



Unit of Study:
*History of Communities -
Establishing Communities in Our Nation*

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 3

History of Communities Unit 4 Week at a Glance

Week	Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	Time & Chronology (3.3A, 3.3B, 3.3C)	Realistic Fiction	MOY DPM	Edit Sentence Fragments
2	Shaping a Community (3.1A, 3.1B)		Fiction Writing	MOY DPM Indent Paragraphs
3	Expanding a Community (3.1C)			Edit Dialogue
4	History of Houston/Cypress (3.1A)			Revising & Editing Review

GENERAL INFORMATION ABOUT UNIT

- ★ The lessons in this unit are geared toward the 3rd grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. INSS objectives should be visible.
- ★ Vocabulary & current events resources are located in iXplore in INSS Resources.
- ★ Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.
- ★ In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color-coded.
- ★ You can access Journey's materials through the Think Central website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.
- ★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. <http://www.brainpop.com/educators/home/>

LIBRARY RESOURCES

http://www.cfsd.net/dept2/library/library_el.htm

Check your campus library page for online resources to use for social studies content lessons and read alouds.



Grade 3 Integrated Social Studies Curriculum

Unit #4: History of Communities

Unit Length: 4 Weeks

Conceptual Lens: Cause/Effect & Change

- Social Studies TEKS:**
- 3.1 (A) describe how individuals, events, and ideas have changed communities, past and present
 - 3.1 (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
 - 3.1 (C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate have contributed to the expansion of existing communities or to the creation of new communities
 - 3.3(A) use vocabulary related to chronology, including past, present, and future times
 - 3.3(B) create and interpret timelines
 - 3.3(C) apply the terms year, decade, and century to describe historical times
 - 3.17(B) sequence and categorize information (timelines)
 - 3.18(A) express ideas orally based on knowledge and experiences (RAWAT)
 - 3.18(C) use standard grammar, spelling, sentence structure, and punctuation

Unit Overview: Students will learn about the history of communities. The unit helps students understand common characteristics of communities, past and present, as well as concepts of time and chronology.

Literature Selections: Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. Please see Appendix A for suggested literature selections that can be used as read alouds or independent reading.

Time & Chronology Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
<ul style="list-style-type: none"> The student understands the concepts of time and chronology. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources. 	<ul style="list-style-type: none"> What are some words used to talk about time? What is a time period? What information does a timeline show us and how do we use them? What types of resources can we use to learn about the past?
Students will. . .	
<ul style="list-style-type: none"> participate in discussions and express ideas in a written format. understand vocabulary concepts. use primary and secondary sources to gain information. <u>use</u> vocabulary related to chronology, <i>including past, present, and future times</i>. <u>create</u> timelines using important events in history. <u>interpret</u> events on a timeline that shows the chronology of events in history. <u>apply</u> the terms year, decade, and century to describe historical times. 	

Instructional Resources: Week 1			
Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> Horizons Textbook <ul style="list-style-type: none"> pp. 48-53: Every Community has a Story pp. 54-55: Read a Timeline pp. 122-123: Timeline of Our Country's Flags pp. 284-289: How We Crossed the West: The Adventures of Lewis and Clark (use as independent reading for the timeline activity) pp. 292-293: Decade, Century (students can analyze the pictures) Appendix A – Suggested Literature Appendix B – Now and Long Ago Schools Now and Then (iXplore) 	<ul style="list-style-type: none"> Students should understand how long something lasted as well as how long ago it occurred. You could introduce timeline of people and cultures we will study this year. 	<ul style="list-style-type: none"> Participation in discussions Written responses to guiding and essential questions Written response to question on p. 55 in Horizons Timeline Activity 	<ul style="list-style-type: none"> TimeToast – create or browse timelines Xtimeline – create a timeline ReadWriteThink Timeline Creator

Time & Chronology Pacing Guide: Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
Read Aloud	Read Aloud	Read Aloud/Independent Reading		Current Events
<p>Focus: Vocabulary</p> <ul style="list-style-type: none"> Start by asking the students if they know what chronology is. Introduce the vocabulary concepts; past, present and future. Teachers may want to create an anchor chart. Conduct a read aloud with accountable talk using the TFK reader: <i>Cities: Yesterday, Today, and Tomorrow</i> or <i>Schools Now & Then</i>. During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) Students may also stop and jot answers to the guiding questions in their ISN. (%) 	<p>Focus: Vocabulary</p> <ul style="list-style-type: none"> Introduce the vocabulary concepts; year, decade, century. Add these terms to your anchor chart and have students give you a definition. <ol style="list-style-type: none"> <i>What do these words measure?</i> <i>How are they similar and different from the terms we discussed yesterday?</i> Teacher may want to continue the read aloud from yesterday or use pp. 292-293 in the Horizon's textbook and independent reading for students. 	<p>Focus: Timelines</p> <ul style="list-style-type: none"> Conduct a read aloud with accountable talk using pp. 48-53 in the Horizons textbook. During the read aloud, have students pay close attention to dates and important events that are mentioned in the reading. Use sticky notes to record this information and add it to the anchor chart. After the read aloud, have students read the text and look at the timeline on pp. 54-55. <ol style="list-style-type: none"> <i>What information is on the timeline?</i> <i>Do you see any of the information we recorded on our sticky notes from the read aloud?</i> <i>How is that information organized?</i> Focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) Students may also stop and jot answers to the guiding questions or the questions on p. 55 in the Horizons textbook in their ISN. (%) Timeline activity (%): students can create a personal timeline or read a short biography during independent reading, use sticky notes to mark important events in the story, use those events from the reading to create a timeline of a historical figure. This can be done with pencil and paper or by using the Read Write Think Timeline Creator. 		

Shaping a Community Overview: Week 2

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The student understands how individuals, events, and ideas have influenced the history of various communities.</p>	<ul style="list-style-type: none"> • Why do people form communities? • How did Christopher Columbus help create a new community? • How was Juan de Onate's discovery significant? • How did Benjamin Franklin contribute to shaping communities?
Students will. . .	
<ul style="list-style-type: none"> • participate in discussions and express ideas in a written format. • understand vocabulary concepts. • use primary and secondary sources to gain information. • <u>identify</u> individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities. 	

Instructional Resources: Week 2

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook p. 339: Benjamin Franklin p. 346: Pierre Charles L'Enfant p. 347: Benjamin Banneker • Appendix A – Suggested Literature • Appendix C – If I Could Build a Town poem • Appendix D – If I Could Build a Town activity • Appendix E – Benjamin Franklin Bio & Pic • 3rd Grade Biographies in iXplore 	<ul style="list-style-type: none"> • This is a great where you can filter realistic fiction books by grade level and time in history. Below is the link for 3rd grade, 18th century America. http://www.exodusbooks.com/category.aspx?id=5263&filtercat1=7432&gradeid=5 	<ul style="list-style-type: none"> • Participation in discussions • Written responses to guiding and essential questions • Appendix D 	<ul style="list-style-type: none"> • Econedlink website - Cowboy Bob Builds a Community • Benjamin Franklin Early America's Renaissance Man • Ben's Page • Pierre-Charles L'Enfant – bio w/ timeline • Benjamin Banneker – bio w/ timeline • Benjamin Franklin – bio w/ timeline • Biographies – Only2Clicks

Shaping a Community Pacing Guide: Week 2

Monday Vocabulary	Tuesday Read Aloud	Wednesday Read Aloud	Thursday Read Aloud	Friday Writing												
<p>Focus: Unit Introduction</p> <ul style="list-style-type: none"> Discuss the term, community. Explain to students that for the next few weeks they will be learning about historic individuals that either founded a new community, shaped or expanded and existing communities. Have students create a three-column chart in their iSN. After each lesson, place the name of the historic figure in a column that best describes their contribution. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">Founded</th> <th style="width: 33%;">Shaped</th> <th style="width: 33%;">Expanded</th> </tr> </thead> <tbody> <tr> <td>CC</td> <td>PCL</td> <td>BF</td> </tr> <tr> <td>J de O</td> <td>BB</td> <td>DB</td> </tr> <tr> <td>FF</td> <td>FF</td> <td>FF</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Use the poem <i>If I Could Build a Town</i> as a read aloud (Appendix C). Have students complete the <i>If I Could Build a Town</i> activity (Appendix D). 	Founded	Shaped	Expanded	CC	PCL	BF	J de O	BB	DB	FF	FF	FF	<p>Focus: Pierre Charles L'Enfant</p> <ul style="list-style-type: none"> Conduct a read aloud with accountable talk using textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A about Pierre Charles L'Enfant. During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) Students may also stop and jot answers to the guiding questions in their iSN. (%) 	<p>Focus: Benjamin Banneker</p> <ul style="list-style-type: none"> Conduct a read aloud with accountable talk using textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A about Benjamin Banneker. During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) Students may also stop and jot answers to the guiding questions in their iSN. (%) 	<p>Focus: Benjamin Franklin</p> <ul style="list-style-type: none"> Conduct a read aloud with accountable talk using the Benjamin Franklin bio (Appendix E). Teachers can also use textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A. During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) Students may also stop and jot answers to the guiding questions in their iSN. (%) 	<p>Current Events</p> <p>Activity 1: As a class, complete "Cowboy Bob Builds a Community" activity. (%)</p>
Founded	Shaped	Expanded														
CC	PCL	BF														
J de O	BB	DB														
FF	FF	FF														

Expanding or Creating a Community Overview: Week 3

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The student understands how individuals, events, and ideas have influenced the history of various communities.</p>	<ul style="list-style-type: none"> • How did the Founding Fathers shape our country? • Why would a nation want to expand or acquire more land? • How did Daniel Boone open the West up to settlement?
Students will. . .	
<ul style="list-style-type: none"> • participate in discussions and express ideas in a written format. • understand vocabulary concepts. • use primary and secondary sources to gain information. • <u>describe</u> how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate have contributed to the expansion of existing communities or to the creation of new communities. 	

Instructional Resources: Week 3			
Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 216-217: Daniel Boone pp. 332-333: Christopher Columbus • Appendix A – Suggested Literature • 3rd Grade Biographies in iXplore 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Participation in discussions. • Written responses to guiding and essential questions. • Letter/Diary entry as a sailor on Columbus's ship 	<ul style="list-style-type: none"> • Founding Fathers • Ahoy! Columbus – GT extension activity • Daniel Boone-bio & timeline • Christopher Columbus – bio and timeline • Juan de Onate - bio, timeline • Juan de Onate – Founder of New Mexico

Expanding or Creating a Community Pacing Guide: Week 3

Monday Read Aloud	Tuesday Read Aloud	Wednesday Read Aloud	Thursday Read Aloud	Friday Current Events
<p>Focus: Christopher Columbus, Founded A New World</p> <ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A about Christopher Columbus. • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) • Students may also stop and jot answers to the guiding questions in their ISN. (%) 	<p>Focus: Juan de Onate, Founded the 1st Settlement</p> <ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using the 3rd Grade Biographies, technology links, or a book from Appendix A about Juan de Onate. • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) • Students may also stop and jot answers to the guiding questions in their ISN. (%) 	<p>Focus: Founding Fathers, Founded A New Nation</p> <ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A about the Founding Fathers. Benjamin Franklin was a founding father. • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) • Students may also stop and jot answers to the guiding questions in their ISN. (%) 	<p>Focus: Daniel Boone, Explored A New Frontier</p> <ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using textbook pages, the 3rd Grade Biographies, technology links, or a book from Appendix A about Daniel Boone. • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) • Students may also stop and jot answers to the guiding questions in their ISN. (%) 	<ul style="list-style-type: none"> • In the Interactive Social Studies Notebook (ISN), students pretend to be a sailor on one of Columbus' ships and write letter to a family member or write a journal entry (%). <p>The letter or journal entry is to describe what it was like to find the new land, come ashore, and to explore new surroundings. Follow-up activity can include a discussion of what kinds of things were seen, heard or felt, etc.</p>


History of Houston/Cypress Overview: Week 4

Enduring Understandings/Generalizations	Guiding/Essential Questions
<p>The student understands how individuals, events, and ideas have influenced the history of various communities.</p>	<ul style="list-style-type: none"> • How is our community similar to other communities? • How is our community different from other communities? • Who were the key people in the discovering and shaping of Cypress? • Who were the key people in the discovering and shaping of Houston?
Students will. . .	
<ul style="list-style-type: none"> • participate in discussions and express ideas in a written format. • understand vocabulary concepts. • use primary and secondary sources to gain information. • <u>describe</u> how individuals, events, and ideas have changed communities, past and present. 	

Instructional Resources: Week 4

Teacher Materials	Teacher Notes	Assessments (%)	Technology
<ul style="list-style-type: none"> • Horizons Textbook pp. 4-9: Snapshot of a Community (use as read aloud) • Appendix A – Suggested Literature • Appendix F – The Birth of Houston • History of Cypress PPT (iXplore) • History of Cypress script (iXplore) • History of Cypress PDF which includes the PPT slides and the notes for each slide. (iXplore) 	<ul style="list-style-type: none"> • Information about Cypress/Houston will be integrated into all of the units for 3rd grade. 	<ul style="list-style-type: none"> • Participation in discussions • Written responses to guiding and essential question • Birth of Houston Graphic Organizer • School Namesake Foldable 	<ul style="list-style-type: none"> •

History of Houston/Cypress Pacing Guide: Week 4

Monday Holiday	Tuesday Read Aloud	Wednesday Read Aloud	Thursday Read Aloud	Friday Current Events				
	<ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using p. 4-9 in the Horizons textbook. • During the read aloud, have students think about the similarities and differences between their community and Eagle, Colorado. • Have students turn and talk about what types of people and places are shown in the story. • Students may also stop and jot answers to the guiding questions in their ISN. (%) • Independent/partner work: Have students create a Venn diagram using the information about the two communities. (%) 	<ul style="list-style-type: none"> • Conduct a read aloud with accountable talk using the Cypress PPT and script located in iXplore. • During the read aloud, have students think about the people mentioned during the “field trip” and how they shaped the community. • Have students turn and talk about if they have ever seen any of these Cypress landmarks. 	<ul style="list-style-type: none"> • Conduct a read aloud using The Birth of Houston (Appendix F). • During the read aloud, have students think about the information and complete a graphic organizer in their ISN similar to the one below. Students can place chunks of information in the correct box. (%) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">When?</td> <td style="padding: 5px;">Who?</td> </tr> <tr> <td style="padding: 5px;">How?</td> <td style="padding: 5px;">Why?</td> </tr> </table>	When?	Who?	How?	Why?	<ul style="list-style-type: none"> • Students can research the person their school is named after. • Create a foldable with information such as; <ul style="list-style-type: none"> ✓ Name ✓ Why they were chosen ✓ Contributions to the community
When?	Who?							
How?	Why?							

Topic	Suggested Literature
Time & Chronology	<ul style="list-style-type: none"> • Cities: Yesterday, Today, Tomorrow, Time for Kids reader • Schools Then and Now, Journeys Vocabulary Reader (iXplore) •
Communities	<ul style="list-style-type: none"> • Building the Capital City, Marlene Targ Brill • The story of the Capitol, Marilyn Prolman •
Biographies	<ul style="list-style-type: none"> • A Picture Book of Christopher Columbus by David Adler • Christopher Columbus by Stephen Krensky • Christopher Columbus by Ann McGovern • John, Paul, George & Ben by Lane Smith • 50 American Heroes Every Kid Should Meet by Dennis Denenberg & Lorraine Roscoe (copies of this book are available at ISC while quantities last) • What's the Big Idea, Ben Franklin? By Jean Fritz • How Ben Franklin Stole the Lightning by Rosalyn Schanzer • Benjamin Banneker: Pioneering Scientist , Ginger Wadsworth • Benjamin Banneker: American Mathematician and Astronomer, Bonnie Hinman • <u>Dear Benjamin Banneker</u>, Andrea Davis Pickney
Houston Cypress	<ul style="list-style-type: none"> • Right Here on This Spot by Sharon Addy • Houston by Robin Dewhurst • Houston by Charles Peifer • Deep in the Heart of Cypress: A Community History by Myrle Hutson
Kidbiz articles	<ul style="list-style-type: none"> • Exploration, Settlement of North America: Where Is Christopher Columbus? • Honoring Early American Leaders

Now and Long Ago



Daily Life



Communications

Now

Long Ago

Now

Long Ago

Now, people live large houses with lots of technology.



In the past, people lived in houses made of materials found only in nature.



Transportation

Now

Long Ago



In the present, we have computers and phones to communicate.



In the past, people communicated by pen and paper.



Now, we have cars, trains, and planes to transport us.



In the past, they walked, rode in carts pulled by horses, or traveled by water.



If I Could Build a Town

If I could build a town, well then,
I know just what I'd make:
an ice cream store, a toy shop,
and a store with bread and cake.

I guess I'd make a park
and build a nifty fire station.
Say, would you like to help me?
It just takes imagination!

Betsy Franco

IF I COULD BUILD A TOWN

If I could build a town, well then, I
know just what I'd make:

A _____, a _____,
and a store with _____.

I guess I'd make a _____
and build a _____.

Say, would you like to help me?

It just takes imagination!

Benjamin Franklin

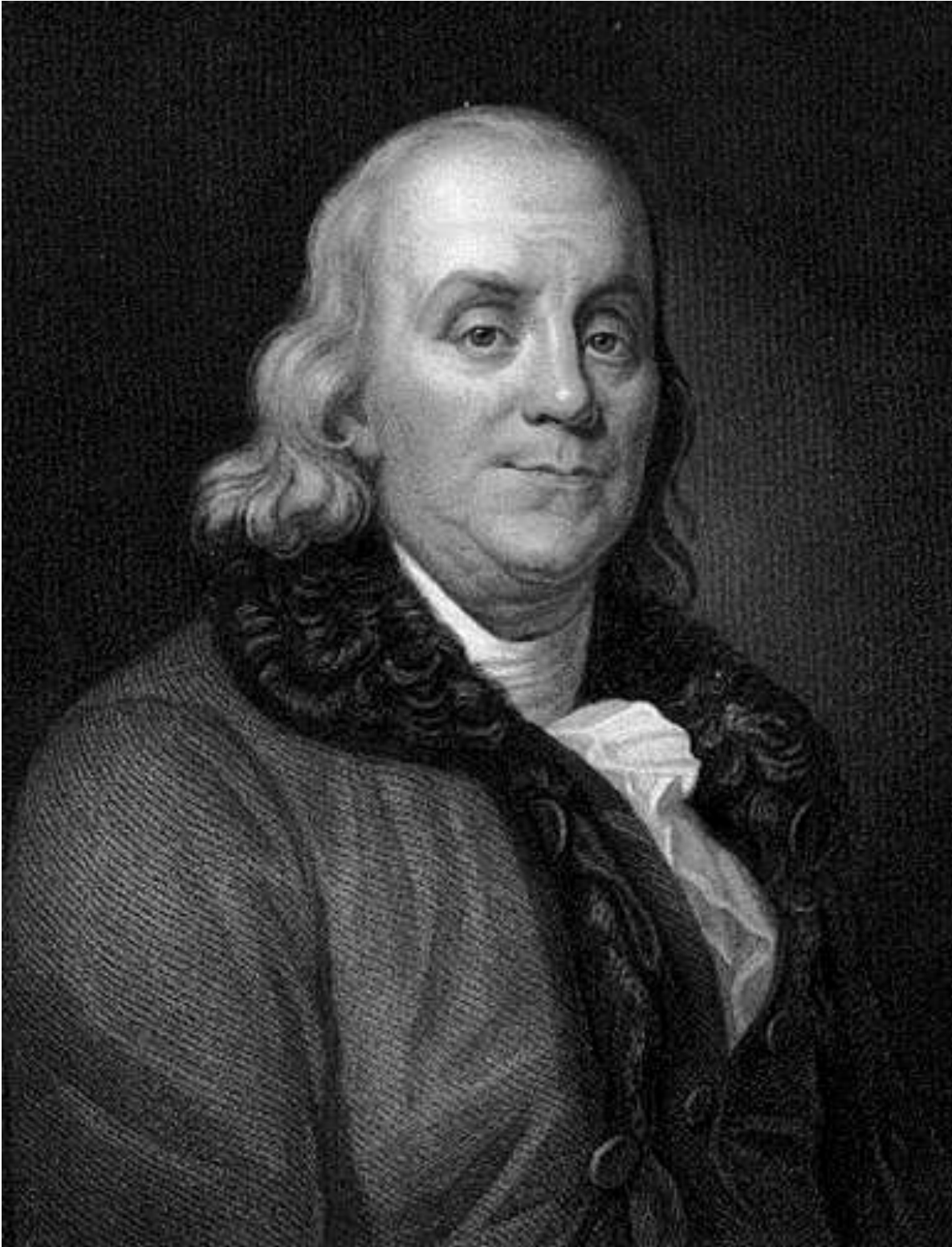
It has been said that Benjamin Franklin had one of the greatest minds of his time. He believed the colonies should be free from England. He helped write the Declaration of Independence and the U.S. Constitution.

As a citizen, he worked hard to make people's lives easier. He set up the first postal service and fire department. He also created the first library. He even suggested paying taxes to support the police force. He raised money to help fund the first hospital in America. The city of Philadelphia profited from his creativity.

As a scientist, he experimented with weather and electricity. He invented bifocals, which allow people to see far and near. He designed the Franklin stove, which produced more heat with less wood.

He was also very gifted because he played the violin, the harp, and the guitar. He even invented a musical instrument, the armonica.

By trade, he was a printer who produced the *Pennsylvania Gazette* and *Poor Richard's Almanack*. He was a very talented man.



THE BIRTH OF HOUSTON

In 1826, John R. Harris started the first European settlement, just east of what would be the Houston area, by establishing a successful business in trade. He established a successful town named Harrisburgh, which was later shortened to Harrisburg. This community was later burned by Santa Anna during Texas' fight for independence. Although Harrisburg was never rebuilt, John R. Harris is remembered and honored by the naming of the county, Harris County, where Houston is located.

Houston was officially founded a few months after Texas became a republic in August 1836. It all began when two real estate salesmen from New York City came to the area in 1836. They were brothers by the name of John and Augustus Allen. The Allen Brothers were not the kind of people one would imagine being in this area during that time. They were businessmen who cared nothing about horses and did not wear buckskins, but their business ambitions were typical of the frontier spirit of the times. They had a vision of the great things that could be and the desire to try them.

On August 30, 1836, an advertisement in a Texas newspaper proclaimed the birth of a new town named Houston, which was located "on the west bank of Buffalo Bayou". Augustus Chapman Allen and John Kirby Allen had finished the purchase of the property for the new town only four days before the advertisement appeared, and Houston then existed only on paper and in their imaginations. Although there were no improvements as stated in the newspaper advertisement, that was a detail the Allen Brothers would attend to in due time. They boasted about the city becoming the capital of Texas.

Other towns wanted the honor of being named as the new capital, but the Allens' town had some advantages. The man they named their town for, General Sam Houston, was elected president of the republic a short time later. One of the brothers, John, was elected to Congress of the new republic. The brothers worked to persuade the president and the Congress that the new republic should have its capital in the town named for Sam Houston. The decision was made, at the temporary capital at Columbia on November 30, 1836, that Houston would be the capital of the new Republic of Texas.

Houston was a primitive town in those early days. One visitor described it as a city of tents with no more than a couple of frame buildings. One of those frame buildings was the capital building. The Allen Brothers had the building constructed at the corner of Main and Texas Streets. The Allens promised the government free use of the building as long as the government remained in Houston.

President Sam Houston lived in a two-room log cabin a few blocks away. The first courthouse in Houston was a double, log cabin. The original jail was a crude log building with no windows or doors. There was only a trap door on the roof. The original courthouse and jail were on the same block where the Harris County Civil Courthouse is today.

Houston was not to be the capital for long. Sam Houston was not re-elected as president in the second presidential election of the new republic. Mirabeau Lamar was elected. He had served under General Sam Houston at the Battle of San Jacinto and had been vice-president when Houston was elected president in 1836.

President Lamar wanted to move the capital out of Houston. He selected a site on the Colorado River and got Congress to agree to the move. The government hired contractors to build a new town and name it after Stephen F. Austin. The capital was moved there, and Austin remains the capital of Texas today.

The Allen Brothers put a sign in the window of the Old Capitol building in Houston, offering it for rent. The property was rented and turned into a hotel. The hotel was later torn down and replaced by a newer and fancier hotel, the Rice Hotel.

The Rice Hotel has been the site of many historic meetings and events in Houston. President Kennedy was at the hotel the day before he was assassinated in Dallas, Texas, in 1963.

