3rd Grade Social Studies Curriculum

Course Description:
In third grade, students will engage in a yearlong study of our state of Missouri. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. The study of Missouri requires that students generate and research compelling questions.

Scope and Sequence:

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Curriculum Revisions Tracking  2019-2020
Unit ONE:
• In Engaging Experiences we have added Another Way to do This 1, 2, 3, 5
• EE4 needs to be removed
• Added a second way to complete Engaging Scenario

Unit TWO:
• Removed graphic organizer of all tribes and only compare two tribes in EE4
• EE 5 added another way to do this using map from textbook
• EE6 Modified timeline to be whole group class
• EE 7, 8 added another way to do this and add to the timeline from EE6
• EE 9 added another way to do this
• EE 10 Add to timeline
• EE 11 Added another way to do this and add to timeline
• EE12

Unit 1: Physical Features of Missouri

Subject: Social Studies
Grade: 3
Name of Unit: Physical Features of Missouri
Length of Unit: 1 week

Board Approved: May 10, 2018
Overview of Unit:
This unit will discuss the physical characteristics of Missouri. You will review the regions, border states, and how geography has affected Missouri history.

Getting Ready for the Unit:
- Set up an EPIC books account
- Review maps of Missouri, past and present.
- Review the landscapes and regions of Missouri.
- Review how geography impacted events in Missouri history.

Pre-Assessment (given prior to starting the unit):
Give students a blank map of Missouri and have them label the cities and rivers they recognize as well as the bordering states of Missouri.

Answer the following questions:
- How might the regions of Missouri affect how people lived?
- How do you use a grid system to locate Missouri?

Priority Standards for unit:
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 3.EG.5.B.b Describe and use absolute location using a grid system.
- 3.EG.5.F.b Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).
- 3.EG.5.G Explain how geography affected important events in Missouri history

Supporting Standards for unit:
- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri
- 3.EG.5.A Read and construct historical and current maps
- 3.EG.5.F.a Identify regions in Missouri.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.D Conduct and present Social Studies research to an audience using appropriate sources.

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<th>Unwrapped Concepts (Students need to know)</th>
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<tr>
<td>3.EG.5.D</td>
<td>how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.</td>
<td>describe</td>
<td>apply</td>
<td>Level 1</td>
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<tr>
<td>3.EG.5.B.b</td>
<td>absolute location using a grid system.</td>
<td>describe and use</td>
<td>apply</td>
<td>Level 1</td>
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<tr>
<td>3.EG.5.F.b</td>
<td>regions in Missouri. (e.g. explain how life in a city region is different from life in a rural</td>
<td>compare</td>
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</table>
region or how landscapes in mountainous regions look different from landscapes in plains regions).

3.EG.5.G geography affected important events in Missouri history explain

**Essential Questions:**
- How can you describe Missouri’s physical characteristics?
- How has geography affected events in Missouri?

**Enduring Understanding/Big Ideas:**
- I can name and locate rivers, regions, and border states.
- I can compare regions in Missouri.
- I can explain how geography affected Missouri history.

**Unit Vocabulary:**

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<thead>
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<th>Academic Cross-Curricular Words</th>
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<tr>
<td>Name</td>
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<td>Compare</td>
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<td>Understand</td>
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<td></td>
<td>Grid system</td>
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**Topic 1: Physical Features of Missouri**

**Engaging Experience 1**

**Teaching Point:** Today I am going to teach you how the geography of Missouri includes many different landforms, which geographers use to divide the state into regions. *Ch 1 Lesson 1- Regions of Missouri: Missouri in the World*

**Suggested Length of Time:** 1 session

**Standards Addressed**

**Priority:**
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 3.EG.5.B.b Describe and use absolute location using a grid system.
Supporting:
- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri
- 3.EG.5.A Read and construct historical and current maps

Detailed Description/Instructions:
Missouri has a global address on Earth. Missouri is part of the United States, which is part of North America. North America is in the Western Hemisphere. The geography of Missouri includes many different landforms, which geographers use to divide the state into regions. **One way to do this is to** have students read pp. 72-73 to learn about the ways you can talk about location and how forces of nature created the landforms of Missouri. **Have students do a quick write about the forces that created Missouri’s landforms.**

**Another way to do this is to** use landforms presentation linked on Schoology titled Landform Presentation and complete a round robin with the prompt: “What are the forces that created Missouri’s landforms?”

**Vocabulary:** continent, hemisphere, Ice Age, plateau

**Bloom’s Levels:** Understand

**Webb’s DOK:** Level 2

**Engaging Experience 2**

**Teaching Point:** Today I am going to teach you how to understand the five physical regions of Missouri

**Ch1 Lesson 1- Regions of Missouri:** Missouri’s Regions and Missouri’s Rivers pgs 74-77

**Suggested Length of Time:** 2-4 sessions

**Standards Addressed**

**Priority:**
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

**Supporting:**
- 3.EG.5.B.a Name and locate major cities, rivers, regions and border states of Missouri

Detailed Description/Instructions:
Missouri has five different regions: the Glaciated Till Plain, the Ozark Highland, the Mississippi Lowlands, the Osage Plains, and the Alluvial River Plain. The first two take up more than eighty percent of the state’s land area. These regions have distinct geographic features such as swamps, plains, and mountains. **One way to do this is to** have students read pp. 74-77 to learn about the different regions of Missouri, rivers and cities. **Tell students that each region has specific landforms, although some share landforms. Have the students color the map according to the different regions to put into their SS notebook. Also have them label the rivers and states that border Missouri.** Big Idea question “How do people adapt to where they live?”

**Another way to do this is to** give each student a blank map of Missouri. Have them glue it into their notebook. Then after reading about each region (on pg. 74-74), have students draw the details and add labels related to that region. Big Idea question “How do people adapt to where they live?”

**USE TR32**

**Vocabulary:** continent, hemisphere, Ice Age, plateau
Bloom’s Levels: Apply
Webb’s DOK: Level 2

Engaging Experience 3
Teaching Point: Today I am going to teach you how geography affected history in Missouri.
Suggested Length of Time: 1 session
Standards Addressed:

Priority:
- 3.EG.5.G Explain how geography affected important events in Missouri history.
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.

Supporting:

Detailed Description/Instructions:
One way to do this is to using pages 18 and 19 in the book *The Missouri River* By Katie Marsico (on EPIC Books), read the passage aloud and have students discuss in small groups why they believe the different groups of people settled along the Missouri River. Have the students act out reasons they think people lived on the river. Have the rest of the class guess the reasons being acted out.
Take time to discuss why people may not want to settle by the river. Where else could people live? Why might people move to a big city? Why would people move out of a big city? Discuss why people have relocated within Missouri depending on the geography.

Another way to do this is after reading pg. 18-19 in the book *The Missouri River* By Katie Marsico (on Epic) use the presentation linked on schoology titled Comparing Regions. There are different resources and questions to discuss.

Bloom’s Levels: Evaluate
Webb’s DOK: Level 3

Engaging Experience 4
Teaching Point: Today I am going to teach you how to look at the different resources available and how people adapt to life using those resources. (Adapting to your environment pg. 62)
Suggested Length of Time: 1 session
Standards Addressed

Priority:
- 3.EG.5.F.b Compare regions in Missouri. (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).

Supporting:
- 3.EG.5.F.a Identify regions in Missouri.

Detailed Description/Instructions:
One way to do this is to think about what you learned about Missouri’s geography, climate, and natural resources as you read Unit 1. Complete the graphic organizer above by filling in details. Create a graphic organizer to help you write an essay about one geographic region of Missouri. Your essay should answer the Big Idea question “How do people adapt to where they live?” You might want to describe the geography, people, climate, and resources of the area you chose.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** Level 3

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**Engaging Experience 5**

**Teaching Point:** Today I am going to teach you how using absolute location and grid system can help you determine specific locations. (*Understanding Latitude and Longitude pg 78,79*)

**Suggested Length of Time:** 1 session

**Standards Addressed:**

- **Priority:**
  - 3.EG.5.B.b Describe and use absolute location using a grid system.

- **Supporting:**
  - 3.EG.5.A read and construct historical and current maps

**Detailed Description/Instructions:**

*One way to do this is to show students a globe and point out the lines that make up a grid. Tell students that these lines help describe a place on a map. Have students refer to the map of Missouri on p. 79 and point to the lines that make up the grid. Ask students to locate a particular spot in the state. Tell them that by the end of the lesson they will be able to describe the location using longitude and latitude references. Project the map on the Smart Board for group practice.*

*Another way to do this... is after reading pg. 78-79 practice finding absolute location using this Treasure Hunt Game: [http://www.abcya.com/latitude_and_longitude_practice.htm](http://www.abcya.com/latitude_and_longitude_practice.htm)*

**Vocabulary:** grid, latitude, longitude, degree, parallel, meridian

**Bloom’s Levels:** Apply

**Webb’s DOK:** Level 1

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**Engaging Scenario**

**Potential Physical Features of Missouri Engaging Scenario:**

*(We suggest explaining this at the beginning of the unit to give purpose to the readings and learning).*

Using the region map that students created, group students and give each group a piece of chart paper. Students will answer two questions for each region. Using a Kagan strategy to have students brainstorm and share.

1. Why would you want to live in this region?
2. Why would you not want to live in this region?
Another way to do this... The Missouri Tourism Board needs to add information to their site about how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present. To do this, they would like to create an interactive map that shows the various physical features of Missouri and then a short video clip or audio clip (starring you) or written description explaining how that region has affected the people. They would also like to highlight cities in those regions, so please include the absolute location of at least one city in each region. The map must include all of Missouri’s regions.

Tools students could use for this include:
- Google My Maps
- ThingLink
- Google Sites

*These can be added to the virtual museum. Students can post their work to the dedicated page on the site.

Rubric for Engaging Scenario:

Unit 2: People of Missouri

Subject: Social Studies
Grade: 3
Name of Unit: People of Missouri
Length of Unit: 3 weeks

Overview of Unit:
Students identify and explain how significant individuals and events have impacted the history of Missouri.

Getting Ready for the Unit:
- Read through this website to learn about famous Missourians. [http://shsmo.org/historicmissourians/](http://shsmo.org/historicmissourians/)
- Review Missouri’s role in the Louisiana Purchase, westward expansion, and the Civil War.
- Review life for Native Americans, European immigrants, and enslaved Africans in Missouri.

- Create a space in the classroom to make a class timeline of the significant dates and events through Missouri history. Consider having premade/printed dates and events or whether you want students to
create these as you teach your lessons.

Pre-Assessment (given prior to starting the unit):
Have students answer the following questions: (after answering, add a “line of learning” below.)

- What were the conflicts between Native Americans, European immigrants and enslaved Africans in Missouri that impacted Missouri?
- What was the Louisiana Purchase?
- Who were Lewis and Clark?
- Why were African peoples enslaved and brought to Missouri?

Priority Standards for unit:
- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri.
- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.

Supporting Standards for unit:
- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).
- 3.H.3.F.c Discuss issues of Missouri statehood.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.C.a Identify facts and opinions in Social Studies topics.

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<th>Webb's DOK</th>
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<tbody>
<tr>
<td>3.H.3.A.a</td>
<td>migration of Native Americans to Missouri prior to European settlement in the state.</td>
<td>describe, apply</td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td>3.H.3.A.b</td>
<td>discovery, exploration and early settlement of Missouri by European immigrants.</td>
<td>describe, apply</td>
<td></td>
<td>Level 1</td>
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<tr>
<td>3.H.3.B.a</td>
<td>cultural interactions and conflicts among Native Americans, European immigrants and enslaved africans in Missouri</td>
<td>examine, understand</td>
<td></td>
<td>Level 1</td>
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<tr>
<td>3.H.3.F.a</td>
<td>the importance of the Louisiana Purchase and the expedition of Lewis and Clark.</td>
<td>describe, apply</td>
<td></td>
<td>Level 1</td>
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</table>
3.H.3.F.b the impact of westward expansion of the Native Americans in Missouri. evaluate analyze Level 3

3.H.3.F.c African peoples were enslaved and brought to Missouri describe apply Level 1

**Essential Questions:**
- What were the conflicts between Native Americans, European immigrants and enslaved Africans in Missouri that impacted Missouri?
- How did the Louisiana Purchase and the expedition of Lewis and Clark impact Missouri history?
- What significant Missourians made contributions to our state and national heritage?

**Enduring Understanding/Big Ideas:**
- I can identify and describe the significance of individuals from Missouri who have made contributions to our state and national heritage.
- I can describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
- I can evaluate the impact of westward expansion on the Native Americans in Missouri.
- I can explain Missouri’s role in the Civil War.

**Unit Vocabulary:**

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<td>Environments</td>
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<td>Examine</td>
<td>Character traits</td>
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<tr>
<td>Apply</td>
<td>Civic attitudes</td>
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<td>Evaluate</td>
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<td></td>
<td>Civil War</td>
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<td></td>
<td>Louisiana Purchase</td>
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**Topic 1: People of Missouri**

**Engaging Experience 1**

**Teaching Point:** Today I want to teach you how early Americans came to North America and how they lived.
Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.

Supporting:

Detailed Description/Instructions:

Scientists believe the first Americans came to North America by walking from Asia to Alaska during the Ice Age. They may also have come in small boats from Asia, Europe, or Africa. These early Native Americans were hunter-gatherers.

**One way to do this is to** have students read pp. 126-127 to learn about how early Americans came to North America and how they lived. Have them complete a sequence of events graphic organizer telling the migration of the early Americans. Add points that you feel your class finds important, it does not have to match up to the graphic.

**Vocabulary:** archaeology, prehistory, mound, surplus

**Bloom’s Levels:** Understand

**Webb’s DOK:** Level 2

### Engaging Experience 2

**Teaching Point:** Today I want to teach you how two different Native American tribes lived. (Learning about the first Missourians Ch 3 Lesson 1)

**Suggested Length of Time:** 1 session

**Standards Addressed**

**Priority:**

- 3.H.3.A.a Describe the migration of Native Americans to Missouri prior to European settlement in the state.

**Supporting:**

**Detailed Description/Instructions:**

The Adena people began to live in the Ohio River Valley east of Missouri in about 1000 B.C. They were hunter-gatherers who built large mounds. The Hopewell people lived in what is now Missouri in about 194 B.C. They also were hunters and farmers and built mounds. In addition, the Hopewell made fine tools and beautiful sculptures.

**One way to do this is to** have students read pp. 128–129 to learn about the Adena and Hopewell. Ask students to summarize the two early Native American groups on this page. When the chart is completed, lead a discussion about the ways the two groups were similar.

**Vocabulary:** archaeology, prehistory, mound, surplus

**Bloom’s Levels:** Understand
Engaging Experience 3

Teaching Point: Today I want to teach you about two different Native American tribes and how they lived. (Later Native Americans of Missouri  Ch 3 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

Supporting:

Detailed Description/Instructions:
Missouri gets its name from the Missouri people who lived along the Missouri River. They did not farm but gathered plants and hunted buffalo. The Iowa lived in northern Missouri. They shared a language and many customs with the Missouri. The Iowa both farmed and hunted.

One way to do this is to have students read pp. 136-137 to learn about Missouri’s Native Americans. Use a Venn diagram to compare and contrast the Missouri and the Iowa.

Vocabulary: teepee, lodge, clan

Bloom’s Levels: Analyze

Webb’s DOK: Level 2

Engaging Experience 4

Teaching Point: Today I want to teach you how to compare and contrast the different tribes you have learned about. (Later Native Americans of Missouri  Ch 3 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

Supporting:

Detailed Description/Instructions:
The Osage were the most numerous of Missouri’s Native American groups. They lived in lodges and formed villages. By trading with the French, the Osage received guns and horses. This made them very wealthy and powerful.

One way to do this is to have students read pp. 138-139 to learn about the Osage.

The Sac and Fox were forced to leave both Michigan and Wisconsin. They lived in lodges and villages and hunted deer, buffalo, and other animals. As the Sac and Fox began to move into Missouri, war with the Osage broke out.

One way to do this is to have students read pp. 140-141 to learn about the Sac and Fox and the Osage. Have students complete the 2 column chart comparing the different Native American groups.

Vocabulary: teepee, lodge, clan

Bloom’s Levels: Analyze

Webb’s DOK: Level 2
**Engaging Experience 5**

**Teaching Point:** Today I want to teach you how explorers learned about the culture on Missouri along the Mississippi. (The French Claim Missouri *Ch 4 Lesson 1*)

**Suggested Length of Time:** 2 sessions

**Standards Addressed**

**Priority:**
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

**Supporting:**
- 3.H.3.F.c Discuss issues of Missouri statehood.

**Detailed Description/Instructions:**

One way to do this is to read aloud the quotation on p. 146.

“[A] voyage on the Mississippi is more dangerous than a passage across the ocean . . . from Europe to China.”

Ask students to brainstorm dangers the Mississippi River might hold. Ask them if the quote is an opinion or a fact, and how the speaker makes his point. *(Answers about the dangers of traveling will vary. The quote is an opinion. The speaker is making his point by comparing a trip down the Mississippi with a trip across the ocean.)*

After Christopher Columbus, other Europeans began to sail west. By 1673, French explorers Marquette and Jolliet had traveled to Michigan. They searched for the Mississippi River, hoping it would take them to the Pacific Ocean. In 1682, French explorer Robert de La Salle claimed the river and its tributaries for France. He named the area “Louisiana.”

*Have students read p. 149 to learn about explorers along the Mississippi River.*

Another way to do this is to print off the map on pg. 147 for students. Glue it into student notebook. Color code and label the map and discuss why those routes were chosen.

**Vocabulary:** explorer, Northwest Passage, trading post, cede

**Bloom’s Levels:** Remember

**Webb’s DOK:** Level 1

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**Engaging Experience 6**

**Teaching Point:** Today I want to teach you how the French and Spanish had control in Missouri. (The French Claim Missouri *Ch 4 Lesson 1*)

**Suggested Length of Time:** 1 session

**Standards Addressed**

**Priority:**
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

**Supporting:**
● 3.H.3.F.c Discuss issues of Missouri statehood.

**Detailed Description/Instructions:**

By 1720, the French had built several settlements north of Missouri. Around 1735, French traders founded the first trading post along the western banks of the Mississippi, Ste. Genevieve. St. Louis also started as a trading post. By 1800, more than 1,000 people lived in St. Louis. In 1762, the French ceded the Louisiana territory to Spain. Settlements throughout Missouri were still mostly French. Spain controlled the area until 1800, when Napoleon Bonaparte forced them to return Louisiana to France.

**One way to do this is to** have students read pp. 150-152 to learn about the French settlements and Spanish Control in Missouri. On sticky notes write down the various reasons or events that led up to St. Louis being founded as one of the major cities between 1720 and 1800. Start a class timeline and **add 1764 St. Louis is founded. Students should have the same running list in their notebooks.**

**Vocabulary:** explorer, Northwest Passage, trading post, cede

**Bloom’s Levels:** Apply

**Webb’s DOK:** Level 2

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**Engaging Experience 7**

**Teaching Point:** Today I want to teach you about Louisiana Purchase and Thomas Jefferson’s influence on Missouri. (The Louisiana Purchase  Ch 4 Lesson 2)

**Suggested Length of Time:** 1 session

**Standards Addressed**

**Priority:**

- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

**Supporting:**

- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

**Detailed Description/Instructions:**

Americans, including Thomas Jefferson, were anxious to expand the territory of the United States. Jefferson negotiated a deal to buy Louisiana from France, which effectively doubled the size of the United States. **One way to do this is to** have students read p. 157 to learn about the Louisiana Purchase. Print off map of Louisiana Purchase linked on Schoology. Have students glue it into their notebooks. Outline the Louisiana territory and discuss what was the purpose in expanding the United States? Jot down notes with the map as you discuss. **Add to the class timeline Thomas Jefferson purchased Louisiana territory from France in 1803.**

**Vocabulary:** Louisiana Purchase, expedition, Corps of Discovery, Lewis and Clark Trail, bicentennial

**Bloom’s Levels:** Understand

**Webb’s DOK:** Level 2
Engaging Experience 8
Teaching Point: Today I will teach you how to analyze a map to learn about the Lewis and Clark Expedition. (The Louisiana Purchase Ch 4 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.F.a Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.
Supporting:
- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

Detailed Description/Instructions:
Jefferson organized an expedition, the Corps of Discovery, to explore the Louisiana Territory. He hired Lewis and Clark to lead it. They left St. Charles, Missouri, in 1804 and met with Native Americans and French traders along the way. A Shoshone Indian woman named Sacagawea helped Lewis and Clark.

One way to do this is to have students study the Datagraphic on pg 159 so they will read to find the answers. Then have them read p. 158-160 to learn about the Lewis and Clark expedition. Add to the class timeline Lewis and Clark start their exploration of the Louisiana Territory in 1804. In 1806, they return to Missouri.

Another way to do this is to use the Google Tour to see what the Lewis and Clark expedition was like and explore what they encountered on their journey. [https://earth.google.com/web/@43.61414605,-107.10269614,2402.09485009a,3203596.78d,35y,0h,45.009t,0r/data=CjsSORlGMGZIYig5N2RiMTEwMTFiNTYzZWNmZWYzOTljMjZjZTjZSvXZm2N1NwbG]zA

Vocabulary: Louisiana Purchase, expedition, Corps of Discovery, Lewis and Clark Trail, bicentennial
Bloom’s Levels: Remember
Webb’s DOK: Level 1

Engaging Experience 9
Teaching Point: Today I will teach you how two pioneers lived life in Missouri. (The Twenty-Fourth State Ch 5 Lesson 1)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.B.a Examine cultural interactions and conflicts among Native Americans, European
immigrants and enslaved and free African-Americans in Missouri.

- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Supporting:
- 3.H.3.C.3.a Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage (e.g., Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S. Truman, and Thomas Hart Benton).

- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:
America began to settle in Missouri during the 1780s. Pioneer life was very difficult. Clearing the land, building a cabin, growing food, and making medicine was hard work. Daniel Boone and Hannah Cole were two famous pioneers of Missouri.

One way to do this is to have students read pp. 176-177 to learn about the American explorers of Missouri. Have students compare how their current life is different from the pioneer lifestyle.

Another way to do this is to assign the book My Life as a Pioneer on Epic Books and then compare how their current life is different from the pioneer lifestyle.

Another way to do this is to watch the video titled Pioneer Living on Safari Montage. Have students compare how their current life is different from the pioneer lifestyle.

Vocabulary: pioneer, Missouri Compromise, constitution, debt, loan

Bloom’s Levels: Apply
Webb’s DOK: Level 1

Engaging Experience 10
Teaching Point: Today I am going to teach you how Missouri became a state. (The Twenty-Fourth State Ch 5 Lesson 1)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

- 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri

Supporting:
- 3.H.3.F.c Discuss issues of Missouri statehood.

Detailed Description/Instructions:
The land north of Louisiana was renamed the Missouri Territory in 1812. When the War of 1812 ended, the United States government forced Native Americans from their lands. In 1819, Senator Henry Clay came up with the Missouri Compromise to allow Missouri to become a state.

One way to do this is to have students read p. 178-181 to learn the steps to statehood for Missouri. Using TR 24, have students color in the United States map to represent the Missouri Compromise on page 179 to put in their notebooks. Add to classroom timeline 1819 Missouri Compromise, making Missouri a state.

Vocabulary: pioneer, Missouri Compromise, constitution, debt, loan

Bloom’s Levels: Apply
Webb’s DOK: Level 2
Engaging Experience 11
Teaching Point: Today I am going to teach you how to understand the movement of people to the west. (Gateway to the West Ch 5 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed:
  Priority:
    ● 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri
  Supporting:
Detailed Description/Instructions:
Between 1820 and 1830, Missouri was on the edge of the western frontier. Most of the people who lived west of Missouri were mountain men, or trappers who traveled in search of furs.
One way to do this is to have students read p. 185 and 186 to learn about the mountain men and Gateway to the West. Using TR9, have the students start a 4 column chart summarizing the Heading West and Gateway to the West sections of the chapter.
Another way to do this is to watch video on Safari Montage titled Pioneers Moved West and take notes on why they moved West and what life was like on the trail. Discuss as a group after. Add to classroom timeline by 1820 people began to move West.
Vocabulary: frontier, mountain men, Gold Rush, Oregon Trail, Santa Fe Trail
Bloom’s Levels: Understand
Webb’s DOK: Level 2

Engaging Experience 12
Teaching Point: Today I am going to teach you how movement west meaning growing towns and thriving communities. (Gateway to the West Ch 5 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed:
  Priority:
    ● 3.H.3.F.b Evaluate the impact of westward expansion on the Native Americans in Missouri
  Supporting:
Detailed Description/Instructions:
Settlers heading west brought money to Missouri, and towns grew rapidly. Many people came to Missouri to live in these thriving communities.
One way to do this is to have students read p. 187 and 188 to learn about Missouri towns that boomed as pioneers traveled west. Using TR9, have the students start a 4 column chart summarizing the St. Louis and Independence sections of the chapter.
Vocabulary: frontier, mountain men, Gold Rush, Oregon Trail, Santa Fe Trail
Bloom’s Levels: Understand
Webb’s DOK: Level 2

Engaging Experience 13
Teaching Point: Today I am going to teach you how the perspectives of the north and south differed. (Slavery
and Plantation Life Ch 6 Lesson 1)

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.

Supporting:

Detailed Description/Instructions:
As the nation grew, the two main regions in the United States became increasingly different from one another. In the North, large cities grew up around factories, and the economy relied on industry. In the South, the economy was based mostly on farming, and large plantations required a lot of workers, mostly enslaved Africans.

One way to do this is to have students read p. 197 to learn about the differences in the North and South and about slavery in Missouri. Add to the timeline to represent the events centered around slavery.

Vocabulary: plantation, Underground Railroad, abolitionist, Dred Scott Decision, Kansas-Nebraska Act, Kansas Border War

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 14

Teaching Point: Today I am going to teach you how slavery had an impact on the people of Missouri. (Slavery and Plantation Life Ch 6 Lesson 1)

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.H.3.F.c Describe the reasons African peoples were enslaved and brought to Missouri.

Supporting:

Detailed Description/Instructions:
About 3,500 Africans in Missouri were free and worked as nurses, barbers, and carpenters. In Missouri, enslaved people, including children, worked long and hard. Even so, enslaved Africans developed a rich culture. The Underground Railroad helped enslaved people escape to freedom. Many routes led through Missouri.

One way to do this is to have students read pp. 198-199 to learn about slavery and freedom in Missouri. Complete the 3-column chart to represent the progression of slavery.

Vocabulary: plantation, Underground Railroad, abolitionist, Dred Scott Decision, Kansas-Nebraska Act, Kansas Border War

Bloom’s Levels: Analyze

Webb’s DOK: Level 2

Engaging Scenario
Potential People of Missouri Engaging Scenario:
(We suggest explaining this at the beginning of the unit to give purpose to the readings and learning).

Milton Bradley, a large American game company, is looking for new games based on United States history. Working in teams or partners, students are challenged to create a board game concept based on the people of Missouri. The game needs to include the following:

- The migration of Native Americans to Missouri
- European immigration to Missouri
- Free and enslaved African Americans and how they arrived in Missouri
- At least 3 cultural interactions or conflicts that arose between the 3 groups of Missourians
- Include how the Louisiana Purchase and westward expansion/Lewis & Clark, impacted each group

The game can be a rough sketch or digital model, but students need to create a presentation for Milton Bradley that explains and justifies how their game works (storyline and rules), includes the historical content above and why their game should be considered for production. (*Students can create the actual game if they want and if time allows, but the meat of this project are the students creatively sharing out and defending their idea/concept).

*These can be added to the virtual museum as well. Students can post their presentation and game models to the appropriate page.
Unit 3: Missouri and the Civil War

Subject: Social Studies
Grade: 3
Name of Unit: Missouri and the Civil War
Length of Unit: 3 weeks

Overview of Unit:
This unit focuses on the Missouri Constitution and Missouri’s role in the Civil War.

Getting Ready for the Unit:
- Have students prepare Social Studies journal with a place for a continual timeline and vocabulary

Pre-Assessment (given prior to starting the unit):
Ask students to answer the following questions in their journal:
- What was Missouri’s role in the Civil War?
- What are some of the changes in Missouri since the Civil War in regards to education, transportation and communication?
- What was the time period called after the Civil War?
- What was the importance of the 13th, 14th and 15th Amendments?

Priority Standards for unit:
- 3.H.3.F.c Discuss issues of Missouri statehood.
- 3.PC.1.B.b Explain the major purposes of the Missouri Constitution.
- 3.H.3.G.a Explain Missouri’s role in the Civil War, including the concept of a border state.
- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting Standards for unit:
- 3.H.3.F.b Evaluate the impact of westward expansion of the Native Americans in Missouri.
- 3.H.3.A.a Describe the migration of native Americans to Missouri prior to European settlement in the state.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
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<td>issues of Missouri statehood, such as</td>
<td>discuss</td>
<td>analyze</td>
<td>Level 1</td>
</tr>
</tbody>
</table>
the Missouri compromise.

| 3.PC.1.B.b | major purposes of the Missouri Constitution. | explain | analyze | Level 2 |
| 3.H.3.E | causes and consequences of the Dred Scott decision on Missouri and the nation. | explain | analyze | Level 2 |
| 3.H.3.G.a | Missouri’s role in the Civil War, including the concept of a border state. | explain | analyze | Level 2 |
| 3.H.3.G.c | changes in Missouri since the Civil War in education, transportation and communication. | describe | analyze | Level 2 |

**Essential Questions:**
- What are the events that led to Missouri’s statehood?
- Why was the Missouri Constitution written?
- What impact did the Dred Scott decision have on slavery?
- How did Missouri change after the Civil War?

**Enduring Understanding/Big Ideas:**
- Students will be able to identify and explain the major purposes of the Missouri Constitution.
- Students will be able to explain how Missouri became a state. This could include the issues Missouri encountered when becoming a state.
- Students will be able to explain Missouri’s role in the Civil War; This includes the concept of Missouri being a border state (state forms the division between the free and slave states) and how Missourians had divided loyalties.
- Students will be able to give events that led to the Dred Scott case, explain the Dred Scott decision, and describe the consequences of the Dred Scott case on Missouri and the nation.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tr>
<td>Describe</td>
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<td>Secede</td>
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<td>Explain</td>
<td>Union</td>
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<td>Discuss</td>
<td>Confederate States of America</td>
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<td></td>
<td>Segregation</td>
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<td></td>
<td>Civil rights</td>
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**Topic 1: Missouri and the Civil War**
Engaging Experience 1
Teaching Point: Today I am going to teach you how to look at a video clip of the Civil War and understand its meaning. - Overview of the Civil War
Suggested Length of Time: 1 session
Standards Addressed
Priority:
● 3.H.3.G.a Explain Missouri’s role in the Civil War, including the concept of a border state.
Supporting:
● 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:
One way to do this is to give students an overview of the Civil War choose one of the video clips to show them. Then have them write a quick write as to what they learned about the Civil War. This will give them a framework as to how Missouri fits into this time frame.
The Civil War- Explained by Kids
Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 2
Teaching Point: Today I am going to teach you how to analyze two articles to learn about Missouri’s role in the Civil War.
Suggested Length of Time: 1 session
Standards Addressed
Priority:
● 3.H.3.G.a Explain Missouri’s role in the Civil War including the concept of a border state.
Supporting:
● 3.H.3.B.b Examine cultural interactions and conflicts among Missourians after the Civil War.
  3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Detailed Description/Instructions:
One way to do this is to have students read page 197 to understand what it meant for Missouri to be a border state. Using Round Robin (Kagan Structure) have students discuss:
● Why did the South justify having slavery?
● Why was the North opposed to slavery?
● How do you think being a border state affected the communities of Missouri?

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 3
Teaching Point: Today I am going to teach how the nation was divided during the Civil War and the events that led up to it. (The Civil War Ch 6 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.G.a Explain Missouri’s role in the Civil War including the concept of a border state.
Supporting:
Detailed Description/Instructions:
Soon after Abraham Lincoln was elected in 1860, several Southern states seceded from the United States and founded the Confederate States of America. Missourians had different opinions on whether to join the Confederacy, but Missouri remained with the Union.
One way to do this is to have students read p. 204, 205 to learn about how the nation became divided just before civil war broke out. Have students add to their timeline the events leading up to and surrounding the Civil War. They can also complete the following graphic in their journal to summarize what they learned.
Vocabulary: states rights, secede, Confederate States of America, Union, Civil War, border state, Emancipation Proclamation.
Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 4
Teaching Point: Today I am going to teach you how to see which states were part of the union and which states were part of the Confederacy. (The Civil War Ch 6 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.G.a Explain Missouri’s role in the Civil War, including the concept of a border state.
Supporting:
Detailed Description/Instructions:
Thousands of Missourians joined the Union Army during the Civil War. Other Missourians fought for the Confederates. The largest battle fought in Missouri was the Battle of Wilson’s Creek in 1861. President Lincoln’s Emancipation Proclamation granted freedom to slaves in Confederate states. The Confederacy surrendered on April 9, 1865.
One way to do this is to have students read pp. 206-207 to learn about Missourians and the Civil War. Have students color TR 24 according to the Union and Confederacy map above to add to their SS notebook.
Vocabulary: states rights, secede, Confederate States of America, Union, Civil War, border state, Emancipation Proclamation.
Engaging Experience 5
Teaching Point: Today I am going to teach you how the Reconstruction era changed culture, communication, education and transportation in Missouri.
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.B.b Examine cultural interactions and conflicts among Missourians after the Civil War
Supporting:
- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.
Detailed Description/Instructions:
One way to do this is to print off the Reconstruction page for every student. Start by reading the article to the class. Then send students off to highlight important vocabulary related to changes in America after the Civil War. They could also take notes about important events. Then join together again to share the most important changes in culture, communication, education, and transportation. You could also visit http://www.ducksters.com/history/civil_war/reconstruction.php (there is audio at the bottom of article for low readers) for more details about the Reconstruction era.
Bloom’s Levels: Analyze
Webb’s DOK: 2

Engaging Experience 6
Teaching Point: Today I am going to teach you how to understand what the Reconstruction era was and how the 13th, 14th and 15th Amendments were added. (Unequal Rights Ch 6 Lesson 3)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.
Supporting:
Detailed Description/Instructions:
When the Civil War ended, cities needed to be rebuilt. This period of rebuilding was called Reconstruction. The United States took over the governments of the southern states, and Congress passed new laws.
One way to do this is to have students read p. 213 to learn about Missouri after the Civil War. Students need to define these terms in their SS notebook. Also have them define what the 13th, 14th and 15th Amendments stated. This will be a bulk of your lesson and may take some time. Use a 3 column chart to name the amendment, find what it did, and explain why it was important.
Vocabulary: Reconstruction, amendment, tenant farmer, Freedmen’s Bureau, Buffalo Soldier, segregation, Jim Crow Laws
Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 7
Teaching Point: Today I am going to teach you how different people affected Missouri history during Reconstruction. (Unequal Rights Ch 6 Lesson 3)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
● 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Supporting:
Detailed Description/Instructions:
The Reconstruction helped African Americans, but many of them were generally unprepared for freedom. Congress set up the Freedmen’s Bureau to provide clothing, food, medical care, and help finding housing, jobs, and education. Some African Americans headed west and worked as cowboys, while others became soldiers. One of these was Cathay Williams, a woman disguised as a man.

One way to do this is to have students read pp. 214-216 to learn about life under Reconstruction. Complete the 5-column chart to show understanding of the concepts.

Another way to do this would be to divide the students into groups to learn about each concept and then teach their section to their peers.

Vocabulary: Reconstruction, amendment, tenant farmer, Freedmen’s Bureau, Buffalo Soldier, segregation, Jim Crow Laws

Bloom’s Levels: Apply
Webb’s DOK: 2

Engaging Experience 8
Teaching Point: Today I am going to teach you how to understand the changes in Missouri since the Civil War in regards to transportation and communication. (A Time for Growth Ch 6 Lesson 4)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
● 3.H.3.G.b Describe the changes in Missouri since the Civil War in education, transportation, and communication.

Supporting:
Detailed Description/Instructions:
Railroads were an important asset to manufacturing. Industry grew in Missouri due to railroads. Workers organized labor unions to get better wages and working conditions. Railroads were the main form of transportation since there were no cars, planes, etc.,.

One way to do this is to Make a 3 column chart- education, transportation, and communication. Do the education column together and revisit on pp. 214 about the Freedmen’s bureau. Take notes about education...
after Reconstruction. Then send students off to complete transportation and communication columns Transportation (pp. 218-220) and communication (pp 221). Complete the graphic organizer to show understanding of the changes in Missouri after the Civil War.

Vocabulary: reform, labor union, strike, invention

Bloom’s Levels: Apply
Webb’s DOK: 2

**Engaging Experience 9**
Teaching Point: Today I am going to teach you how Missouri transitioned through different decades.

Suggested Length of Time: 2-4 sessions

Standards Addressed

Priority:

- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:

- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

One way to do this is to have students read about 4 different time periods including: WWI, Roaring Twenties, Depression, and WW2.

Day 1: Split students into groups or teams. Have them each read their section and take notes about Missouri’s role during this time period.

- WWI pp. 232-232
- Roaring Twenties pp. 234-235
- Great Depression pp. 236
- WW2 pp. 237

Day 2: Each group should create an anchor and be prepared to teach the rest of the class how Missouri played a role during that time period.

Day 3: Presentations your findings and take notes on other group presentations.

Day 4: Review each decade together.

- have students read p. 232, 233 to learn about World War I. Create T-Chart titled: Missouri’s Role in WWI. Add ideas from the reading.

Vocabulary: Allied Powers, Central Powers, suffrage, shares of stock, Great Depression, New Deal, Allies, Axis Powers

Bloom’s Levels: Understand

Webb’s DOK: 1

**Engaging Experience 10**

Teaching Point: Today I am going to teach you how equal rights were a struggle for some groups of people. (Growth, Conflict, and Change Ch 7 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed
Priority:
- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:
In the 1960s, women and Hispanics joined in the struggle for equal rights. Women demanded equal pay, good education, and respect. Hispanic leaders such as César Chávez battled to improve life for migrant workers and fought discrimination against Hispanics.

One way to do this is to read pp. 242-245. Then after each heading, stop and discuss the key points and write down the main idea for each passage. Challenge them to summarize into a 1 sentence main idea for each Missouri “struggle”. Come together to learn about other groups fighting for equal rights. Headings: Korean War, Vietnam War, Civil Rights, Women’s Movement, and Migrant Workers.

Vocabulary: United Nations, communism, Cold War, civil rights, boycott

Bloom’s Levels: Application
Webb’s DOK: 2

Engaging Experience 11
Teaching Point: Today I am going to teach you how we are faced with global challenges even today.
(Challenges Today Ch 7 Lesson 3)

Suggested Length of Time: 1 session

Standards Addressed
Priority:
- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

Supporting:
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

Detailed Description/Instructions:
Terrorism is one of the biggest challenges facing the world today. Attacks, such as the bomb explosion in the World Trade Center, the Oklahoma City explosion, and the September 11th attacks, have led to wars with Afghanistan and Iraq.

One way to do this is to have students read p. 248, 249 to learn about global challenges.

Vocabulary: terrorism, nanotechnology

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 12
Teaching Point: Today I am going to teach you how people have come together to find solutions to these
challenges. (Challenges Today *Ch 7 Lesson 3*)

**Suggested Length of Time:** 1 session

**Standards Addressed**

**Priority:**
- 3.H.3.G.c Describe the changes in Missouri since the Civil War in education, transportation and communication.

**Supporting:**
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

**Detailed Description/Instructions:**

Many nations have joined together to fight terrorism. New technologies can help people find solutions to problems. Today Missouri is a world leader in both technology and the aerospace industry.

**One way to do this is to** have students read pp. 250-251 to learn about global solutions. Then have students answer the following questions in their journals:

- What are current global issues?
- What are global solutions?
- In what two fields is Missouri a leader?

**Another way to do this is to** focus more on technology and how it has changed over the years.

**Vocabulary:** terrorism, nanotechnology

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

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**Engaging Scenario**

**Potential Missouri and the Civil War Engaging Scenario**

Using your book and notes, design a symbol that could represent Missouri’s impact during or after the Civil War. This could include the impact on education, transportation, and communication after the Civil War. Then write a brief description of why you chose this symbol. This can be done digitally (ex. Google Drawing) or by hand.

**Examples:**
- Create a Dred Scott coin and explain his significance and role in abolishing slavery.
- Create a flag for Missouri with railroad tracks on it to show the how Missouri’s population impacted transportation.
Unit 4: The Economy and Government of Missouri

**Subject:** Social Studies  
**Grade:** 3  
**Name of Unit:** The Economy and Government of Missouri  
**Length of Unit:** 2 weeks

**Overview of Unit:** Students will learn how the economy and local government works in Missouri.

**Getting Ready for the Unit:**
- Explore [https://www.mo.gov/](https://www.mo.gov/) to learn more about Missouri’s branches of government, laws, symbols, and constitution.

**Pre-Assessment (given prior to starting the unit):**
Answer the following questions: (Add a “line of learning” below)
● What is a tax?
● How do courts solve problems?
● What are some of the symbols of Missouri?

Priority Standards for unit:
● 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).
● 3.E.4.C.3.a Define taxes and explain sources of tax generation
● 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
● 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.
● 3.PC.1.F.b Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.,...

Supporting Standards for unit:
● 3.GS.D Identify and explain the functions of the three branches of government in the state government.
● 3.E.4.A.3.c Define economy
● 3.E.4.A.3.a Compare and contrast private and public goods and services.
● 3.RI.6.C Research stories and songs that reflect the cultural history of Missouri.
● 3.PC.1.F.a: Explain how the National Anthem symbolizes our nation.
● 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.

<table>
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<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<tr>
<td>3.E.4.D</td>
<td>factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).</td>
<td>Explain</td>
<td>Understand</td>
<td>Level 2</td>
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<tr>
<td>3.GS.B</td>
<td>peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.</td>
<td>Analyze</td>
<td>Analyze</td>
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<td>3.GS.A</td>
<td>how governments balance individual rights with common good to solve local community or state issues.</td>
<td>Explain</td>
<td>Understand</td>
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<td>3.E.4.C.3.a</td>
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<td>Define</td>
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<td>3.PC.1.F.b</td>
<td>the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc</td>
<td>Recognize and Explain</td>
<td>Understand</td>
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Essential Questions:
Why is the Missouri Constitution important to the citizens of Missouri?
Why are the branches of government important to our state?

Enduring Understanding/Big Ideas:

- I can explain major purposes of the Missouri Constitution.
- I can explain and give examples of how governments balance individual rights with common good to solve local community or state issues.
- I can identify and explain the functions of the three branches of government in the state government.
- I can recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.

Unit Vocabulary:

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<th>Content/Domain Specific</th>
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<td>Explain</td>
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<td>Understand</td>
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Topic 1: Missouri’s Economy

Engaging Experience 1

Teaching Point: Today I am going to teach you how to understand different types of businesses in Missouri. (Missouri’s Industry Ch 8 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).

Supporting:

Detailed Description/Instructions:

Missouri’s businesses include manufacturers, farms, and the service industry. More than half of all Missouri’s businesses are in the service industry. All of Missouri businesses use technology.

One way to do this is to have students read pp. 272-274, 276 to learn about the types of businesses in Missouri. Complete the 3 column table.
Another way to do this is to visit the link to Missouri industries https://ded.mo.gov/target-industries. Print off the different industries and then add it to their SS notebooks.

Vocabulary: scarcity, import, export, investment, interest, savings

Bloom’s Levels: Understand

Webb’s DOK: Level 1

Engaging Experience 2

Teaching Point: Today I am going to teach you how to analyze a data graphic to learning about Missouri jobs and products. (Missouri’s Industry Ch 8 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).

Supporting:

Detailed Description/Instructions:

One way to do this is to study the Datagraphic on page 275. Have students answer the 3 questions on the page as well as develop a question of their own that can be answered by looking at the Datagraphic.

Then read pages 278-281 to learn about Missouri’s workers. Workers in Missouri are as diverse as the people who live in Missouri. The types of jobs Missourians have also vary. Most communities in the state have people who work as nurses, teachers, and bus drivers. Some communities, however, have people who hold less common jobs.

Vocabulary: scarcity, import, export, investment, interest, savings

Bloom’s Levels: Analyze

Webb’s DOK: Level 2

Engaging Experience 3

Teaching Point: Today I am going to teach you what are taxes and the importance of taxes.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority:
- 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).
- 3.E.4.C.3.a Define taxes and explain sources of tax generation

Supporting:

Detailed Description/Instructions:

Citizens, as well as businesses, use banks. People save for things they want to purchase, to start their own
businesses, or for retirement. One way to keep track of money is by making a budget.

One way to do this is to before reading create list of what you know about taxes or use a Kagan Strategy to share within groups. Then define taxes together. Then have students read pp. 280 to learn about taxes. Use this to correct of validate the definition that you created as a group.

Read on to pp 281 to understand and record how we (Missouri communities) benefit from taxes. Then pose the question: If we did not have taxes how would that negatively impact communities?.

Vocabulary: tax, sales tax, public goods, private goods, budget

Bloom’s Levels: Create

Engaging Experience 4

Teaching Point: Today I am going to teach you how someone makes money working in Missouri. (Working in Missouri Ch 8 Lesson 3)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

● 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).

● 3.E.4.C.3.a Define taxes and explain sources of tax generation

Supporting:

● 3.E.4.A.3.a Compare and contrast private and public goods and services.

Detailed Description/Instructions:

Citizens, as well as businesses, use banks. People save for things they want to purchase, to start their own businesses, or for retirement. One way to keep track of money is by making a budget.

One way to do this is to have students read pp. 282-283 to learn about personal banking and money management. Have students work in small groups to make a collage about what they learned after reading “Working in Missouri.” Encourage students to use images of banking and money.

Vocabulary: tax, sales tax, public goods, private goods, budget

Bloom’s Levels: Create

Engaging Experience 1

Teaching Point: Today I want to teach you how our economy works in Missouri by looking at local businesses. (Our Economy Ch 8 Lesson 1)

Suggested Length of Time: 1 session

Standards Addressed

Priority:

● 3.E.4.D Explain the factors, past and present, that influence changes in our state’s economy (technology, movement of people, resources, etc).

Supporting:

● 3.E.4.A.3.c Define economy
Detailed Description/Instructions:
Read the quote on page 264. “Producing a first-class product that meets a real need is much stronger motivation (cause) for success than getting rich.” Ask students if they agree or disagree and why.
The economy in the United States is based on a free-enterprise system. In 2005, students at an elementary school in Lee’s Summit decided to start a business called Popcorn Mania. First, the class became entrepreneurs. Then they organized into different groups to run the business.
One way to do this is to have students read p. 266, 267 to learn about the popcorn business. Show the two video clips to learn about 2 popcorn businesses in the Kansas City area.
Topsy's Popcorn
Popculture in Parkville
Vocabulary: economy, free enterprise, entrepreneur, profit, investor, supply and demand, consumer, opportunity cost
Bloom’s Levels: Understand
Webb’s DOK: Level 2

Topic 2: Missouri’s Government

Engaging Experience 5
Teaching Point: Today I am going to teach you how the US Constitution and how we resolve disputes in Missouri. (Our Nation’s Government Ch 9 Lesson 1)
Suggested Length of Time: 1 session
Standards Addressed

Priority:
- 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.

Supporting:
- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:
The United States is a democracy. Citizens of the United States elect those who run our government. The Bill of Rights grants freedoms to its citizens. In exchange for these freedoms, citizens have responsibilities.
One way to do this is to have students read pp. 288-289 to learn about a democracy, citizens, rights, and responsibilities. Discuss the United States Constitution and a preamble. Have students add to their vocabulary based on their understanding after reading this section.
Vocabulary: democracy, citizen, federal, legislative branch, executive branch, judicial branch, checks and balances, veto
Bloom’s Levels: Understand
Webb’s DOK: Level 1
Engaging Experience 6
Teaching Point: Today I am going to teach you how the three branches of government work in Missouri. (Our Nation’s Government Ch 9 Lesson 1)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.GS.B Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
Supporting:
- 3.GS.D Identify and explain the functions of the three branches of government in the state government.
Detailed Description/Instructions:
The Constitution divides the federal government into three parts: the legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws.
One way to do this is to have students read pp. 290-292 to learn about the three branches of government. Have students create a poster to represent the 3 branches of government and how they are related.
Vocabulary: democracy, citizen, federal, legislative branch, executive branch, judicial branch, checks and balances, veto
Bloom’s Levels: Create
Webb’s DOK: Level 1

Engaging Experience 7
Teaching Point: Today I am going to teach you how our state government works. (Our State and Local Government Ch 9 Lesson 2)
Suggested Length of Time: 1 session
Standards Addressed
Priority:
- 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.
Supporting:
- 3.GS.D Identify and explain the functions of the three branches of government in the state government.
Detailed Description/Instructions:
In addition to the federal government, there are also governments in charge of states and local communities. The Missouri Constitution is modeled on the U.S. Constitution. It includes three branches and a list of rights and responsibilities.
One way to do this is to have students read pp. 296-298 to learn about Missouri’s state governments.
Another way to do is to have students go to Google Earth and find Jefferson City. Search for Jefferson City Missouri Capital. Then have students zoom into the capital. In the right hand corner there is a littler person icon. Have them drag and drop a person into the capital and let students explore it.
Vocabulary: General Assembly, bill, county, county seat, municipal, mayor
Bloom’s Levels: Understand
Webb’s DOK: Level 2
Engaging Experience 8
Teaching Point: Today I am going to teach you how our local governments works. (Our State and Local Government Ch 9 Lesson 2)

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.GS.A Explain how governments balance individual rights with common good to solve local community or state issues.

Supporting:
- 3.GS.D Identify and explain the functions of the three branches of government in the state government.

Detailed Description/Instructions:
Missouri’s state government is located in Jefferson City. The General Assembly makes laws and chooses the state symbols. To make laws, the legislature debates and analyzes bills. If they approve a bill, it is sent to the governor for approval. If the governor approves it or ignores it, the bill becomes law. If the governor vetoes it, the General Assembly can override the veto with enough votes.

One way to do this is to have students read p. 300 to learn how Missouri’s local government works. Have students research our state capital, governor, county, mayor. Use page G13 at the front of the book to understand where Platte County is located.

Another way to do this is to have students go to http://kcmo.gov/ and assign each student a department from the tab at the top of the site. Have each student read and take notes on their department and then come to the carpet and discuss the different departments we have in our government.

Vocabulary: General Assembly, bill, county, county seat, municipal, mayor

Bloom’s Levels: Apply

Webb’s DOK: Level 2

Engaging Experience 9
Teaching Point: Today I am going to teach you how the symbols of Missouri represent our importance.

Missouri Symbols

Suggested Length of Time: 1 session

Standards Addressed

Priority:
- 3.PC.1.F.b: Recognize and explain the significance of Missouri symbols, such as the Gateway Arch, Official state symbols, etc.

Supporting:
- 3.PC.1.F.a: Explain how the National Anthem symbolizes our nation.
- 3.RI.6.C Research stories and songs that reflect the cultural history of Missouri.

Detailed Description/Instructions:
One way to do this is to Print out the Missouri State Symbols, put students in groups, and ask them to study one of the symbols. Allow this class discussion to guide student understandings about symbols and how they represent our nation and state.

Bloom’s Levels: Understand
Webb’s DOK: Level

Engaging Scenario

Potential Government of Missouri Engaging Scenario

Read the quote on page 264. “Producing a first-class product that meets a real need is much stronger motivation (cause) for success than getting rich.” Ask students if they agree or disagree and why.

The economy in the U.S. is based on a free-enterprise system. In 2005, students at an elementary school in Lee’s Summit decided to start a business called Popcorn Mania. First, the class became entrepreneurs. Then they organized into different groups to run the business.

Show the following clips:
- Topsy's Popcorn
- Popculture in Parkville

Allow students to then brainstorm and create their own business. Keeping in mind the different components it takes to run a business.