3rd Grade

Unit 1: Learning About Communities

Chapter 1 – Communities Are People
People Live in Communities – People Work Many jobs – Many People, One Community – People Getting Along

Chapter 2 – Communities are Places
Where on Earth is Your Community – Communities are Different Sizes – Every Community has a Story

Inside this Unit

Pre-Test
GT Differentiation Chart with activities and strategies for students
Extension Menu for students who test out
Literature Connections
Book Study
Unit 1: Learning about Communities - Pre-Test

Name: ______________________________

Answer each question below including all the details you know.

1. What is a community??

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What are reasons that people choose to live in communities?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. All people have the same human needs. Needs are the things we all must have. List some of these needs.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. What are some ways members of a community show their culture?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. What are some of the services people provide for others in a community?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

6. Why do communities have laws? Identify laws in the community.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

7. The largest land areas on Earth are called continents. List the seven continents.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

8. Explain the difference between a map and a globe.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

9. Why is Washington, D.C. important to the United States of America?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

10. How do some communities begin, change and grow over time?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
<table>
<thead>
<tr>
<th>Chapter 1 Lesson 1</th>
<th>People Live in Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson</strong></td>
<td><strong>Auditory/Analytic</strong></td>
</tr>
<tr>
<td>Chapter 1 Lesson 1</td>
<td>Write a pretend journal entry about your first days of living in a new community. What did you do, who did you meet, what do you like etc...</td>
</tr>
<tr>
<td>Chapter 1 Lesson 1</td>
<td>Write interview questions to ask someone about their skills for a job of your choosing.</td>
</tr>
<tr>
<td>Chapter 1 Lesson 3</td>
<td>Create a calendar scavenger hunt to describe different celebrations, be sure to include all cultures</td>
</tr>
<tr>
<td>Chapter 1 Lesson 3</td>
<td>Write a debate for and against a law you create</td>
</tr>
<tr>
<td>Chapter 2 Lesson 1</td>
<td>Write riddles to describe different places found on the globe.</td>
</tr>
<tr>
<td>Chapter 2 Lesson 2</td>
<td>Analyze the populations of three different cities in Texas. Compare how their sizes affect what is in the city.</td>
</tr>
<tr>
<td>Chapter 2 Lesson 2</td>
<td>Write a letter to future inhabitants of your community 50 years from now describing how life is now and what you think it might be in 50 years.</td>
</tr>
</tbody>
</table>
### Unit 1: Learning About Communities – Extension Menu

**Chapter 1 Communities Are People**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Advertisement</strong></td>
<td>Research your community and create a poster that will persuade people to come to your community. Use what you learned from your research to create your poster.</td>
</tr>
<tr>
<td><strong>Create an ABC Book</strong></td>
<td>Create an ABC Book about your community. You must write in complete sentences and illustrate each description.</td>
</tr>
<tr>
<td><strong>Write</strong></td>
<td>Choose a person in your community who provides a service. Write a fictional story about how the service they have provided has helped another person.</td>
</tr>
<tr>
<td><strong>Identify Leaders</strong></td>
<td>Research the leaders in your community and what their jobs are. The book gives the examples of a mayor and judge. Page 27-28</td>
</tr>
<tr>
<td><strong>Family Research</strong></td>
<td>Research your family’s history. Use a world map to document where your ancestors came from.</td>
</tr>
<tr>
<td><strong>Construct a Picture or Bar Graph</strong></td>
<td>Make a survey question of your choice to ask your classmates. Once you get your results, create a picture or bar graph that represents the data you collected.</td>
</tr>
<tr>
<td><strong>Write a Song</strong></td>
<td>Choose a tune you know and write words to the tune that describe your community.</td>
</tr>
<tr>
<td><strong>Create a Chart</strong></td>
<td>Create a chart that shows how a local store helps meet the community’s needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothing</th>
<th>Home</th>
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<tbody>
<tr>
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</tbody>
</table>
### Unit 1: Learning About Communities – Extension Menu

#### Chapter 2 Communities Are Places

<table>
<thead>
<tr>
<th>Create a School Map –</th>
<th>Take a Trip –</th>
<th>Write –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a map of your school will help school visitors and new students. Include a title, compass, and map key.</td>
<td>Use a Texas State Road Map to plan a trip. Use the map’s distance scale to determine how many miles you will travel on your trip.</td>
<td>Write a description of your community and tell if it is a large, medium-size, or small community. Include drawings of important places in our community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research –</th>
<th>Student Choice</th>
<th>Create a Globe –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research the North and South Poles and create a Venn diagram that compares their climate, vegetation, and human habitation.</td>
<td>Research the North and South Poles and create a Venn diagram that compares their climate, vegetation, and human habitation.</td>
<td>Create your own globe that includes the oceans and 7 continents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline –</th>
<th>Write a Song –</th>
<th>Research –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research your community and create a timeline.</td>
<td>Choose a tune you know and write words to the tune that tells about the hemispheres.</td>
<td>Research about Native Americans who lived in your area. Find out their history and culture.</td>
</tr>
</tbody>
</table>
# Daily Log of Extension Work

**Name:** ___________________________________

**Project:** __________________________________

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<table>
<thead>
<tr>
<th>Today’s Date</th>
<th>What I accomplished today</th>
<th>What I plan to accomplish during tomorrow’s work period.</th>
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<tbody>
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</tbody>
</table>
### Unit 1: Learning About Communities – Literature Connections

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Year</th>
<th>ISBN</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grey, Nigel</td>
<td>A COUNTRY FAR AWAY</td>
<td>1989</td>
<td>0-531-08392-6</td>
<td>A boy in a city suburb and another in a village in Africa compare lifestyles</td>
</tr>
<tr>
<td>Baker, Jeannie</td>
<td>WINDOW</td>
<td>1991</td>
<td>0-688-08917-8</td>
<td>The illustrations in this almost wordless book show the changes that take place outside a window in Australia. The time span goes from the time a baby is born until the child becomes an adult. The illustrations depict urban expansion and show the influences of these changes in the community and on land forms and vegetation. The book can provide an introduction to the study of other communities and change over time.</td>
</tr>
<tr>
<td>Brett, Jan</td>
<td>TOWN MOUSE, COUNTRY MOUSE</td>
<td>1994</td>
<td>0-399-22622-2</td>
<td>After trading houses, the country mouse and the town mouse discover there is no place like home.</td>
</tr>
<tr>
<td>Anno, Mitsumasa</td>
<td>ALL IN A DAY</td>
<td>1986</td>
<td>0-399-61292-0</td>
<td>This picture book shares activities enjoyed by children in eight parts of the world.</td>
</tr>
<tr>
<td>Jungreis, Abigail</td>
<td>KNOW YOUR HOMETOWN HISTORY: PROJECTS AND ACTIVITIES</td>
<td>1992</td>
<td>0-531-11123-5</td>
<td>This volume includes a variety of activities including making maps and models of hometowns, creating a patchwork quilt of local history, researching the history of place name, and preparing family trees and timelines.</td>
</tr>
<tr>
<td>Lacapa, Kathleen and Lacapa, Michael</td>
<td>LESS THAN HALF, MORE THAN WHOLE</td>
<td>1994</td>
<td>0-87358-592-5</td>
<td>A boy is troubled by his mixed racial heritage until he discovers the advantages of belonging to two groups. After reading this book, students could investigate their own racial heritage and identify cultural borrowing that they may do within their families or communities.</td>
</tr>
<tr>
<td>Miller, Elizabeth</td>
<td>JUST LIKE HOME: COMO EN MI TIERRA</td>
<td>1999</td>
<td>0-807-54068-4</td>
<td>A young girl compares life in the United States with life in her native homeland.</td>
</tr>
<tr>
<td>Author, Series</td>
<td>Title</td>
<td>Year</td>
<td>Catalog Number</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>------</td>
<td>----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Anno, Mitsumasa</td>
<td>ANNO’S U.S.A.</td>
<td>1992</td>
<td></td>
<td>This wordless book features the cities, towns, and countryside of the United States. Anno’s illustrations include characters from her other works, historical figures, and elements from famous paintings. The stories told by the images help students understand geography and place in the United States, past and present.</td>
</tr>
<tr>
<td>Keller, Laurie</td>
<td>THE SCRAMBLED STATES OF AMERICA</td>
<td>1998</td>
<td>0-805-05802-8</td>
<td>The states become bored with their positions on the map and decide to change places for a while. The book includes facts about the states.</td>
</tr>
<tr>
<td>Bunting, Eve</td>
<td>YOUR MOVE</td>
<td>1998</td>
<td>0-15-200181-6</td>
<td>When ten-year-old James’ gang initiation endangers his six year old brother Isaac, the brothers find the courage to say, “Thanks, but no thanks.”</td>
</tr>
<tr>
<td>McLerran, Alice</td>
<td>ROXABOXEN</td>
<td>1991</td>
<td>0685648117</td>
<td>A hill in a desert, covered with rocks and wooden boxes, becomes an imaginary town for Marian, her sisters, and their friends.</td>
</tr>
<tr>
<td>Krupp, Robin Rector</td>
<td>LET’S GO TRAVELLING</td>
<td>1992</td>
<td>0-688-08990-9</td>
<td>Rachel Rose presents a trip to the prehistoric caves of France, the pyramids of Egypt, the Maya temples of Mexico, and other ancient wonders of the world.</td>
</tr>
<tr>
<td>Micklethwait, Lucy</td>
<td>A CHILD’S BOOK OF PLAY IN ART: GREAT PICTURES, GREAT FUN</td>
<td>1996</td>
<td>0-7894-1003-6</td>
<td>This heavily illustrated informational book introduces art works and projects from a variety of cultures such as Japanese, Persian, and Native American. The text includes reproductions of museum paintings and two-page formats that involve readers in observing, describing, and acting out. An introduction provides ideas for using the book with children. It encourages involvement in art and can motivate students to develop similar art projects.</td>
</tr>
<tr>
<td>Leedy, Loreen</td>
<td>WHO’S WHO In MY FAMILY?</td>
<td>1995</td>
<td>0-8234-1151-6</td>
<td>The students in Ms. Fox’s class design a family tree and discover how each family is unique and special.</td>
</tr>
</tbody>
</table>
Name: _____________________ Date: _____________________
Title of Book: _______________________________________
Author’s Name: _____________________ Pages read today: ____________

My reactions/feelings to today’s reading: ____________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What’s really great about this book so far: __________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

How does the information in the book relate to the textbook or research you have done (check accuracy): ______
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

New words from this book: ___________________________________________________________________
__________________________________________________________________________________________

Lasting thought:

Summary: A hill in a desert, covered with rocks and wooden boxes becomes an imaginary town for Marian, her sisters, and their friends.

Activities included:

Discussion Questions
Needs vs Wants Worksheet
Map Drawing
Project 1 - Poster and 3D Model
Project 2 - Roxaboxen Now
Roxaboxen - DISCUSSION QUESTIONS

Name: ____________________________________

Answer each question below including all the details you know.

1) Who were the characters in the story?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2) What was their main project?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3) Which character did you like the most? Why?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4) Did you think they chose the correct person to be the mayor?
________________________________________________________________________
________________________________________________________________________

5) What are some of the qualities a good mayor would have?
________________________________________________________________________
________________________________________________________________________

6) What kind of buildings did they create in their town?
________________________________________________________________________

7) Do you think that the stores sold items that you would need, or items that you would want?
________________________________________________________________________

8) If you built your own building what would it be? Would you sell something people needed or wanted?
________________________________________________________________________

9) What kind of environment did they live in?
________________________________________________________________________

10) What kind of animals live in that environment?
________________________________________________________________________
The Roxaboxen kids make a list of rules for the townspeople to follow. What kinds of rules do you think communities need and why?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Needs vs Wants

NEEDS
A NEED is something that a person needs to survive – a place to live is a need.
List 5 things that are needs.
1) ________________________________________________________________
2) ________________________________________________________________
3) ________________________________________________________________
4) ________________________________________________________________
5) ________________________________________________________________

WANTS
A WANT is something that a person does not need to survive – ice cream is a want.
List 5 things that are wants.
1) ________________________________________________________________
2) ________________________________________________________________
3) ________________________________________________________________
4) ________________________________________________________________
5) ________________________________________________________________
Roxaboxen – Map Drawing

1. Reread Roxaboxen and find all the description about what the children have “built” in the town.

2. On the lines below write the description and page number from the book. Include the significance of this place (need vs want, does it provide a service etc...)

3. Then on a piece of construction paper draw a map that includes all the descriptions. Be sure to include the parts of a map that is taught on page 42 from your Social Studies text book. (Map title, map symbols, map key, distance scale, compass rose, and cardinal directions.)

Example:
Page 2 – River Rhode across the bottom – need – transportation through town
Roxaboxen - Project 1

Follow the steps below to complete the project and then grade yourself using the rubric below.

- Read the story Roxaboxen.
- Build your own Roxaboxen town. You should be able to explain what it takes to make a neighborhood. Remember everyone together is what makes a neighborhood successful. Create a poster to show the different aspects of your community:
  - Refer back to Unit 1 in your text book for help:
    - Citizens live in a community to belong, for work, and to have fun
    - People work at many different jobs and provide important services for its citizens
    - Communities have customs and celebrations
    - Citizens should be aware of laws and the government
    - Community location, what type of land is around
    - Size: city, suburb, rural town
    - What roles people play in your town?
    - How will the citizens carry out their role?
- Build a 3D classroom version of the Roxaboxen town. You will be given a sheet of tag-board and can choose some of the other materials to build your building.
  - Consider what buildings do you want or need to build?
  - What materials best represent these places
- When finished the group will need to present discussing the decisions made and their importance.

<table>
<thead>
<tr>
<th></th>
<th>5 pts</th>
<th>12 pts</th>
<th>20 pts</th>
<th>25 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poster</strong></td>
<td>Unfinished</td>
<td>Some questions answered with Minimal Detail</td>
<td>All questions answered with Minimal Detail</td>
<td>All questions answered with Exact Detail</td>
</tr>
<tr>
<td><strong>3D Model</strong></td>
<td>Unfinished</td>
<td>Some Buildings</td>
<td>Only Buildings and few other details</td>
<td>All Buildings with other details of a functioning community</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Read directly from poster and model</td>
<td>Read from poster and model with some eye contact</td>
<td>Summarizes poster and model details while looking at audience – not able to answer questions</td>
<td>Summarizes poster and model details while looking at audience – able to answer questions</td>
</tr>
<tr>
<td><strong>Neatness and Creativity</strong></td>
<td>Messy and not well planned</td>
<td>Neat but not well planned</td>
<td>Neat and well planned but lacks creativity</td>
<td>Neat, well planned, and creative.</td>
</tr>
</tbody>
</table>

Final Score:   Student: ____________________    Teacher: ________________
Roxaboxen - Project 2

Create a presentation using a format of your choice (power point, poster, book, tri-fold, mobile etc...) to describe the Roxaboxen in the book and the real sight located on the corner of 8th Street and 2nd Avenue in Yuma, Arizona.

Creating a planning page before beginning to help you get all your information and thoughts together first.

**Include:**
- Important Dates
- Events
- Features
- Pictures
- Maps
- Characters from story and real life

**Websites to help your research**
- http://www.ci.yuma.az.us/4761.htm
- http://www.billandkathie.net/Roxaboxen.htm

**Books to help**
- Roxaboxen by Alice McLerran
- The Legacy of Roxaboxen by Alice McLerran

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**Present your Final project to the class.**

<table>
<thead>
<tr>
<th>Item</th>
<th>5 pts</th>
<th>12 pts</th>
<th>20 pts</th>
<th>25 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>Unfinished</td>
<td>Includes some of the required material</td>
<td>Includes most of the required material</td>
<td>Includes all the required material.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Read directly</td>
<td>Read with some eye contact</td>
<td>Summarizes poster and model details while looking at audience – not able to answer questions</td>
<td>Summarizes poster and model details while looking at audience – able to answer questions</td>
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<td>Neatness and Creativity</td>
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<td>Neat, well planned, and creative.</td>
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