important to be a good citizen?**
2. What are some ways to be a good citizen?
3. What do Dale Sherman and Senator Figueroa have in common?
4. What are some things that good citizens care about?
5. **How do volunteer groups help communities?**
6. How does Habitat for Humanity help people help themselves?
7. How does the Red Cross help people in emergencies?
8. How did Doctors Without Borders help in El Salvador?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

6.5.3.A. Explain why people work.

6.5.3.B. Identify different occupations.

8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

5.1.3.A. Explain the purposes of rules, laws, and consequences.

5.1.3.B. Explain rules and laws for the classroom, school, and community.

5.1.3.C. Define the principles and ideals shaping local government.

- o Liberty/Freedom
- o Democracy
- o Justice
- o Equality

5.1.3.D. Identify key ideas about government found in significant documents:

- o Declaration of Independence
- o United States Constitution
- o Bill of Rights
- o Pennsylvania Constitution

5.2.3.A. Identify personal rights and responsibilities.

5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.

5.2.3.D. Describe how citizens participate in school and community activities.

Vocabulary

common good, volunteer, Pledge of Allegiance, cause, effect, nonprofit

Related Resources

Interdisciplinary Connections

Science/Health: As a class, discuss ways students could work to improve the health and safety of people in the community. List the various suggestions in a classroom chart and compare. Choose one of the ideas that students could implement as a class project, such as picking up trash around the school or explaining the signs to younger bicyclists. As a class, plan the project and then carry it out together. Later, evaluate the results.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 214E, 221, 231, 241, 251, 258, 260, 263.

Formal Assessment: Review and Assess, pg. 227, 237, 245, 255, 267; Chapter Review, pg. 246-247, 268-269; Unit Review, pg. 272-273, Chapter Test, Unit Test.

Duration

15 days (plus 2 days for Unit Review)

• Unit

Unit 5

Chapter

Chapter 10

Big Idea(s)

1. In the United States, people of many cultures share music, holidays, stories, and art. Culture is an important part of our lives. It shapes our communities and our country.
2. **Our country is made up of people from many diverse cultures. We all also share common beliefs and values that help keep our country strong.** We are a strong and unified community.
3. **Stories are one way of learning about our country's history and heroes.**
4. **Artists and writers describe the world around them in many different ways and, in the process, help people preserve their heritage.**
5. Artists show the world around them with paintings, photographs, and books.

Essential Question(s)

1. **What cultures make up our communities?**
2. **What makes Americans both alike and different?**
3. What are some things that make up culture?
4. What is one reason immigrants come to the United States?
5. What is one belief that Americans share?
6. **How do stories about heroes shape our culture?**
7. Why do people tell stories about heroes?
8. What made Harriet Tubman and David Crockett heroes?
9. What do stories of Paul Bunyan and Pecos Bill have in common?
10. What is one reason that there are legends about real people?
11. **How do artists shape the culture of their communities?**
12. How do people in Hannibal honor Mark Twain?
13. Why was the invention of photography important?
14. How did Diego Rivera share the culture of his country?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.

8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources.

8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

8.2.3.B. Identify historical documents, artifacts, and places critical to Pennsylvania History.

8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.

8.4.3.B. Identify the importance of artifacts and site to different cultures and ethnicities.

8.4.3.C. Compare and contrast selected world cultures.

Vocabulary

heritage, sphere, hemisphere, equator, prime meridian, latitude, longitude, hero, myth, legend, primary source, secondary source, artifact, museum, daguerreotype, mural.

Related Resources

My Very Own Room, by Amanda Irma Perez

Interdisciplinary Connections

ELA: Students write short poems telling how people of different heritages help make the United States a strong country.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 274E, 285, 290, 293, 300, 303, 315, 322, 325, 335.

Formal Assessment: Review and Assess, pg. 289, 299, 307, 321, 331, 339; Chapter Review, pg. 310-311, 340-341; Unit Review, pg. 344-345, Chapter Test, Unit Test.

Duration

15 days

Unit

Unit 5

Chapter

Chapter 11

Big Idea(s)

Communities and Culture

1. People celebrate their culture and history in many different ways. Through music, dance, art, and festivals, people around the world say who they are and what is important to them.
2. **People in communities celebrate their culture, heroes, and special events; but we all celebrate the United States.**
3. **New Orleans, Louisiana, with its music, food, and festivals, has a culture that is well known around the world.**
4. **Communities around the world, like Ghana in Africa, have diverse cultures.**

Essential Question(s)

1. **Why are celebrations important to communities?**
2. Why are children's gifts put in red envelopes during Chinese New Year celebrations?
3. Why do people in the United States honor Casimir Pulaski?
4. Why do people celebrate Juneteenth?
5. How does the community of Lebanon, Oregon celebrate its founding?
6. How do Mexican Americans share their heritage during Cinco de Mayo?
7. What is one way that most communities celebrate Independence Day?
8. **What is the culture of New Orleans?**
9. How did New Orleans become a part of the United States?
10. What are three kinds of music created in New Orleans?
11. What are some foods important to the culture of New Orleans?
12. Who were the first people to celebrate Mardi Gras?
13. **What are examples of the culture of Ghana?**
14. What is special about the country of Ghana?
15. How do people in Ghana celebrate together?
16. What is kpanlogo?

PA Eligible Content

No Eligible Content Available.

Common Core State Standards/OCDEL

8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.

- o Ethnicity and race
- o Working conditions
- o Immigration
- o Military conflict
- o Economic stability

8.3.3.C. Identify how continuity and change have impacted U.S. history.

- o Belief systems and religions
- o Commerce and industry
- o Technology
- o Politics and government
- o Physical and human geography
- o Social organizations

8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.

- o Ethnicity and race
- o Working conditions
- o Immigration
- o Military conflict
- o Economic stability

8.4.3.A Identify the elements of culture and ethnicity.

8.4.3.B. Identify the importance of artifacts and site to different cultures and ethnicities.

8.4.3.C. Compare and contrast selected world cultures.

5.1.3.F. Identify state symbols, national symbols, and national holidays.

Vocabulary

ancestor, holiday, festival, decision, jazz, Cajun, zydeco, Mardi Gras, kente

Related Resources

Interdisciplinary Connections

Science & Art: Students research different kinds of chili peppers. Students make a drawing of each kind of pepper, along with its name, and include brief labels indicating how "hot" the chili pepper is.

Assessment(s)

Informal Assessment: Reading Self Checks, Reaching All Learners, pg. 274E, 285, 290, 293, 300, 303, 315, 322, 325, 335.

Formal Assessment: Review and Assess, pg. 289, 299, 307, 321, 331, 339; Chapter Review, pg. 310-311, 340-341; Unit Review, pg. 344-345, Chapter Test, Unit Test.

Duration

15 days (plus 2 days for Unit Review)