

SAMPLE INSTRUCTIONAL GUIDE A GRADE 3 SOCIAL STUDIES

To support social studies instruction in Tennessee and in response to concerns from the field over gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies, the department has created instructional guides. This instructional guide outlines a sample plan for addressing the gaps between the current (2014) and revised (2019) social studies standards.

The resources found in the instructional guides are designed to support social studies instruction and are aligned to the Tennessee Academic Standards for Social Studies. They are intended to serve as a model for educators to reference as they design units and become more familiar with the revised standards.

To prepare to use this guide, teachers should thoroughly review it in its entirety, including the linked resources. These resources are intended to help guide teacher instruction and to support students in thinking deeply about social studies content, concepts, and skills. These guides (and resources) are only suggestions, and teachers should use their own judgment as to which resources they should employ for their students and which should be modified for their classroom. A variety of instructional strategies should be used to teach the content; these instructional strategies are local decisions.

Important Note: *In addition to thoughtful preparation using these resources, there are additional components for which educators will need to plan and prepare. This additional preparation includes, but is not limited to, reviewing resources for age appropriateness, adjusting information for specific classroom instruction, and planning the pacing of each quarter. If districts are not scheduled into quarters, educators may need to consider modifying the division of the standards to optimize timing.*

Sample Instructional Guide A

Grade 3 Social Studies

The following pacing is aligned to the [revised \(2019\) Tennessee State Standards](#). The resources shown below are examples for teacher use and are not required. It is up to the local districts and teachers to review resources for appropriateness within their schools.

Quarter 1: REVISED STANDARDS

Geography: Maps and Globes and World Geography

Students will develop an understanding of map reading, including learning geographic terms that illustrate physical and political features on maps and globes. Students will utilize their geographic content knowledge to study physical and political world geography.

Tennessee State Standards	Resources
3.01 Analyze maps and globes using common terms, including: • Country • Equator • Hemisphere • Latitude • Longitude • North Pole Prime meridian • Region • South Pole • Time zones 3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S. 3.03 Examine major physical features on globes and maps, including: • Basin • Bay • Canal • Canyon • Delta • Desert • Gulf • Island • Isthmus • Mountain • Ocean • Peninsula • Plain • Plateau • River • Sea • Strait • Stream • Valley 3.04 Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.	John R. Borchert Map Library Kids Travel Guide Library of Congress: Geography and Map Reading Room Map Center: Public Lands Information Center National Geographic: Education National Geographic for Kids National Geographic Maps National Park Service Maps New York Public Library Maps The National Map The National Map: Viewer US Census Bureau Maps US Geological Survey World Atlas

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Tennessee State Standards	Resources
<p>3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.</p> <p>3.06 Identify and locate the major continents and oceans using maps and globes: • Africa • Antarctica • Asia • Australia • Europe • North America • South America • Arctic Ocean • Atlantic Ocean • Indian Ocean • Pacific Ocean • Southern Ocean</p> <p>3.07 Identify and locate major countries, including: • Brazil • China • Egypt • France • Great Britain • India • Italy • Japan • Russia • Spain</p> <p>3.08 Identify major physical features of the world, including: • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts— Gobi, Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls</p>	

Quarter 2: REVISED STANDARDS

United States and Tennessee Geography

<i>Students will utilize their geographic content knowledge to study physical and political geography of the United States and Tennessee.</i>	
Tennessee State Standards	Resources
<p>3.09 Identify and locate the fifty states of the U.S.</p> <p>3.10 Locate and identify the major cities in the U.S., including: • Chicago • Los Angeles • Miami • New York City • Seattle • Washington, D.C.</p> <p>3.11 Identify major physical features of the U.S., including: • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains</p> <p>3.12 Locate the following cities and physical features in Tennessee: • Cities—Chattanooga, Knoxville, Memphis, Nashville • Rivers—Cumberland, Mississippi, Tennessee • Mountain Range—Great Smoky Mountains</p> <p>3.13 Explain how geographic challenges are met with: • Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills • Tunnels</p>	<p>John R. Borchert Map Library</p> <p>Kids Travel Guide</p> <p>Library of Congress: Geography and Map Reading Room</p> <p>Map Center: Public Lands Information Center</p> <p>National Geographic: Education</p> <p>National Geographic for Kids</p> <p>National Geographic Maps</p> <p>National Park Service Maps</p> <p>New York Public Library Maps</p> <p>The National Map</p> <p>The National Map: Viewer</p> <p>US Census Bureau Maps</p> <p>US Geological Survey</p> <p>World Atlas</p>

Quarter 3: REVISED STANDARDS

Economics and Indigenous Peoples through European Exploration (prior to 1585)

Students will learn about natural resources, goods, and services in relation to Tennessee’s economy. Students will describe the legacy and cultures of major indigenous settlements of Tennessee, the routes of early explorers, and the impact of exploration on the Americas.

Tennessee State Standards	Resources
3.14 Compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product.	Discovery Education: Money: Kids and Cash Economics 101 Federal Reserve
3.15 Interpret a chart, graph, or resource map of major imports and exports in Tennessee.	The British Museum: Explore/Money US Mint Games America’s Story from America’s Library
3.16 Describe how scarcity, supply, and demand affect the prices of products.	BBC: Ferdinand Magellan History Channel: Native American Cultures , Christopher Columbus , Hernando de Soto , Ferdinand Magellan , Amerigo Vespucci
3.17 Compare and contrast how goods and services are exchanged on local and regional levels.	Khan Academy: Northeast American Indian Culture , Southeast American Indian Culture , Plains American Indian Culture
3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	Kids Britannica: Exploration Kidspast: World History Map of the Plains Indians Mr. Donn: Native Americans
3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.	National Archives: Pictures of American Indians National Humanities Center: Columbian Exchange National Museum of the American Indian
3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land.	National Parks Service (de Soto) Native Americans (Weebly) NEWSELA: Columbian Exchange Tennessee Encyclopedia (de Soto Expedition)
	The Mariners’ Museum: Ages of Exploration

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Tennessee State Standards	Resources
<p>3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.</p> <p>3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade.</p>	

Quarter 4: REVISED STANDARDS
Early North American Settlements (1585-1700s)

Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists.

Tennessee State Standards	Resources
<p>3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it.</p> <p>3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.</p> <p>3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.</p> <p>3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.</p> <p>3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</p> <p>3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period.</p> <p>3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.</p>	<p>Mr. Donn: 13 Colonies</p> <p>America's Story from America's Library</p> <p>Britannica: Jamestown</p> <p>History Channel</p> <p>Library of Congress: Thanksgiving</p> <p>Market to Market</p> <p>Massachusetts: Secretary of State</p> <p>National Geographic: Roanoke</p> <p>National Park Service: Jamestown</p> <p>New World Encyclopedia</p> <p>Pennsylvania History</p> <p>Tennessee Blue Book for Kids</p> <p>Tennessee Encyclopedia: Daniel Boone</p> <p>TN4Me: William Bean</p> <p>World Atlas: 13 Colonies</p>

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Tennessee State Standards	Resources
<p>3.30 Examine how long hunters (e.g., Daniel Boone and William Bean) created interest in land west of the Appalachian Mountains.</p> <p>3.31 Describe life on the Tennessee frontier and reasons why settlers moved west.</p>	