

SOCIAL STUDIES 3



JPS 3rd Grade Social Studies Scope and Sequence 2019-2020



Grade 3 Social Studies Overview

To be productive members of society, students must be critical consumers of information they read, hear and observe, and communicate effectively about their ideas. Students need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways. To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts. In grade 3, students explore what makes a place unique as they examine the geographic, historic, cultural, governmental, and economic characteristics that make Louisiana unique. The [key themes](#) in grade 3 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 3 claims.

Assessment Guidance [3rd Grade](#) Companion Document [3rd Grade](#) Practice Test [3rd Grade Test, Key](#)

Pacing Chart

Content	Claims	Timeline
Unit 1 Louisiana Today	What makes Louisiana unique?	Aug. 8-Oct. 1, 2019
Unit 2 Louisiana's First	How did Native Americans contribute to Louisiana's uniqueness?	Oct. 2-Nov. 13, 2019
Unit 3 Colonial Louisiana	How did exploration and colonization influence Louisiana's unique cultural heritage?	Nov. 14, 2019-Jan. 15, 2020
Unit 4 State of Louisiana	How did becoming part of the United States alter Louisiana while preserving unique elements of its rich	Jan. 16-Mar. 3, 2020
Unit 5 Louisiana's Future	How has Louisiana's uniqueness helped to shape our future?	Mar. 4-Apr. 24, 2020

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Unit 1: Louisiana Today (37 Days)

Overview

Students develop an understanding of the meaning of culture by identifying the common characteristics of culture. Throughout grade 3, students explore the question “What makes Louisiana unique?” For this topic, students understand the meaning of culture and how it defines a place. They identify and define the many characteristics of culture, each of which represents the people who live there. They explore the place known as Louisiana in the context of the world and country. They also examine examples of cultural elements that define Louisiana and make it a unique place.

Claim

Students will develop a claim to respond to this overarching question: What makes Louisiana unique?

Key Connections

- The culture of Louisiana was created by many different cultural groups who have called Louisiana home.
- The physical features of each region of Louisiana influence its economy.
- The regions of Louisiana developed based on how climate, location, and natural resources influenced where people settled and how they used the land.
- Culture can be represented through different ways such as symbols, landmarks, food, language, traditions, festival, and celebrations.

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Unit Terminology and Tools	
Content Vocabulary	<p>Native Americans, French, Spanish, Africans, Germans, Haitians, Canary Islanders, culture, customs, traditions, language, religion, celebrations, festivals, parades, Louisiana natural resources (Gulf of Mexico, Mississippi River, Lake Pontchartrain, crops, timber, seafood, oil), regions of Louisiana (North, Central, Acadiana, Florida Parishes, Greater New Orleans), economy, industry, income, careers, specialization, Louisiana symbols (pelican, magnolia, cypress trees, Catahoula, crawfish, alligator, fleur-de-lis), national symbols (bald eagle, American flag, red/white/blue, U.S. Constitution), types of maps (physical, political, resource, historical, climate, economic, and road), hemispheres, cardinal & intermediate directions, compass rose, physical characteristics of Louisiana (bayous, swamps, floodplains, forests, farmland), community, town, city, parish, state, Baton Rouge, urban, suburban, rural, producers, consumers</p>
Studies Weekly Correlation	CLEVER: Louisiana Studies Weekly, Weeks 1-7
Supplemental Materials	Discovery Education Streaming: Introduction to Louisiana
Assessments	

- LDOE Unit 1 Assessment: Students will write an essay answering question: What makes Louisiana unique?
- JPPSS Unit 1 Assessment

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Essential GLEs

Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.

3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

Priority Concepts and Content

- Identify cultural groups that influenced Louisiana, including Native Americans, French, Spanish, Africans, Germans, Haitians, and Canary Islanders.
- Describe ways cultural groups influenced Louisiana's culture, customs, and traditions (language, religion, food, music).

3.2.4 Identify cultural elements that have contributed to the state's heritage.

Priority Concepts and Content

- Identify cultural elements that have contributed to Louisiana's heritage such as language, art, music, food, holidays, and celebrations (festivals, parades).

3.4.7 Describe the importance of natural resources in Louisiana using maps.

Priority Concepts and Content

- Describe the natural resources (Gulf of Mexico, Mississippi River, crops, timber, seafood, oil) of each of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans) using a map.
- Compare and contrast the different physical features of Louisiana's regions to make a connection between the physical features and economy/industry of each region.

3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state.

Priority Concepts and Content

- Recognize that Louisiana citizens can earn income from careers related to the natural resources of the state.

3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services.

Priority Concepts and Content

- Recognize that careers in the state's natural resources involve job specialization (for example: fishing equipment and specialization in the seafood industry or logging equipment and specialization in the timber industry).

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Ancillary GLEs

Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.

3.1.4 Compare and contrast state and national historical symbols.

Priority Concepts and Content

- Identify Louisiana state symbols such as the pelican, magnolia and cypress trees, catahoula, crawfish, alligator, and fleur-de-lis and describe their importance.
- Identify national symbols such as the bald eagle, American flag, red/white/blue colors of the flag, and the U.S. constitution and describe their importance.

3.1.5 Categorize landmarks as state and national.

Priority Concepts and Content

- Recognize the Mississippi River, the Gulf of Mexico, and Lake Pontchartrain as influential landmarks in the State of Louisiana.

3.3.1 Describe characteristics and uses of various types of maps.

Priority Concepts and Content

- Describe the different types of maps and explain their purposes-physical, political, resource, historical, climate, economic (natural resources and industry), and road maps.

3.3.2 Identify the hemispheres in which Louisiana is located.

Priority Concepts and Content

- Identify the hemispheres in which Louisiana is located.

3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.

Priority Concepts and Content

- Locate cities and parishes that are meaningful to students using a compass rose, and cardinal and intermediate directions on a map (the focus of this standard is proficiency in using cardinal and intermediate directions, not the specific cities and parishes chosen for students to locate)

3.3.4 Locate and label major geographic features of Louisiana on a map.

Priority Concepts and Content

- Describe the physical characteristics (rivers, lakes, bayous/swamps, floodplains, forests, farmland) of Louisiana's 5 physical regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, Greater New Orleans).

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3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map.

3.3.6 Construct an outline map of Louisiana from memory.

3.3.7 Locate specific places on a map using a simple grid system.

3.4.1 Compare and contrast physical features of various regions of Louisiana.

3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana.

3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another.

● Identify The Mississippi River, Lake Pontchartrain, Sabine River, and Mt. Driskill using a map

Priority Concepts and Content

● Name and locate on a political map the town/city, parish, state, and country students live in, and describe the relationship between a town/city, a parish, and a state.

Priority Concepts and Content

● Students draw a map of Louisiana, noting important features such as the Mississippi River, Lake Pontchartrain, Baton Rouge (capital), and the town in which they live.

Priority Concepts and Content

● Locate cities, parishes, and various physical features that are meaningful to students using a grid system on a map (the focus of this standard is proficiency in using a simple grid system on a map, not the specific cities, parishes, and geographic features chosen for students to locate).

Priority Concepts and Content

● Identify different physical features in Louisiana's 5 regions (North Louisiana, Central Louisiana, Acadiana, Florida Parishes, and Greater New Orleans).
● Compare and contrast the physical features of Louisiana's 5 regions.

Priority Concepts and Content

● Explain what the terms urban, suburban, and rural mean and distinguish between each of these types of communities in Louisiana

Priority Concepts and Content

● Define the terms producers and consumers, and give examples of each.
● Recognize that some producers use natural resources to produce goods to sell to consumers (crops, timber, seafood, oil).

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Topic 1: The Place Called Louisiana

Students exercise their geography skills by examining different types of maps. Students examine the location of Louisiana within the larger world as well as locations within Louisiana.

GLEs

Essential

3.4.7

Ancillary

3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1

Key Questions

- How does location define a place?
- How does Louisiana's environment provide for the needs of its people?

Timeline: 15 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

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Unique Louisiana

1. Say: "Throughout the year, we will be learning all about Louisiana. We will be learning about Louisiana's geography, history, economy, and culture." Write the word "unique" on the board, and have students work with a partner or in small groups to discuss the meaning of the word "unique." Have students record their answer in the space provided in the Student Resource Book. Once students have discussed their thoughts, have them share out what they think unique means. Record student responses on the board as they share. Facilitate a discussion in which students come to a working definition of unique.
2. Say: "Louisiana is a unique place. That means that our state is different and special. There are many different things about our state that make it unique. We will be learning about all of the different ways that Louisiana is unique throughout the year. First, we are going to explore the place we call Louisiana. We are going to learn how we can define the location of Louisiana as well as how the location helps to make the place unique."
3. Access [Google Earth](#) and project it so that the class can see it. Say: "We are going to look at pictures that were taken of different places. These places start small like our school and our community. The places can also be much larger like our state, our country, and the world. Let's look at how these places are related to each other." Search for your school in [Google Earth](#). Point out the school building for students. Zoom out slowly so students can see their community, surrounding communities, and then, the whole state. Search for Louisiana then zoom out slowly until the United States is in the frame. Point out Louisiana and the United States. Zoom out again so that students can see the continent. Point out North America to students. Zoom out so students can see more of the Earth and rotate it on the screen to allow students to see the other continents around the world.
4. Have students conduct a brief discussion with partners or in small groups about the location of Louisiana in relation to other places. Encourage students to use the [conversation stems](#) (Note: LDOE Scope and Sequence pg. 200; conversation stems are included in the front of the Student Resource Book) during the discussion and provide evidence from the sources or their knowledge of social studies to support their answers. Guiding questions include:
 - a. Where is Louisiana located?
 - b. How is location unique to a place?
 - c. How is our community related to Louisiana?
 - d. How is the United States related to Louisiana?

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5. Explain to students that there is another description for location known as a hemisphere. Say: "There are four hemispheres in the world. A hemisphere is a section of the world. A hemisphere is larger than a continent. Louisiana is located in two hemispheres. As we watch the video, listen for information that will help us determine which two hemispheres we live in." Allow students to view the YouTube video [The Earth's Hemispheres](#) to learn about the hemispheres by examining a visual of the divisions of Earth. Using the blank map of the world provided in the Student Resource Book, assist students in labeling the hemispheres by helping them locate the Prime Meridian and Equator.

6. Access the "Defining A Place Organizer" in the Student Resource Book. Say: "We have looked at several different ways that we can describe a location. On your organizer, we are going to put these in order from largest to smallest. In the top circle, write world because it is the largest description of a place. [pause] In the smallest circle, write State because it is the smallest description of a place that we will work with right now." After students label the first (and smallest) circle, have students work in pairs or in small groups to complete the remaining circles. Once students have completed each level of the organizer, have students share out their answers and check their work. Say: "Look at the first circle that we completed together. We labeled it world. What is the name of our world?" Allow students to respond, and then, say: "Write World=Earth." After students add the Earth to their organizer, have students work in pairs or in small groups to complete the remainder of the examples. As students work, provide support as needed.

Louisiana Maps

7. Say: "We have been looking at how to define the place we know as Louisiana, but there are also places we can look at inside our state. Now we are going to focus on Louisiana and the places that are within our state by using different maps of Louisiana. Maps can show us many different things about a place such as the rivers in the area, the population of the area, roads in the area, and other features of the place."

8. Access the [Louisiana Map Collection](#). Have students focus on Maps 1 and 2 in the Student Resource Book. Say: "Maps 1 and 2 are different types of maps. Map 1 is called a political map, and Map 2 is called a physical map. Why is map 2 called a physical map?" (Note: Students will typically respond that physical maps have natural features, like rivers or mountains. Say: "Political maps, like Map 1, show features that are not natural.")

9. Conduct a brief discussion with partners or in small groups about the location of Louisiana in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or their knowledge of social studies to support their answers. Guiding questions include:

- a. What do you notice about Louisiana in Map 1?
- b. In Map 2, we can see borders with other states and rivers. How are these two features related?

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10. Say: "In these maps, we can see that Louisiana's borders are influenced by rivers. For example, the Mississippi River creates a border between Louisiana and Mississippi and the Sabine River creates the border between Louisiana and Texas. We can also see that there are borders inside the state. Those divisions are known as parishes. Louisiana is the only state to have parishes. In other states, these are called counties except for Alaska which is divided into boroughs. Since we are the only state that has parishes, that is another thing that makes Louisiana a unique place."
11. Ask students: "When you look at the state of Louisiana, what does the shape remind you of?" (Note: students will typically refer to the shape as a boot or the letter L.) In the space provided in the Student Resource Book, direct students to draw the outline of Louisiana from memory and include physical features on their map. (Note: students should be able to include the rivers that border Louisiana.) Have students compare the map they drew with the maps from the [Louisiana Map Collection](#). Ask: "What similarities and differences do you see between the map you drew and the maps of Louisiana?" You may allow students an opportunity to share summaries of their comparisons.
12. Say: "Now that we have a clear idea about the state in our minds, we're going to look inside the state to focus on our parish and our local community." Have students look again at Map 1 from the [Louisiana Map Collection](#) to locate the parish in which they live. Say: "Just like Louisiana is a part of the United States, our parish is a part of Louisiana. In each of these parishes, there are communities." Project [Google Earth](#) so that students can see it. Search for your local community. Use the zoom function to zoom out to the state level then slowly zoom in to the parish and local community level so that students can see the relationship between the state, parish, and community. Allow students the opportunity to consider the relationship in writing.
13. Using Map 3 ("Louisiana Official Highway Map") in the Student Resource Book, ask students to identify and circle the state capital of Louisiana (Baton Rouge).

Louisiana Geography Skills

14. Review compass rose and cardinal and intermediate directions with students. Have students draw a compass rose in the space provided on Map 4 ("Louisiana Outline Map") in the Student Resource Book. Have student pairs use cardinal and intermediate directions to locate cities on the map starting from Baton Rouge. Students should call out to each other cardinal or intermediate directions as they locate new cities. Possible cities may include Shreveport, Alexandria, New Orleans, Lafayette, Lake Charles, and Monroe. Have students share and check their answers using a large classroom map.

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15. Using Map 4 (“Louisiana Outline Map”) in the Student Resource Book, ask students to locate their parish and town using the grid, compass rose, and cardinal directions. Provide students with the following questions to practice using directions:

- a. Name a river located to the east of Baton Rouge.
- b. Using the grid, what is the location of New Orleans?
- c. What direction would you travel to visit the Gulf of Mexico?
- d. Is Monroe located north or east of Alexandria?

16. Extended Practice: Assign students one option between a grid, compass rose, and cardinal or intermediate direction. Allow students to work in pairs crafting questions of their own. Allow students to share their questions with other groups until all groups have practiced answering a grid, compass rose, and cardinal or intermediate direction question.

17. Say: “Physical features like rivers and lakes are not the only aspect of Louisiana’s geography that makes this area unique. Louisiana is well known for having many different natural resources.” Using Map 5 (“Louisiana’s Geography and Resources”) in the Student Resource Book, have students draw important resources onto their “Louisiana Outline Map” (Map 4), including a map key. Say: “Louisiana has such different geographical features across our state that we divide the state into regions. A region is an area that shares similar characteristics. In our state, there are five regions.” Using Map 6 (“Louisiana Regions Map”) in the Student Resource Book, have students locate the region where they live.

18. Say: “We will be dividing into groups to do research on these regions. Each group will learn about a region, and then, teach the rest of the class about their assigned region.” Using the “Researching Regions of Louisiana” chart in the Student Resource Book, divide students into groups and have them work collaboratively to research the physical characteristics and natural resources of a region. Instruct students to prepare a presentation that describes the geography (which will be presented to the rest of the class later). Ask students to include information about climate and key physical geographic features, including landforms, bodies of water, precipitation, elevation, bayous, swamps, and marshes. Students should also note natural resources that are available in their regions. Possible sources for research include, but are not limited to, the following:

- a. [Louisiana Map Collection](#)
- b. [Average Annual Precipitation](#)
- c. [Louisiana Climate Data](#)

19. Using the “Louisiana’s Regions” chart in the Student Resource Book, instruct students to record the information that they learned in their home group.

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Assessment Opportunity 1:

20. Have each group present its findings on the assigned region so that students have an opportunity to learn about each region of the state. As groups present the information for their region, have the other students record information on their "Louisiana's Regions" chart. After each group presents, provide time for the groups to discuss what their individual members recorded and adjust their chart before allowing the next group to present.

Assessment Opportunity 2:

21. Have students write a summary that explains how Louisiana's regions are similar and different and how having such different characteristics across our state makes Louisiana unique.

Topic 2: Defining Culture

Students develop a working definition of culture. They then examine the elements that define a culture

GLEs

Essential

3.1.6, 3.2.4

Ancillary

None

Key Questions

- What is culture?
- What does it mean to be unique?
- How do Louisiana's cultural characteristics make it unique?

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Timeline: 10 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Unique Culture

1. Say: "In the last task, we learned about the place we call Louisiana. The geography of a place can make it unique, but there are other factors that also make a place unique. We are going to learn about culture. As we learn what culture is, we will be looking for examples around the world as well as in our lives and throughout Louisiana."
2. Read "Discovering Culture" in the Student Resource Book aloud to students. (Suggestion: Adopt and model an annotation or guided reading strategy to aid students in their independent reading of texts.) Have students discuss the elements of culture mentioned in the passage while working with a partner or in small groups. Guide students to identify the elements of culture from the passage (e.g. language, customs, foods, celebrations, etc.). Point out that these elements of culture are passed down through generations. Encourage students to use the conversation stems during the discussion.
3. Using the "Comparing Cultures" chart in the Student Resource Book, divide students into jigsaw groups. Assign a student from each home group one of the texts below.
 - a. Group 1: "Brazil Today"
 - b. Group 2: "Exploring Countries: France"
 - c. Group 3: "The Ancient Art of Rangoli"
4. Have students read their assigned text based on their expert group. (Suggestion: Adopt and model an annotation or guided reading strategy to aid students in their independent reading of texts.) As students read, have them take notes focused on key details of how we learn about culture. Have students record the information they learn from their text in the "Comparing Cultures" chart in the Student Resource Book. After they complete their reading, allow students to work in their expert groups to solidify their notes and determine the best way to share their information with their home groups. Have each student return to their home group. Provide time for the students to present the information they gathered from the text in their expert group with the home group.

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5. Say: "The culture of a place impacts how we live our everyday lives. We will be reading a text that describes the daily life of a boy in Kenya, a country in Africa, to see how our lives are similar to and different from his." Have students read "Day in the Life: Kenya" in the Student Resource Book. As they read, have students annotate the elements of culture that they identify in the text. After reading the text, have each student turn to the "Comparing Daily Life" chart in the Student Resource Book. Have students compare and contrast daily life in Kenya with life here in Louisiana, and then, record their observations on the "Comparing Daily Life" chart.

Louisiana Culture

6. Say: "We learn many things from our families. We learn our language from them. We learn our customs from them. We learn our culture from them. Think about what we read in the passage." Have student turn to the "Characteristics of Culture Graphic Organizer" in their Student Resource Book. Ask students: "What is an element of culture that has been passed down to you?" Have students add an example into each bubble on the "Characteristics of Culture Graphic Organizer." On the board, make columns with headings (i.e. holidays/celebrations, language, food, art/music) to record student responses. As students share their responses, record their responses in the appropriate categories. Have students look for similarities and differences between the class responses.

7. Say: "Just like we learn from our families, people in other places learn from their families. These families may have different languages, food, and customs. Other people in the community may learn new things from them. The similarities across different people and different families in a community are the characteristics that make up their culture. The culture of a place makes that place unique. Louisiana has cultural elements that are shared by people in our state that make us unique from other places, even other states in our country." Have students turn to the "Examples of Culture in Louisiana" chart in the Student Resource Book. Say: "Today we will be looking at some photos to start us thinking about examples of culture throughout Louisiana."

8. Project the [Looking Around Louisiana](#) photos. (Note: Selected photos are included in the Student Resource Book. For color versions of the selected photos, see [LDOE Scope and Sequence](#) pgs. 35-38. However, LouisianaTravel.com provides a wider array of those and other photos in color.)

9. Model for students the type of examples to include in their chart by doing the "Language" row as a class. Explain to students that many places in Louisiana (cities, parishes, rivers, streets, etc.) have names that come from different languages. Point out in the photo that the street names are in three different languages (English, French, and Spanish). Provide students with local examples of this to include in this section of their organizers. Examples include:

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- Terrebonne means “good land” in French
- Catahoula comes from a Native American word meaning “big, clear lake”
- LaFourche means “the fork” in French
- Plaquemines comes from a Native American word meaning “persimmon”
- Tangipahoa comes from a Native American word meaning “ear of corn”
- Feliciana means “happy land” in Spanish
- Mississippi comes from a Native American word meaning “big water”
- Ouachita named for a Native American tribe
- Rapides means “rapids” in French
- Calcasieu comes from a Native American word meaning “crying eagle”
- Caddo named for a Native American tribe

10. After each photo, have students work with a partner or in small groups to record examples into each section of the “Examples of Culture in Louisiana” chart. If students are unfamiliar with any of the images, provide background information to support their understanding. Have student work with partners or in small groups to share out some of their responses. Encourage students to add to their chart as other students share. Encourage students to think of examples of Louisiana's culture beyond those depicted in the photos to add to their charts.

Assessment Opportunity 1:

11. Complete the bottom chart on the “Examples of Culture in Louisiana” chart. Have students identify three major cultural groups in Louisiana, and then, categorize the cultural elements from the chart to match each element with its correct culture group.

12. Explain to students that they will explore “What makes Louisiana unique?” throughout the school year in social studies. Tell them that they will consider what Louisiana is like today as well as the various factors that have created our Louisiana and how those factors make Louisiana unique.

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Topic 3: Living in Louisiana

Students explore different types of communities found in Louisiana as they consider the elements of culture that are seen throughout Louisiana's communities and how those elements of culture contribute to the uniqueness of culture.

GLEs

Essential

3.2.4, 3.7.1, 3.9.1

Ancillary

3.1.4, 3.1.5, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.6, 3.8.2

Key Questions

- How are different types of communities similar and different?
- How do we see elements of culture in a place?

Timeline: 12 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

Communities

1. Say: "We've been learning about location inside and outside of Louisiana. We looked at where Louisiana is within the country, continent, hemispheres, and world. We also started looking at how to locate places within Louisiana. Now we will be learning about the types of communities found in Louisiana."

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2. Write the terms Urban, Suburban, and Rural on the board. Have students discuss the meanings of these terms with a partner or in small groups, and then, write their answers in the space provided in the Student Resource Book. Allow students to share their thinking about the meaning of the terms. Record student responses, and as a class, come to a working definition of each of the terms.
4. Have students turn to their "Types of Communities" chart in the Student Resource Book. Have students explore the [Urban, Suburban, and Rural](#) interactive map. As they go through the interactive map, have students record information to their "Types of Communities" chart. Say: "Now that we have thought about what each type of community is, we will begin to look at each type of community in Louisiana."
5. Have students examine the [Louisiana Population Map](#) to determine what parts of Louisiana have the most people. Ask: Which cities are located in the most highly populated areas of Louisiana?
6. Project the "Types of Communities" photos so students are able to view each one. (Note: For color versions, see [LDOE Scope and Sequence](#) pg. 45-50) As students view the photos, have students add information to their "Types of Communities" chart. Ask students to consider what people do in each type of community.
7. Have students examine Louisiana Regions, Physical, and Topographic Maps in the Student Resource Book to learn about what influences different communities in Louisiana. As they look at the different maps, have them record their answers to the questions in the "Types of Communities" chart.

Assessment Opportunity 1:

8. Once students have completed the information in the chart, have students show their understanding of different types of communities by writing a summary of how the types of communities are similar and different in the last box of the "Types of Communities" chart. Encourage students to include vocabulary and descriptive words in their writing. After allowing students time to complete their writing, call on two students to share their work, and then, ask other students in the class to identify similarities between the shared summaries.

Community Celebrations

9. Say: "Think back to when we learned about the meaning of culture. Throughout the communities in Louisiana, we see these elements of culture. One aspect of culture we see throughout the state is our celebrations. One way that we celebrate in Louisiana is through festivals." Project the [Quote from Louisiana Travel](#) and read it aloud to students. Students can follow along in the Student Resource Book. Have students conduct a brief discussion with partners or in small groups about the

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different celebrations in Louisiana that they know. Encourage students to use the conversation stems during the discussion.

Guiding questions:

- a. What do you think this quote means?
- b. What types of celebrations do we have in our community?
- c. What other celebrations do you know about in Louisiana?
- d. What are other aspects of Louisiana's culture that you think might be celebrated in a festival?

Throughout the discussion, record students' responses where they can see them.

10. Project the [Louisiana Association of Fairs and Festivals Interactive Map](#) as well as the [Louisiana Travel: Festivals and Events](#) website so students can see. Say: "Let's look at some different festivals in our area and see what characteristics of culture we see." Browse through the festivals on these two websites. Have students locate the portion of the state where they live and identify the festivals near their area. Have students think about how we celebrate different characteristics of our culture through these festivals. As they look at the information on different festivals, have students record information about four festivals of their choosing on their "Louisiana Festival Organizer" in the Student Resource Book. Have students conduct a brief discussion with partners or in small groups about the festivals in Louisiana. Encourage students to use the conversation stems during the discussion. Guiding questions:

- a. What characteristics of culture do you see in the festivals around our state?
- b. What aspects of Louisiana festivals make Louisiana unique?

11. Say: "Throughout our state, we celebrate many aspects of culture through festivals. We celebrate traditions, foods, music, and holidays. Many of the things we celebrate are unique to Louisiana such as zydeco music, gumbo, and Mardi Gras. Even though we hold festivals in all parts of the state, different communities may celebrate differently. Today we will look at some photos of parades. Parades are a tradition across Louisiana and are often held in conjunction with a festival or holiday." Ask students: "Why might parades or other celebrations look different in communities across the state?" Have students turn to "Parades in Different Communities" in the Student Resource Book. Conduct a brief class discussion with partners or in small group about the similarities and differences that students notice from the photos. (Note: Color photos to project for students can be found in the [LDOE Scope and Sequence](#) pgs. 54-55.)

Symbols and Landmarks

12. Say: "Festivals and parades are not the only ways we can celebrate our unique culture in our state. There are many other ways that we showcase the things that are important to us. Another example of this is the set of symbols and landmarks that a place has to represent them. You have learned in earlier grades about the symbols and landmarks of the United States." Have students turn to "Symbols and Landmarks of the United States" in the Student Resource Book. Ask students identify the

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symbols and landmarks as you go through them. (Note: Color photos to project for students can be found in the [LDOE Scope and Sequence](#) pgs. 56-58)

13. Say: "Now that we have refreshed our memories about the symbols and landmarks of the United States, let's look at the symbols and landmarks that represent Louisiana." Project [Louisiana Symbols](#) and [Louisiana Landmarks](#) for students to see. Have students explore the different symbols and landmarks on these sites. Then, they will work with a partner or in small groups to discuss how these symbols and landmarks are similar to and different from the "Symbols and Landmarks of the United States."

Change Over Time

14. Say: "You may have noticed that some of the landmarks you saw are places in our state that are important in Louisiana's history. One aspect of Louisiana's unique culture is that we hold on to parts of our past even though time passes and many things around us change." Project photos from [French Quarter: Then and Now](#) and have students turn to the selected photos in the Student Resource Book. Ask students to consider how the same place might change over time. As students view the images, have them take notes about what things they see that are similar and different (e.g. transportation, lighting, etc.) Ask students: "Why might these places look different at other times in history?" Have students share out ideas about why they believe the places look different over time.

Assessment Opportunity 2:

15. Have students complete the [Technology's Impact](#) instructional task from the LDOE to explore how technology has changed life in Louisiana.

LDOE Unit 1 Assessment

JPS Unit 1 Assessment

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Unit 2: Louisiana's First Inhabitants (28 Days)

Overview

Students explore how the geography of Louisiana influenced settlement of Louisiana's Native Americans. Students also explore how aspects of Native American culture are still present today and how this influence contributes to the unique state of Louisiana.

Claim

Students will develop a claim to respond to this overarching question: How did native Americans contribute to Louisiana's uniqueness?

Key Connections

- Native Americans' traditions and language have greatly influenced Louisiana's culture.
- Physical features, natural resources, and climate influenced the migration and settlement of Native Americans in Louisiana.

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Unit Tools and Terminology	
Content Vocabulary	Technological advances (hunt, farm, fish, make clothes, construct houses, build boats), indigenous tribes, tools, handiwork, settlement, Poverty Point, mounds, gender roles, entertainment, dance, Mississippi River, plaza, artifact, plummet, atlatl, gorges, spearheads, soapstone bowls, legacy, ancestor, predecessor, explorers, Mardi Gras Indians, spiritual practices, basket-making, wares, timeline, sequence, inhabitants, artifacts, social structure, trade, bartering, money
Studies Weekly Issues	CLEVER: Unit 2-Louisiana's First Inhabitants corresponds to Louisiana Studies Weekly, Weeks 8-13
Supplemental Material	Discovery Education: The Climate of the Southeastern Region , Artifacts from Poverty Point WorldBook Online: Caddo Indians LDOE: Poverty Point
Assessments	

- LDOE Unit 2 Assessment: Students will explain how Native Americans contributed to the development of Louisiana's unique culture by completing an assessment set in EAGLE. [G3 Native Americans of Louisiana \(1007205\)](#)
- JPPSS Unit 2 Assessment

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Essential GLEs

Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.

3.1.2 Explain how technology has changed family and community life in Louisiana over time.

Priority Concepts and Content

- Explain how Native Americans used technological advancements to build settlements and thrive (technologies related to creating materials with which to hunt, farm, and fish, making clothes, constructing houses, building boats).

3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

Priority Concepts and Content

- Describe the unique features of Native American culture (through food, religion and connection to nature, art, tools, and customs) as compared to other cultural groups in Louisiana.
- Compare the influence of Native Americans of Louisiana with the cultural groups (French, Spanish, and English) that were studied in Unit 1.

3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana.

Priority Concepts and Content

- Describe the elements of culture and way of life at Poverty Point (including art, hunting, dress, food, use of mounds, resources used, trade),
- Describe cultural elements of Louisiana's Native Americans in different regions of Louisiana, including housing, clothing, gender roles, games/entertainment, dance, and food including materials used to make houses and clothes, differences in clothing/accessories between men, women, and children, and how food was gathered/caught and cooked.
- Compare and contrast the ways of life (housing, food, use of the land and natural resources) of Native American tribes in the different regions of Louisiana.
- Compare and contrast Native American tribes in Louisiana based on mound building, arts and handiwork, tools, and food gathering.
- Expose students to Native American tribes indigenous to the five physical regions of Louisiana (the focus of this standard is not to memorize the names of tribes and specific facts about each, but to be familiar with Native American

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3.2.4 Identify cultural elements that have contributed to the state's heritage.

3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions.

3.4.2 Explain historical patterns of settlement in Louisiana using maps.

3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana.

groups in Louisiana including their settlement patterns, cultural practices, and use of natural resources based on location within the state).

Priority Concepts and Content

- Describe the legacy of Native American cultural elements such as parishes, towns, bodies of water that are named after Native American words/tribes, Mardi Gras Indians, and long-lasting cultural practices of food, song, spiritual practices, use of natural resources, basket-making, fishing, hunting practices, respect for the environment, and art.

Priority Concepts and Content

- Review cardinal and intermediate directions by using maps to discuss locations of Native American groups in Louisiana (the focus of this standard is implementing cardinal and intermediate directions on a map to discuss locations of Native American groups in Louisiana, not the specific Native American groups located).

Priority Concepts and Content

- Use maps to locate areas of Native American settlement in Louisiana, and explain the reasons for settlement in that location (access to resources or strategic location).
- Make connections between the ways of life of Native Americans, the characteristics of the land they settled, and how they used the natural resources of that land in daily life (fishing and the use of boats in settlements close to bodies of water, farming in settlements that were more inland).

*This standard focuses more on patterns of settlement, and not specific Native American tribes.

Priority Concepts and Content

- Identify the resources that were used (water source, food for hunting, food for gathering, materials to make clothes, hunting equipment, housing, wares) that supported Native American settlement in the 5 physical regions of Louisiana.

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3.4.7 Describe the importance of natural resources in Louisiana using maps.

Priority Concepts and Content

- Compare a map of Louisiana's natural resources with a map of Native American settlement in Louisiana to make a connection about the importance of natural resources to different Native American tribes.

Ancillary GLEs

Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.

3.1.1 Create timelines that identify important events in the history of first inhabitants of Louisiana.

Priority Concepts and Content

- Start a timeline of settlement in Louisiana that identifies Native Americans as the first inhabitants of the state (this timeline should be built upon in later units).

3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history

Priority Concepts and Content

- Use the words pre, post, before, and after to sequence events related to Louisiana history.
- Use the terms first inhabitants or indigenous people to describe Native American settlement in Louisiana.

3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions.

Priority Concepts and Content

- Using historical artifacts, describe ways of life (food, housing, clothing, religion, social structure, use of land) of Native American cultures in Louisiana.

3.4.1 Compare and contrast the physical features of various regions of Louisiana

Priority Concepts and Content

- Compare and contrast the physical features in different areas of Native American settlement across the state, and describe how each region's physical features impacted Native Americans' way of life.

3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana.

Priority Concepts and Content

- Describe how Native Americans have changed the land to meet basic needs (using trees for boats/building, using land for agriculture).

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3.10.2 Distinguish between the use of money and barter.

Priority Concepts and Content

- Describe the economy of Poverty Point, including the use of bartering and lack of the use of money.

Topic 1: Louisiana's Native Americans

Louisiana's Native Americans

Students examine how we learn about the past by exploring Poverty Point artifacts to discover how Louisiana's first inhabitants settled the area. Students investigate the lifestyles of different Native American tribes around the state.

GLEs

Essential

3.1.2, 3.1.6, 3.2.2, 3.2.4, 3.3.3, 3.4.2, 3.4.4, 3.4.7

Ancillary

3.1.1, 3.1.3, 3.1.7, 3.4.1, 3.4.3, 3.10.2

Key Questions

- How did early Native Americans begin to define the unique culture of Louisiana based on the artifacts remaining from their historical period?
- How did the geography of each region of Louisiana impact the development of Native American culture in Louisiana?
- How did Native Americans adapt to living in Louisiana?

Timeline: 28 Days

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

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Poverty Point

1. Say: "In the previous task, we learned about the geography of Louisiana. In this task, we will look at how Louisiana's resources and geography attracted people to settle this area." Have students turn to [Poverty Point](#) in the Student Resource Book and point out to students where Poverty Point is located in Louisiana. (Note: A color version of the map is found on pg. 2 of [Poverty Point](#).) Ask: "Using cardinal or intermediate directions, where is Poverty Point located in Louisiana?" Students should answer that Poverty Point is located in the northeast corner of the state.
2. Have students turn to the "Poverty Point Cultures" graphic organizer in the Student Resource Book. Say: "In Unit 1, we learned about culture and how we see elements of culture in our state today. Today we will be looking at characteristics of the people of Poverty Point."
3. Have students take turns reading aloud from "Poverty Point" in the Student Resource Book. Instruct students to annotate the passage and/or record information about the Poverty Point culture as they read. (Note: Project the passage so students can view the images from [Poverty Point](#) pg. 4-18.)
4. Say: "The people lived in the Poverty Point sites a long time ago. It was so long ago, that we don't have any written records of them. Even though there were no videos or books from that period of time, we know a great deal about the people of Poverty Point." Introduce and define the term artifact. After discussing the meaning of the term, ask students to think of an artifact that they use daily, or that is significant to them. List student responses as they share with the class. Ask student to draw conclusions about their shared culture based on the examples given.
5. Have students view the "Poverty Point Artifacts" in the Student Resource Book. Encourage them to think about the objects they see and allow students an opportunity to discuss the following: "What are these objects?;" "From what type of material might they have been made?;" and "How they might have been used?" (Note: Project the image containing the collection of artifacts from [Poverty Point](#) pg. 6.)
6. Working with a partner or in a small group, have students continue to look through the Poverty Point artifacts in the Student Resource Book. (Note: [Poverty Point](#) pgs. 19-27) Have students turn to the "Poverty Point Artifacts Chart" in the Student Resource Book. As students look through these pages, have them record the information they learn from the text.

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Assessment Opportunity 1:

7. Working with a partner or in a small group, conduct a brief discussion about the location of Louisiana in relation to other places. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or their knowledge of social studies to support their answers. Guiding questions:

- a. Where is Poverty Point located?
- b. What do we know about the culture of Poverty Point?
- c. How did we find out about the culture of Poverty Point?
- d. What materials did the people of Poverty Point use to make their tools and other objects found at the site?
- e. How do we know that the people of Poverty Point traded with others?
- f. Since Native Americans did not use money, as we do today, how were goods exchanged at Poverty Point?
(Note: Ensure that students are able to use the term barter in their discussion of this question.)
- g. Why are the people of Poverty Point considered unique among others from this time period?
- h. How does Poverty Point culture compare to students' culture today?

Assessment Opportunity 2:

8. Have student reflect on Poverty Point culture by completing the following writing prompt: What can you conclude about the culture of the Native Americans living at Poverty Point based on the artifacts that have been found at the site? Students should provide evidence using the sources in this unit or their knowledge of social studies to support their answer. After giving students time to complete the prompt, call on two students to share their summaries, then ask the other students in the class to identify common elements of both writings. Record the common descriptions on the board for students to see.

Louisiana's Native American Tribes

9. Say: "In the last task, we learned about the Native Americans of Poverty Point. Over time, other Native Americans moved into the area we know as Louisiana. In this task we will be looking at the Native Americans who lived throughout other regions of Louisiana." Have students turn to "Louisiana Long Ago" in the Student Resource Book. Students will go through the text and images from "Louisiana Long Ago," and as they do so, have them record details about Louisiana's Native Americans in the chart called "Louisiana Native Americans Long Ago," which follows "Louisiana Long Ago" in the Student Resource Book. Students may work with a partner or in small groups to complete this activity.

10. Have student turn to "American Native Americans: The First Families of Louisiana on the Eve of French Settlement" in the Student Resource Book and read the passage aloud to students. As you read, have students listen for examples of Native American culture, and after reading the passage, allow them to record information in the "Louisiana Native American Culture" chart, which follows the passage in the Student Resource Book.

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11. Write the word “legacy” on the board and read or project the following definition: anything handed down from the past, as from an ancestor or predecessor. Have students discuss the meaning of “legacy” with a partner or in small groups, and then, allow students to share their thoughts about the word’s meaning. As they share, record student responses. As a class, come to a working definition of the term, which they will write in the space provided in the Student Resource Book.

12. Say: “The Native Americans settled our state and lived here before the explorers came to Louisiana. As their settlements grew, elements of their culture became a part of Louisiana. Even today there is evidence of their legacy on our society.” Have students turn to “Louisiana’s Native Americans: An Overview” in the Student Resource Book and read the passage aloud to students. As you read, have students listen for examples of Native American culture. Clarify unfamiliar words and stop periodically to check for understanding. The following questions are listed in the Student Resource Book:

- a. Paragraphs 1-2: What element of culture was described in this section? What legacy was seen in that element of culture?
- b. Paragraph 3: What was unique about Native American culture in Louisiana?
- c. Paragraph 4: What were some other cultural elements of Louisiana’s Native Americans?
- d. Paragraphs 5-6: What did other cultural groups learn from Louisiana’s Native Americans?

After reading the passage, allow students time to record new information in the “Louisiana Native American Culture” chart. Have students share the information they recorded with partners or in small groups.

13. Conduct a brief discussion with a partner or in small groups about the Native American legacy of Louisiana. Encourage students to use the conversation stems during the discussion and provide evidence from the sources or outside knowledge to support their answers. Guiding questions:

- a. What elements of Native American culture are present in modern Louisiana?
- b. How are those cultural elements learned?
- c. Why are elements of Native American culture important to Louisiana?
- d. How can Louisiana celebrate its Native American cultures?

LDOE Unit 2 Assessment

JPS Unit 2 Assessment