## Social Studies Curriculum for Third Grade

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<td><strong>2 Weeks</strong></td>
<td>No place on Earth is exactly like any other place.</td>
<td>How do maps and globes give us a better understanding of the world?</td>
<td><strong>Key Concepts:</strong> 5 themes of geography (location, place, human-environment interactions, movement, religions, movement)</td>
<td>Students will be able to: identify and explain the five themes of geography understand that a globe is a model of Earth and that it is made up of continents and water, hemispheres and the equator. explain the functions of different map features. recognize different kinds of land and bodies of water. Create a map, including: symbols, keys, scale and compass rose</td>
<td><strong>Other Visual Assessments:</strong> (Students will view different types of maps, including landform maps, grid maps, and satellite images.) <strong>Teacher Observation:</strong> (Students will examine a flat map of the United States and the world, and identify the continents and oceans.) <strong>Teacher Observation:</strong> (Students will examine a globe and identify the continents and oceans.) <strong>Teacher Observation:</strong> (Students will read a map and use the compass rose to identify the cardinal directions.) <strong>Teacher Observation:</strong> (Students will read a map, and identify the map title, key, scale, and inset map.) <strong>Visual Arts Project:</strong> (Students will work)</td>
<td><strong>Project:</strong> Drawing of the perfect place to live. Illustration should include physical and human features, people, and examples of how people, things, and ideas move from place to place.</td>
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### Key Terms:
- Seven continents (Asia, Africa, North America, South America, Antarctica, Europe, Australia);
- Oceans (Pacific, Atlantic, Indian, and Arctic);
- Hemisphere, equator, cardinal directions.

### Vocabulary:
- (Landforms) desert, forest, gulf, hill, island, lake, mountain, ocean, peninsula, plain, river, valley.

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Note: Assessments and learning activities are suggested. They are ultimately up to the teachers’ discretion.
Communities Around Us (6 Weeks)

Communities are alike and different and are found all over the world.

What is a community? How are communities alike? How are communities different? How can you learn about your community? What are urban, suburban, and rural communities, and where would you rather live?

Key Concepts: Learning about different communities.

Geography skills: Finding directions and distances, using a map grid

Key People: Frederick Law Olmsted

Chapter One Vocabulary: community, citizen, culture, law, museum, business, government, climate, desert, landform, goods, service, nation, communication, ancestor, heritage, historic sites.

Chapter Two Vocabulary: region, population, urban, harbor, transportation, grid system, suburb, rural, agriculture,

Students will be able to:

Chapter 1: use the glossary to find meanings of unknown words & organize them on chart understand that citizens are part of a community and culture explain how people in a community depend on one another recognize that communities use rules and laws to keep people safe recognize that communities are unique and have different geographies, histories, and economies, and exist all over the world compare and

Performance Task: Written Report Writing activity comparing two communities Performance Task: Written Test Chapter 1 Test Performance Task: Written Test Chapter 2 Test

Create a community catalog.

Write an article comparing your community to another.

Extension Activities: Draw a map showing locations of important places in the community. Create and conduct an interview with a person who is a community resource. Write pen pal letters about your town. Make a diorama to show features of a community.

See Links: Text Vocabulary cards CDs Videos Internet

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economy.

contrast different communities

explain how nations help each other

explain cardinal and intermediate directions on a map's compass rose

identify and use a map scale

identify different ways to learn about your community

Chapter 2:

identify the main features of urban, suburban, and rural communities

compare and contrast urban, suburban, and rural communities and identify connections between them

recognize how people have different perspectives concerning communities

understand the contributions of people like Fredrick Law Olmsted

identify how every place is unique and can be described by physical characteristics

use

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**Communities and Geography (5 Weeks)**

Different communities have different landforms and bodies of water. People change and adapt to their surroundings.

How can you find a community's location? What are physical features of a community? How does the environment affect people? How can people care for the environment?

**Key Concepts:** Our physical geography and human geography

**Geography Skills:** use latitude and longitude, use a landmark map.

**Key People:** Sylvia Earle

**Key Places:** Yellowstone National Park

**Chapter Three Vocabulary:** continent, hemisphere, equator, border, latitude, longitude, physical feature, mountain range, valley, plateau, vegetation, growing season, erosion, ecosystem, landmark map, natural resource, mineral, renewable & non-renewable, fuel

**Chapter Four Vocabulary:** environment, human feature, adapt, natural

Students will be able to:

- **Chapter 3:** use geographic tools and develop map skills to locate communities, describe physical characteristics and identify landforms, climate, and vegetation of communities in the US
- **Chapter 4:** identify and explain purpose of landmark maps, identify, locate, and describe features of Yellowstone National Park, identify the five geographical regions of the US and explain how they share physical and human characteristics

**Performance Task:** Written Test

**Assessment Program Chapter 4 Test**

**Performance Task:** Written Test

**Assessment Program, Unit 2 Test**

**Performance Task:** Written Test

**Assessment Program, Chapter 3 Test**

**Performance Task:** Narrative Writing

**Assessment Program:** Write a story about a community that worked to protect its environment, guidelines.

**Unit Project:** Working in groups, create posters that tell about Oaklyn's natural features. Hold a class nature fair to share posters. Design a "Communities Are Everywhere" accordion book

**Reading:** Textbook

**Lesson Review:** Write a description of the physical features of community; Write a travel brochure of New Jersey; Draw a picture that shows natural resources in community; Write a letter that persuades people to help protect the environment.

**Geography Skills:**

**Extension Activities:** Reader's Theatre: "Don't Pollute!", Create landmark exhibits; Create a "location tower";

Make a brochure telling readers why it is important to protect the environment in their community: go on a nature walk or visit a nature center in the region; design a landmark map of your community; write landmark poems; create a poster showing what your community looked like before the town was built; create a book that tells which animals live in your community.

**Character Education Activities:**

**Respect Citizenship**

**Support & Intervention:** Create a

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
disaster, pictograph, bar graph, tunnel, canal, terrace, irrigation, dam, reservoir, pollution, conservation, recycle, identify living and non-living natural resources, understand the importance of renewable and non-renewable resources

Chapter 4:
recognize factors that influence human settlement and how people adapt
understand the impact that natural disasters can have on the environment
explore how Sylvia Earle works to preserve the environment of the oceans
read and interpret pictographs and bar graphs
recognize that people modify the environment to meet basic needs, like transportation, farming, mining, electricity, and water.
understand how citizens can care for their environment and ways people negatively affect it
solve a problem involving the environment

Guidelines

picture book that illustrates key concepts

Advanced: Research different areas in the US and choose a location to build an imaginary community. Create a posterboard map of this community

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Communities Over Time (5 Weeks)

Every community has a unique history.

How do communities change and stay the same? How have people changed communities? Who formed the first communities in North America? How did the United States grow and change?

Key Concepts: History through time & place; our country's history.

Geography skills: Compare history maps

Chapter 5 Vocabulary: decade, century, continuity, time line, millennium, invention, engineer, right, vote, suffrage, slogan, equality, civil rights, primary source, secondary source, technology, assembly line, flowchart, ancient civilization, modern democracy, republic, empire, trade, port

Chapter 5 People: George Stephenson, William Jenney, Susan B. Anthony, Elizabeth Cady Stanton, Mohandas Gandhi, Dr. Martin Luther King, Jr.

Chapter 5 Places: Chicago, IL, Mesopotamia, Sumer, Egypt, China, Greece, Rome, Mali

Chapter 6 Vocabulary: language, oral history, shelter, explorer, religion, claim, settlement, settler, conflict, slavery,

IN CHAPTER 5 SWBAT:

- describe how the past, present, and future are all connected
- identify the ways communities change over time and stay the same
- identify and interpret a simple historical time line
- understand how people such as George Stephenson and William Jenney help communities grow
- understand that inventions cause changes in many different areas
- understand, identify, and create a flowchart
- identify ways that ancient civilizations influence life today
- read about the ancient civilizations of Mesopotamia, Sumer, Egypt, China, Greece, Rome, and Mali
- identify how people such as

Performance Task: Written Test

CHAPTER 5 Test: Assessment Program

Performance Task: Worksheet

CHAPTER 5 Compare Primary and Secondary Sources: Homework and Practice Book

Performance Task: Worksheet

CHAPTER 5 Read a Time Line: Homework and Practice Book

Performance Task: Worksheet

CHAPTER 5 Communities (Civilizations) Long Ago: Homework and Practice Book

Performance Task: Worksheet

CHAPTER 5 People Bring Changes: Homework and Practice Book

Performance Task: Narrative Writing Assignment

CHAPTER 5 Students will choose two significant people that they learned about in chapter 5.

Unit Project: Students work individually or in pairs to create a community history scrapbook, assessment program p. 60. Write a journal entry describing your community in 100 years. (writing guidelines and rubric, Assessment Program).

Presentation: Students will make and present a Timeline of their life

Reading: Textbook Chapter 5, Textbook Chapter 6

Geography: Skills Compare History Maps, Homework and Practice Book

Extension Activities: Draw a map of the community that shows where important historical events took place (include map labels, key, compass, etc.), Create advertisements for businesses that were in your community in the past, build a model showing what your community looked like the past, write a book about a real or imagined family that lived in the community long ago ----FOR ALL EXTENSION ACTIVITIES SEE Teacher's Edition

Character Ed Activity: “Fairness”, Citizenship Support and Intervention: Have students make storyboards depicting events in Unit 3

ELL: Make a sequence chart that follows events in unit 3 Advanced: Have students research a person from the community and write a short biography

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers’ discretion.
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freedom, colony, tax, revolution, independence, constitution, patriotism, President, pioneer, civil war, territory, amendment, immigrant, history map

Chapter 6 People:
Native Americans, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Christopher Columbus, Lewis and Clark, George Washington

Chapter 6 Places:
North America, Jamestown, Plymouth, Philadelphia, Susan B. Anthony, Elizabeth Cady Stanton, Mohandas Gandhi, and Dr. Martin Luther King, Jr., create change

Note:  Assessments and learning activities are suggested.  They are ultimately up to the teachers’ discretion.

Students will write an essay explaining how their community and daily life would be different if not for that person.

IN CHAPTER 6

SWBAT

compare and contrast Native American tribes
recognize that people have different perspectives concerning change and how history can be interpreted differently
identify the reasons for exploration
identify and describe some European settlements in North America
describe the interactions between Native Americans and settlers
identify why and how the colonists fought for freedom from England
identify the major events and
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- Understand the role of important documents in United States history
- Explain the importance of Thomas Jefferson and Benjamin Franklin in writing the Declaration of Independence
- Describe changes that have led to the growth of the United States and understand some of the causes and effects of events in US history
- Compare history maps of the United States and your community at two different times in history
- Use community resources to explore changes in the local community over time
- Make a time line of the community's history that includes local historical events

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**Government (5 Weeks)**

depend on their citizens participate in their government.


Key People:
Cesar Chavez, Jimmy Carter, Rosa Parks, Dolores Huerta,

Chapter 7 Vocab: summarize, elect, election, ballot, majority rule, minority rights, responsibility, jury, consequence, common good, volunteer, cooperate, character trait, justice, boycott, hero, decision

Chapter 8 Vocab: authority, government service, legislative, executive, judicial, county, council, mayor, county seat, court, recreation, public works, road map, governor, capitol, supreme court, Congress, representative, appointed, compromise, mediator, patriotic symbol, monument, memorial, anthem, line graph, Parliament, prime minister, constitutional monarchy

**SWBAT**

understand and apply some basic rights of citizens, including the freedoms of religion, speech, press, and assembly
understand that citizens have responsibilities, such as voting, obeying laws, respecting others, and paying taxes
describe the traits of a good citizen and identify people in history who have been good citizens identify everyday heroes in a community understand what a decision is and discuss choices and alternatives

**IN CHAPTER 8 SWBAT**

identify the three levels and three branches of the national government and describe the responsibilities of each understand the purposes of government as listed in the Preamble of the

**Task: Written Test**
CHAPTER 7 TEST: Assessment Program

Performance Task: Written Test
CHAPTER 8 TEST: Assessment Program

Performance Task: Written Test
UNIT 4 TEST: Assessment Program

Performance Task: Narrative Writing
Assignment UNIT 4 WRITING ACTIVITY: Describe the relationship between citizens and government, Assessment Program (includes rubric)

Performance Task: Other written assessments USA A-to-Z book. Students may complete independently or with a partner. See Social Studies in Action Performance Task: Other written assessments

Make a handbook that tells about the government, Assessment Program

that tells about the government (assessment program 85-86, includes guidelines and rubric). Create a USA A-to-Z book

Presentation: Students will work in groups to create and present a "Four Freedom's Mural". (Resources For the Classroom)

Reading: Textbook Chapter 7. Textbook Chapter 8

Geography: Skills: Read a Road Map, Homework and Practice Book

Extension Activities:
Reader's Theatre, "Listen to the Candidates", Create a Collage showing national state and local government workers doing their jobs. Compile a Government Directory that lists contact information for government officials in the local state and national government.

Write an introduction telling readers why the handbook is an important document and explaining how to use it. Write a biography telling about the life of a leader in your local or state government. Create a "Four Freedoms Mural", Create an idea web about voting; write a campaign speech, design an election poster, write a citizenship poem, write a classroom Bill of Rights. ---FOR MORE EXTENSION ACTIVITIES SEE Teacher's Edition

Make a community website Character Ed Activity: "Patriotism", Social Studies in Action: Resources for the Classroom and Citizenship, Social Studies in Action: Resources for the Classroom

Support and Intervention: Have students act out key concepts for Unit 4

ELL: Create flash cards with key concepts, key names, and vocabulary terms for Unit 4

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
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- United States Constitution
  - explain the basic types & purposes of city and county governments
  - understand how to use a road map
  - describe how national and state governments are alike and different
  - identify places that are important in our country's government
  - describe how cooperation and mediators are tools for social interaction
  - participate in role-play to solve a school based issue
  - identify various documents, monuments and memorials and what they symbolize
  - read, interpret, and create a line graph
  - understand how world governments can be different
  - explain how the US interacts with neighboring countries
  - use a community resources to learn more about

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People in Communities (5 Weeks)

Cultural differences enrich communities and make them diverse.

What different cultures can be found in the United States? What makes up our American Heritage? How do people express their culture? How are customs different around the world?

Key Concepts:
- Our American culture and cultures around the world
- Geographical locations

Geography Skills:
- Using a population map
- Reading and interpreting a population map

Key People:
- Biography of Maya Lin

Key Places:
- Washington DC, Ohio, Georgia, Mexico, Spain, Ethiopia, Japan, Brazil

Chapter 9 Vocab:
- cause, effect, opportunity, prejudice, migrate, population density, custom, diverse, ethnic group, multicultural, tradition, landmark, statue, holiday

Chapter 10 Vocab:
- literature, myth, fable, folktale, legend, folk song, worship, fact, fiction, festical, cultural identity

IN CHAPTER 9

SWBAT:
- identify reasons why people move and settle in new places
- describe immigrants' arrival and living conditions in the US
- read and interpret a population map
- compare and contrast cultures and diversity in communities in the US
- identify ways that immigrants contribute to communities
- identify American landmarks, such as the Statue of Liberty and Mount Rushmore
- identify and explain the significance of national holidays, such as Dr. Martin Luther King, Jr., Day, Presidents' Day, Veterans' Day, and

Performance
- Task: Written Test
- CHAPTER 9 TEST, Assessment Program
- Performance Task: Written Test
- CHAPTER 10 TEST, Assessment Program
- Performance Task: Written Test
- UNIT 5 TEST, Assessment Program
- Performance Task: Other written assessments

Unit Project:
- Research a culture in the US and create a fair exhibit/poster about it (Assessment Program).
- Personal Project:
- Choose an American hero, and create a “hero box,” telling the story of your hero (SSA, p. 92-93).
- Presentation:
- Multicultural Pageant, students will prepare a pageant that feature multicultural ideas and symbols (Resources)

Reading:
- Textbook Chapter 9, Textbook Chapter 10

Extension Activities:
- Reader's Theatre: "A New Life" Write a fable; make a class cookbook with recipes from other countries; write about a family tradition/ custom; read books on Lady Liberty; tell a story that takes place during a cultural holiday, perform a song or dance that is part of the cultural group's heritage. (See Teacher's Edition -)

Character Ed Activity:

Support and Intervention:
- Assign students a culture and do some research on it. Have them role play and perform as if they are people

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
Independence Day.

Explain how Maya Lin's designs show respect for her American heritage and for the people she honors through her memorials.

**IN CHAPTER 10**

**SWBAT**

- recognize literature, art, music, dance, architecture, and religion as expressions of culture
- distinguish fact from fiction
- understand how stories help define culture and share ideas of people around the world and how people use stories to communicate
- identify St. Patrick's Day, Cinco de Mayo, and Kwanzaa as examples of cultural holidays
- compare and contrast how different cultural groups celebrate the new year
- compare and contrast language, dress, and food in various cultures

from the given culture

**ELL:** Create a word train with key vocabulary terms for Unit 5,

**Advanced:** Assign students a country and have them write and design a travel guide

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
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Working in a Communities (5 Weeks)

People depend on one another to produce, buy, and sell goods and services.

How do people in a community depend on one another?
Why do people and countries trade with each other?
How do families earn, spend, and save money?
How do businesses around the world make money?

Key Concepts: Working in communities; Saving and spending money.

Geography Skills: Read a land use and products map

Key People: A biography- Madame C. Walker

Chapter 11 Vocab: generalize, product, producer, entrepreneur, consumer, interdependence, wage, income, capital, raw material, human resource, capital

IN CHAPTER 11

SWBAT
- identify consumers and producers and understand that they are dependent on one another
- explore the world of work
- recognize the differences between human, natural, and capital resources
- understand the uses of special purpose maps
- explain why

Performance Task: Written Test
CHAPTER 11
TEST, Assessment Program

Performance Task: Written Test
CHAPTER 12
TEST, Assessment Program

Performance Task: Written Test
UNIT 6 TEST, Assessment Program

Performance Task: Narrative Writing Assignment
UNIT 6 WRITING ACTIVITY

Unit Project: Make a newsletter for your community. Research facts and used them to write articles and draw illustrations for your newspaper (Assessment Program - ). Choose a product or natural resource and make a Product Packet- include detailed facts about the product. Presentation: Community Marketplace, students will work in groups to develop their own businesses and products (Resources For the Classroom)

Reading: Textbook Chapter 11, Textbook Chapter 12 Lesson

Review Activities: Write a Help Wanted Ad; Make a chartWrite an e-mail; Write a paragraph how consumers influence a business...

Geography Skills: Read a Land Use and Products Map

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
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resource, factory, manufacture, land use, international trade, import, export, communication link, e-commerce, advertisement, opinion

Chapter 12 Vocab:
barter, mint, profit, free market, competition, demand, supply, scarcity, savings, deposit, interest, invest, budget, trade-off, opportunity cost, cooperative

countries import and export goods
identify how transportation has improved the quality of goods and services
describe and demonstrate the responsibilities of being a good citizen by volunteering
identify how technology has changed the economy of communities worldwide

distinguish between fact, fiction, and opinion
understand that computers are primary sources that show changes in culture and economics

IN CHAPTER 12
SWBAT
understand why people use money
identify different forms of money used over time
identify and explain free markets
understand how people earn income and the types

GUIDELINES, Write A Letter, Assessment Program

Extension Activities: Reader's Theatre, "All Business", Create a Help Wanted Ad; write a short biography about a business person; Design a commercial about a product; create a clothing store ad showing items for sale and their prices, write an article about the goods that the community sells to other countries and the goods that it buys, draw a cartoon that focuses on a local community issue, conduct an interview with someone who runs a business in the community, create a crossword puzzle using the vocabulary words in this unit (See Teacher's Edition for details)

Character Ed Activity:
"Trustworthiness", Social Studies in Action: Resources for the Classroom and Citizenship, Social Studies in Action: Resources for the Classroom

Support and Intervention: Have groups create a class bulletin board that shows the main ideas of Unit 6,
Advanced: Have students start a business by inventing a product or service to sell (games, food, problem-solving services). Students can draw a design, make a mockup, write a business plan, or design an ad campaign

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Oaklyn Unit (5 Weeks)  
Oaklyn has a unique history. Some features of it have changed, while others have stayed the same. How has Oaklyn changed, and how has it stayed the same? How has Oaklyn been enriched by different cultures? Who formed the community of Collingswood, and how did they do it?

Key Concepts: Oaklyn - the past, present, and future

Key Vocabulary: persecute, religious freedom, emigrate, surveyor, settlement, descendants, pioneer, tanner, miller, blacksmith, carpenter, farmer, private school, public school, homestead, real

Students will be able to:
- understand and read outlines that help organize and explain information
- understand how to take notes to remember ideas
- describe how the past, present, and future are connected
- identify ways that the original Oaklyn has changed, and how it has stayed the same.

Performance Task: Written Test
Oaklyn Unit Early Inhabitants Quiz

Performance Task: Visual Arts Project
Lenni Lenape Poster Project

Performance Task: Narrative Writing Assignment
Fictional Journal entry of Oaklyn 100 years from now

Unit Project: Write a journal entry describing Oaklyn in 100 years. Create a "My Community" brochure outlining important people, places, and history. Write about one important person that they learned about and how that person influenced the settlement of Oaklyn.

Personal Project: Oaklyn Pictorial Poster Project. Student will research and create a pictorial essay of Oaklyn. With a family member, student will tour Oaklyn and take pictures of it. The pictures will include at least 3 historical sites and be accompanied by a three-sentence caption describing what it represents.

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers' discretion.
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the influence of estate, development, county, borough

they influence it?

inhabitants (Lenni Lenape) has influenced life today
describe the culture, housing, economy, and other aspects of life of Lenni Lenape
identify the Lenni Lenape as a farming & hunting community
identify the reasons for European emigration
identify European settlement in the Delaware region
identify the interactions between the Europeans and the Lenni Lenape people
identify the major events and people of the early settlers
identify the role of the Quakers in the region and community
identify ways Collingswood has changed and stayed the same
create and interpret a simple time line of important historical events
understand

Task: Narrative Writing Assignment
Choose one important person that you learned about and explain how Oaklyn and your life here would be different if not for that person.

Performance Task: Written Test
Oaklyn Unit Posttest
Performance Task: Personal Project
Oaklyn Pictorial Essay Project
Performance Task: Other written assessments
Oaklyn brochure of important people, places, and events

Other Evidence: Teacher Observation
Oaklyn Tour: Students will demonstrate knowledge and understanding of important people, sites, and events is, where it is located, and how this place is important to our community (see writing guidelines and rubric).

Presentation: With a partner, students will research, create, and present a poster of one aspect of the Lenni Lenape culture (location, food, clothing & hairdress, shelter, family structure, government, religion & customs, recreation, arts)

Geography: Skills Compare History Maps of Oaklyn, past and present

Extension Activities: Draw a map of the community that shows where important historical sites are located (include map labels, key, compass, etc.). Create advertisements for businesses that were in your community in the past. Build a diorama of an interesting or important place in Oaklyn showing what it looked like in the past or today. Write a paragraph about the place telling why it is interesting or important. Write a story about a real or imagined family that lived in the community long ago.

Character Ed Activity: Citizenship, Social Studies in Action: Oaklyn depends on active citizens to participate in local government. Describe how you could help make Collingswood a better place to live.

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- how people such as Robert Zane and Edward C. Knight influenced the growth of our community
- understand that inventions and technology cause change
- identify inventions that have changed communication, transportation and daily living in Oaklyn
- identify the purpose of and obtain information from primary and secondary sources
- compare history maps of Oaklyn
- make a time line of Oaklyn history
- use community resources to explore changes in Oaklyn over time
- demonstrate knowledge and understanding of important historical events, people, and sites when participating in the 3rd grade Oaklyn tour

Note: Assessments and learning activities are suggested. They are ultimately up to the teachers’ discretion.
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