<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>A. Principles of constitutional democracy in the United States</td>
<td>1. • Explain and apply the concept of majority rule</td>
</tr>
<tr>
<td><strong>Alignments:</strong></td>
<td></td>
</tr>
<tr>
<td>Performance: 1.10, 4.1</td>
<td></td>
</tr>
<tr>
<td>Knowledge: (SS) 1</td>
<td></td>
</tr>
<tr>
<td>SSGLE: PR.1.A</td>
<td></td>
</tr>
<tr>
<td>NETS: 3a,b,d</td>
<td></td>
</tr>
<tr>
<td>DOK: 4</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**
- Vote on a class issue, research it online, and the teacher will explain a situation in which students used a majority rule to solve a dispute

**Assessments/Evaluations**
- Assessed through teacher observation
- Reflection log: Can students recognize that, for a decision to be fair, everyone must have a chance to participate in making it?

**Sample Assessment Questions**
- How should the class determine which choice to make (majority rule) in a given situation?

**Instructional Resources/Tools**
- Read/discuss pp.232-235 in *We Live Together*

**Literacy Connections**
- The teacher will read:
  - *Grace for President* by Kelly DiPucchio
  - *Amelia Bedelia’s First Vote* by Peggy Parish
Cross Curricular Connections

- Communication Arts: Students will create class issues
- Math: Students will graph the results of the “class issues” that they created and for which they voted
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
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<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
</tr>
<tr>
<td>Concept</td>
<td>B. Role of citizens and governments in carrying out constitutional principles</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>2. • Explain the rights of citizens</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.2
- Knowledge: (SS) 1
- SSGLE: PR.1.B
- NETS: 1a-c
- DOK: 2

**Instructional Strategies**
- The teacher will model good citizenship characteristics
- Individual students will describe their role as a citizen in the school community
- Students will construct a poster of 3 ways to be a good citizen while demonstrating school rules

**Assessments/Evaluations**
- Assess student-created poster through teacher-created scoring guide

**Sample Assessment Questions**
- How can you be a good citizen in your school environment?

**Instructional Resources/Tools**
- Read/discuss pp. 36-41 in *We Live Together*

**Literacy Connections**
- *Officer Buckle and Gloria* by Peggy Rathman

**Cross Curricular Connections**
- Communication Arts: Students will reflect on their idea of a good citizen
<table>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**Concept**

C. Knowledge of the symbols of our nation

**Learning Targets**

3. • Define and describe the importance of the Pledge of Allegiance

**Alignments:**

Performance: 1.6
Knowledge: (SS) 1
SSGLE: PR.1.D
NETS: 3b
DOK: 1

**Instructional Strategies**

- The teacher will:
  • model to the whole group how to break down the vocabulary in the Pledge of Allegiance
  • show examples of the importance of the Pledge of Allegiance in an American’s daily life

**Assessments/Evaluations**

- Teacher observation
- Online scoring guide (www.new.thesolutionsite.com/solutionsite/data/11852/lesson4.html)

**Sample Assessment Questions**

- Can you define the vocabulary in the Pledge of Allegiance?
- Can students correctly recite the Pledge of Allegiance?

**Instructional Resources/Tools**

- Read/discuss pp. 270-271 in *We Live Together*
- new.thesolutionsite.com/solutionsite/data/11852/lesson4.html (Pledge vocabulary sentences for assessment)

**Literacy Connections**

- *The Pledge of Allegiance* from Scholastic
Cross Curricular Connections

• Communication Arts (Writing): Students will journal why the pledge of allegiance is important to us as citizens
<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals and Processes of Governance Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Principles and Processes of Governance Systems</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>D. Principles and purposes of government</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Explain the importance of promoting the common good</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a peaceful resolution to a dispute</td>
</tr>
<tr>
<td></td>
<td>• Explain how disputes can threaten the peace in a community and how they may be resolved peacefully</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.10, 3.1, 3.6, 4.2
Knowledge: (SS) 2
SSGLE: PPGS.2.A
NETS: 1a
DOK: 2

**Instructional Strategies**

- The teacher will:
  - read the story *Miss Nelson is Missing* by Harry Allard and James Marshall to the whole group
  - divide students into small groups and brainstorm a list of class rules that would benefit the common good in his/her class
  - invite students to act out a peaceful resolution to the problem and one non-peaceful resolution to the problem
  - read pp. 291 in *We Live Together* and discuss how Martin Luther King and Rosa Parks demonstrated peaceful resolutions
  - students will individually draw a picture of one way a student can threaten the peace in the school community (being non-safe)
  - through illustrations and written reflection, students will share their understanding of threatening/non-safe situations within the school community

**Assessments/Evaluations**

- Performance Assessment (skit)
- Assess reflection statement and illustration through teacher-created scoring guide
- Teacher observation
## Sample Assessment Questions

- Can you identify and act out one problem from *Miss Nelson is Missing* and show the peaceful resolution?

## Instructional Resources/Tools

- [www.learningtogive.org/lessons/unit96/lesson1.html](http://www.learningtogive.org/lessons/unit96/lesson1.html)
- Pp. 291 in *We Live Together*

## Literacy Connections

- *Miss Nelson is Missing* by Harry Allard and James Nelson
- Any Martin Luther King book

## Cross Curricular Connections

- Communication Arts:
  - Creating class rules
  - Written reflections
- Drama: Acting out peaceful resolutions
- Art: Drawing a picture of a threatening situation
<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals and Processes of Governance Systems</th>
<th>Tools of Social Science Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Principles and Processes of Governance Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Processes of governmental systems</td>
<td>2. Describe how authoritative decisions are made, enforced and interpreted within local communities</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10
- Knowledge: (SS) 2
- SSGLE: PPGS.2.C; TSSI.7.A
- NETS: 4a
- DOK: 3

**Instructional Strategies**
- As a whole group, read pp. 242-243 in *We Live Together*
- Invite a local police person or service worker to speak on the process of making and enforcing ordinances for the city
- Students will formulate and construct questions to ask about local issues
- The teacher will read *Mr. Tannen’s Ties* by MaryAnn Cocca-Leffler
- The students will write a letter to the principal and share what rule they would make and what consequence would be given if he/she were principal

**Assessments/Evaluations**
- Students will write a paragraph describing how authoritative decisions are made, enforced, or interpreted within Jefferson City. Assessed using teacher-created scoring guide
- Letter writing assessed using teacher-created scoring guide

**Sample Assessment Questions**
- Can you describe how authoritative decisions are made, enforced, or interpreted within Jefferson City?
### Instructional Resources/Tools

- Video – Exploring Communities and It’s Law by Tony Mazzarella

### Literacy Connections

- *Mr. Tannen’s Ties* by Maryann Cocca-Leffler
- Pp. 242-243 in *We Live Together*
- *Rules and Laws* by Ann Marie Kishel

### Cross Curricular Connections

- Communication Arts and Technology: In pairs, students will research ways on the computer that the President helps our country – share outcomes/findings
| Strand                  | Missouri, United States and World History  
|                        | Elements of Geographical Study and Analysis |
| Big Idea               | Knowledge of Continuity and Change in the History of Missouri and the United States  
|                        | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment |
| **Concept**            | **Learning Targets** |
| F. Knowledge of contributions of non-Missourians | 1.  
|                        | • Compare and contrast the habitats, resources, art and daily lives of Native American peoples and Woodland and Plains Indians |

**Alignments:**  
Performance: 1.10  
Knowledge: (SS) 3  
SSGLE: MUSWH.3a.G; EGSA.5.D  
NETS: 3b  
DOK: 3

**Instructional Strategies**

- The teacher will:  
  - model how to investigate how rules and community norms affected lives in Native American villages in early American colonies  
  - read aloud, to the whole group, various books about Native American villages from school media center  
  - Make various crafts and play games that Native Americans have played. For example, students will individually make a paper bag vest and discuss what traditional Native American dress is  
  - In the study of Woodland and Plains Indians, the whole class will discuss why Plains Indians moved and why Woodland Indians stayed in one place  
  - Have students make Venn diagrams comparing and contrasting Woodland and Plains Indians  
  - Students will explain why the buffalo was important to Plains Indians in their journals

**Assessments/Evaluations**

- Venn diagram assessed through teacher-created scoring guide
**Sample Assessment Questions**

- Can you give 3 characteristics of Woodland and Plains Indians?

**Instructional Resources/Tools**

- [http://rhe.leesummit.k12.mo.us/rdurbin/Plains.htm](http://rhe.leesummit.k12.mo.us/rdurbin/Plains.htm)

**Literacy Connections**

- *Native Americans of the Great Plains* from Reading A to Z
- Pp.126-129 in *We Live Together*
- *Eastern Woodlands Indians* by Mir Tamin Ansary
- *Plains Indians* by Mir Tamin Ansary

**Cross Curricular Connections**

- Math: Students will individually write story problems using characteristics of the Woodland Indians. For example: Three Indians went fishing in the Northeast. They caught 3 fish and the next day they caught 5 fish. How many fish did they catch in all?
<table>
<thead>
<tr>
<th>Strand</th>
<th>Economic Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</td>
<td>1. Explain or demonstrate how people trade using money and bartering</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.9
- Knowledge: (SS) 4
- SSGLE: ECP.4.A
- NETS: 5b
- DOK: 2

**Instructional Strategies**
- Barter/Trade activity (could be done at Thanksgiving):
  - Students in the class will:
    - be divided in half; some will be Pilgrims, some will be Native Americans
    - barter/trade food items, beads, etc.
  - The teacher will model how to trade different items that the teacher has provided
- Read *Jack and the Beanstalk* by Sindy McKay (or another version) and the students will individually summarize how Jack trades/barters his cow for beans
- The teacher models throughout the year how to trade PBS money or tickets (whatever you do at your school) for prizes/rewards
- The teacher will read *A New Coat for Anna* by Harry Ziefert to the whole group
- As a class, go to Smart Exchange (http://exchange.smartteach.com). Search for Trading and Bartering – *A New Coat for Anna*. Talk about the pros and cons of trading and bartering within the context of the book

**Assessments/Evaluations**
- Set up a simulation that allows students to participate in both methods of trade with money and bartering with Pilgrims and with PBS money or tickets
- Students summarize *Jack and the Beanstalk* adapted by Sindy McKay through teacher-created scoring guides
### Sample Assessment Questions

- Why do we trade and barter?

### Instructional Resources/Tools

- Smart Exchange Trading and Bartering – *A New Coat for Anna* by Harry Ziefert

### Literacy Connections

- Pp. 214-217 in *We Live Together*
- *A New Coat for Anna* by Harriet Ziefert
- *Jack and the Beanstalk* by various authors
- *Tops & Bottoms* by Janet Stevens

### Cross Curricular Connections

- Math: Students will sort and pattern the beads/items provided by the teacher
<table>
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<tr>
<td>Concept</td>
<td>Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)</td>
</tr>
<tr>
<td>H. Understanding the consequences of personal and public economic decisions</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>2. Explain how to make decisions using cost-benefit analysis</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 3.2  
Knowledge: (SS) 4  
SSGLE: ECP.4.B  
NETS: 4a  
DOK: 3

**Instructional Strategies**
- The teacher will read *The 3 Little Pigs* by various authors to the whole group  
- As a whole group:
  - identify the decisions made by the pigs comparing the cost and benefits/pros vs. cons of the decisions they made  
  - create a t-chart

**Assessments/Evaluations**
- Students will identify the costs and benefits of given scenarios. The teacher may use the linked instructional resource or create their own scenarios ([www.econedlink.org/lessons/index.php?lid=282&type=educator](http://www.econedlink.org/lessons/index.php?lid=282&type=educator)) through given multiple choice assessments or through teacher-created assessments

**Sample Assessment Questions**
- Can you make a decision comparing the costs vs. benefits of various scenarios?

**Instructional Resources/Tools**

**Literacy Connections**
- *The 3 Little Pigs* by various authors
### Cross Curricular Connections

- Communication Arts/Writing: As a whole group, create a fractured fairy tale using different scenarios of what the pigs could barter and trade
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Geographical Study and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| I. Reading and constructing maps | 1.  
• Construct maps with title and key |

**Alignments:**
- Performance: 1.8
- Knowledge: (SS) 5
- SSGLE: EGSA.5.A
- NETS: 4a
- DOK: 2

**Instructional Strategies**
- The teacher will picture-walk various maps in *We Live Together* on pp. R2-R7 and pp. 84. Identify the key on pp. 84 to the whole group
- Read *How I Became a Pirate* by David Shannon and Melinda Long
- The whole class will discuss why maps helped pirates and their uses
- Students will individually construct their own map of the classroom
- As a class, brainstorm a list of important locations in the classroom that need to be included. Then, brainstorm examples of what to use for the key. Students get a chance to construct their own map on given paper
- As a group share and discuss things included on the map of the classroom. Let students go back and revise their map to make sure they have included the most important details for the map, key, and title
- The next day create a map with students on the SMART Board of the classroom. Mark a treasure on the map. Have students follow several steps to find the treasure and enjoy their booty!

**Assessments/Evaluations**
- Students will construct a map which includes title and key – assessed using a teacher-created scoring guide

**Sample Assessment Questions**
- How would you design a map of the classroom that includes a title and key?
### Instructional Resources/Tools
- SMART Board

### Literacy Connections
- Pp. R2-R7 and p. 84 in *We Live Together*
- *How I Became a Pirate* by David Shannon and Melinda Long

### Cross Curricular Connections
- Math: Social Studies text p. 265 *Math Connections* – Students will create a word problem with a map
### Strand
**Elements of Geographical Study and Analysis**

### Big Idea
**Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment**

#### Concept

J. Understanding the concept of location to make predictions and solve problems

#### Learning Targets

2. Identify and locate the world’s seven continents and four oceans

### Alignments:
- Performance: 1.4, 1.5, 1.6
- Knowledge: (SS) 5
- SSGLE: EGSA.5.B
- NETS: 3a,b
- DOK: 1

### Instructional Strategies

- “Where Am I?” activity:
  - As a whole class, students will play the “Where Am I?” activity located on p. R6 in *We Live Together*
  - The teacher will model what a World Atlas is and how to use it
  - Students will practice using directions on a World Atlas
- “Identify and Locate Continents” activity:
  - The teacher will lead and model how to play the “Identify and Locate Continents” activity located on p. R7 in *We Live Together*
  - Students will recognize continents and identify their locations

### Assessments/Evaluations

- A Trip Around the World activity located on p. R6 in *We Live Together*. Students will:
  - individually locate the seven continents and four oceans
  - do research with a partner on capital cities around the world and plan a trip, visiting at least one capital city in each of the six continents
  - Activity will be assessed using a teacher-created scoring guide

### Sample Assessment Questions

- Can you locate the seven continents and four oceans on a map?
### Instructional Resources/Tools

- Orange Atlas
- Seven Continents song (YouTube seven continents song)

### Literacy Connections

- R6-R7 in *We Live Together*

### Cross Curricular Connections

- Technology/Research: Students will research a continent using the Internet
- Communication Arts: Students will:
  - identify the cultural aspects of the continent they choose to include:
    - food
    - animals
    - shelter
    - customs
    - clothing
    - schools
  - use a graphic organizer to document their findings
  - give an oral report and share their results
<table>
<thead>
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</tbody>
</table>

**Concept**

K. Understanding the concept of place

**Learning Targets**

3. Identify and describe physical characteristics in the world (landforms, water bodies, etc.)

**Alignments:**
- Performance: 1.6
- Knowledge: (SS) 5
- SSGLE: EGSA.5.C
- NETS: 1c
- DOK: 3

**Instructional Strategies**

- The teacher will lead a whole group reading of p. R8-R9 in *We Live Together*. As a class, the students will chart the different landforms
- As a whole group, the students will read/discuss p. 76-85 in *We Live Together*
- The teacher will model how to construct a landform book using various materials (e.g., construction paper, magazine pictures, clay, etc.) with each page representing a different labeled landform and its definition

**Assessments/Evaluations**

- The completed book will be assessed through a teacher-created scoring guide

**Sample Assessment Questions**

- Can you identify major landforms and bodies of water?

**Instructional Resources/Tools**

- Smart Exchange Grade 2 *Landforms* from ePals

**Literacy Connections**

- R8-R9 and p. 76-85 in *We Live Together*
**Cross Curricular Connections**

- Art/Math: Whole group activity:
  - Using a 3D object like clay or PlayDoh, students will make different landforms as assigned by the teacher
<table>
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<tr>
<td>Concept</td>
<td>L. Relationships within places <em>(Human-Environment Interactions)</em> (Movement)</td>
</tr>
</tbody>
</table>

- Describe why people of different groups settle more in one place than another
- Describe how transportation and communication systems have facilitated the movement of people, products and ideas

**Alignments:**
- Performance: 1.6, 4.1
- Knowledge: (SS) 5
- SSGLE: EGSA.5.D
- NETS: 4a
- DOK: 3

**Instructional Strategies**

- The teacher will lead a whole group discussion as to why communities settled near various bodies of water, railroads, etc.
- As a whole group the students will read/discuss p. 30-35 in *We Live Together*
- The teacher will model to the class how movement has changed over time. For example:
  - Christopher Columbus – ship
  - Pioneers – wagons, walking
  - Native Americans – walking, canoes
  - Pilgrims – walking, wagons
- Students will individually choose one movement from above and summarize how and why they moved

**Assessments/Evaluations**

- Assess summarization through teacher-created scoring guide

**Sample Assessment Questions**

- Explain why people move and why?
### Instructional Resources/Tools

- Computer lab

### Literacy Connections

- P. 30-35 in *We Live Together*

### Cross Curricular Connections

- Science: Students will research modes of transportation through history with the use of the Internet
- Communication Arts: Students will create a pictorial timeline using pictures obtained from magazines and internet resources
### Concept

M. Understanding relationships between and among places

### Learning Targets

5. 
   - Describe different types of communication and transportation and identify their advantages and disadvantages

### Alignments:

- Performance: 1.6
- Knowledge: (SS) 5
- SSGLE: EGSA.5.E
- NETS: 4a; 3d
- DOK: 2

### Instructional Strategies

- As a whole group the:
  - teacher will read/discuss p. 30-35 in *We Live Together*
  - class will make a chart identifying different forms of communication and transportation
  - teacher will lead a discussion on the advantages and disadvantages for each communication and transportation type
  - Using a graphic organizer, students will identify one form of communication and one form of transportation and give its advantage or disadvantage

### Assessments/Evaluations

- Graphic organizer will be assessed through teacher-created scoring guide

### Sample Assessment Questions

- Can you identify advantages and disadvantages of different types of communication and transportation?

### Instructional Resources/Tools

- Smart Exchange *Transportation* by Cindy Walker
- Computer lab
**Literacy Connections**

- *Transportation Series: Then and Now* by Nigel Smith

**Cross Curricular Connections**

- Science: Students will research various forms of communication throughout our history such as:
  - telegraph
  - pony express/stage coach (mail)
  - telephone
- Communication Arts: Students will report on two of their findings by using a t-chart
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</tr>
<tr>
<td><strong>Concept</strong></td>
<td></td>
</tr>
<tr>
<td>N. Understanding relationships between and among regions</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Targets</strong></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>• Define regions (i.e., as places that have some unifying characteristic—political, climatic, language, physical, etc.)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10
- Knowledge: (SS) 5
- SSGLE: EGSA.5.F
- NETS: 3a; 6a
- DOK: 2

**Instructional Strategies**

- The teacher will lead an investigation into the different Native American regions (i.e., as places that have some unifying characteristics – political, climatic, language, physical). Teachers may choose to teach Plains, Woodlands, and any additional regions of their choice.
- Visit Smart Exchange Native Americans Cultural Region (grade 3). The whole class will discuss the presentation.
- Each student is given a region (Plains, Woodlands, or other) to represent. They can:
  - make a poster
  - write a report
  - make a diorama
  etc.
- Students will individually explain the region project as an oral presentation to the class.

**Assessments/Evaluations**

- Teacher assesses oral presentation through teacher-created scoring guide.

**Sample Assessment Questions**

- Can you define a Native American region?
### Instructional Resources/Tools

- Smart Exchange Native American Cultural Regions (Grade 3)

### Literacy Connections

- *Native Americans of the Great Plains* from Reading A to Z
- Pp.126-129 in *We Live Together*
- *Eastern Woodlands Indians* by Mir Tamin Ansary
- *Plains Indians* by Mir Tamin Ansary

### Cross Curricular Connections

- Science: Students will discuss how the weather changes in Missouri/Midwest throughout the seasons
<table>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment</td>
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<tr>
<td>Concept</td>
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<td>O.</td>
<td>Using geography to interpret, explain and predict</td>
</tr>
<tr>
<td>Learning Targets</td>
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<tr>
<td>7.</td>
<td>• Use geography to explain the present (e.g., why today’s supermarkets are able to sell apples throughout the year)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.6  
Knowledge: (SS) 5  
SSGLE: EGSA.5.G  
NETS: 1c  
DOK: 3

**Instructional Strategies**
- The teacher will read *Apples* by Gail Gibbons or a related apples book to the whole class  
- Students will turn and talk to their neighbor about how apples get to today’s supermarkets  
- The teacher will lead a whole group discussion on the role that climate plays (compare different regions) in the transportation of apples throughout the United States

**Assessments/Evaluations**
- Assess through teacher observation

**Sample Assessment Questions**
- Why can today’s supermarkets sell apples throughout the year?

**Instructional Resources/Tools**
- *Apples, Apples, Everywhere* (Smart Notebook)

**Literacy Connections**
- *Apples* by Gail Gibbons
Cross Curricular Connections

• Math:
  • The teacher will provide 3 different apple types
  • Students will taste each one and vote on their favorite
  • As a whole group, students will graph the results of the apple taste testing
<table>
<thead>
<tr>
<th>Strand</th>
<th>Relationships of Individual and Groups to Institutions and Traditions Tools of Social Science Inquiry</th>
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</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
</tr>
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<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
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<td>P. Groups meeting the needs of individuals</td>
<td>1. Describe how needs are met by families and friends</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.9  
Knowledge: (SS) 6  
SSGLE: RIGIT.6.B; TSSI.7.A  
NETS: 4a  
DOK: 3

**Instructional Strategies**
- As a whole group the students will read p. 194-195 in *We Live Together*  
- The teacher will:  
  - read *Needs and Wants* by Gillia M. Olsen or one of the Literacy Connections books to the whole class  
  - lead a discussion with the whole class about the difference between wants and needs  
- The whole class will construct a t-chart comparing needs vs. wants  
- Students will individually construct a collage showing needs versus wants

**Assessments/Evaluations**
- Assess collage through teacher-created scoring guide

**Sample Assessment Questions**
- Can you distinguish between a need and want?

**Instructional Resources/Tools**
- SMART Board  
- SMART Exchange  
- Interactive activities
<table>
<thead>
<tr>
<th><strong>Literacy Connections</strong></th>
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<tbody>
<tr>
<td>• Pp. 195-195 in <em>We Live Together</em></td>
</tr>
<tr>
<td>• <em>Those Shoes</em> by Maribeth Boelts</td>
</tr>
<tr>
<td>• Charlie and Lola: <em>I Really, Really Need Actual Ice Skates</em> by Lauren Child</td>
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<tr>
<td>• <em>The Giving Tree</em> by Shel Silverstein</td>
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<tr>
<td>• <em>Max’s Dragon Shirt</em> by Rosemary Wells</td>
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<tr>
<td>• <em>Chicken Sunday</em> by Patricia Polacco</td>
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</table>

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<th><strong>Cross Curricular Connections</strong></th>
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<tr>
<td>• Communication Arts (Writing)/Math: If given $100, students will journal, individually, what they would purchase and whether it would be a want or need</td>
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</table>