Title: Changing the Way People Live

Subject Matter Emphasis and Level: Social Studies, History  Grade 3

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Brief Description of the Lesson/Unit:
Students will explore various forms of transportation and communication from the 1800’s to present day. They will examine how these advances have changed the way people live and demonstrate their understanding through a self-selected project.

SD Content Standards:

3rd Grade Social Studies
Economics 2. explain goods and services available in the students’ community and how changing modes of transportation and communication impact their distribution

3rd Grade Science, Technology, Environment, and Society Standards
1. investigate how people invent new ways of doing things, new ways of solving problems, and new ways of getting work done
2. explore how new ideas and inventions affect people
3. explore how science has improved transportation, health, sanitation, and communication
3rd Grade Reading
3.R.1.2 Students are able to use comprehension strategies to read and understand unfamiliar words, phrases, and passages
3.R.4.1 Students are able to gather information to research a topic
3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections

3rd Grade Writing
3.W.1.1 Students are able to use strategies to write narrative and descriptive pieces
3.W.2.1 Students are able to revise writing to improve clarity of description and action
3.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing
3.W.4.1 Students are able to gather and organize information, and write about simple content area topics

3rd Grade Speaking
3.S.1.1 Students are able to present oral information in a clear and organized manner
3.S.2.2 Students are able to participate in informational and dramatic communication activities that incorporate various presentation strategies

3rd Grade Listening
3.L.1.1 Students are able to listen attentively and focus on the speaker

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

Students will compare and contrast life before and after the advances throughout history and how they are affected daily by those advances. Students will also examine the ways that transportation and communication were changed through history.

2. What essential questions will guide this unit and focus teaching/learning?

What are the major inventions in transportation?
What are the major inventions in communication?
How do these advances affect my life? How did they affect people long ago?

3. What key knowledge and skills will students acquire as a result of this unit?

- Knowledge of important historical inventions and inventors
- Relating that knowledge to their own lives
4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?

Prior Knowledge- some forms of transportation and communication, inventors

Difficulty- It may be difficult for the students to realize the impact of some inventions since they have always had them present in their lives.

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**Stage 2: Determine Acceptable Evidence**

1. What evidence will show that students understand?

**Performance Tasks:**

- Students may create a poster advertising a certain invention. The poster will contain an “eye catching” drawing, as well as persuasive writing to influence people to use that mode of transportation or communication device.

- Students may create a timeline of the inventions (with descriptions of each).

- Students may write a newspaper article giving factual information about a researched invention.

- Students may create a song or poem about the advances through time.

**Other Evidence:**

*Quizzes, Tests, Prompts, Work Samples (summarized):*

- Unit Test
- Journal Entry- What would your life be like without these inventions?
- Linking is Thinking (making connections)

*Unprompted Evidence: (observations, dialogues, etc.)*

- Class discussion, class reading, student questions, “Thinkmark” (students jot down thoughts during class reading and discussion)
Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

1. Reading and discussing information from text book and other resources
2. Journal writing (making connections) with group discussion
3. Project selection and work time
4. Presentation of projects
5. Unit Test

Materials & Resources (technology & print):

For extension and research project: find websites, use of computer lab, high school mentors to aid in the lab

Management:
Group discussion and sharing- each student will be designated a role so group time runs smoothly

Checklists- students will stay on track with a checklist to guide them through their selected project

Support Services and Special Teacher Notes:
If additional books to match reading abilities are not available- may need to seek the state library for literature
Extensions and Adaptation:

Adaptations:
- Students receiving special services may complete the writing portion of projects with their designated teacher.
- Students may type or dictate the writing portion if needed.

Extensions:
- Students may devise a plan for their own invention to help others communicate or travel. A class book may be created and shared with other classrooms.

Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

Differentiated Process:
- Graphic organizers
- Student selection of project
- Journal writing

Differentiated Content:
- Seek books of various reading levels about the topic
- Seek a movie of inventions or books on tape
- Internet web sites

Differentiated Product:
- Various projects and presentations
- Various journal entries