

3rd Grade

Unit 3: Communities Are Everywhere

Chapter 5 - A Community's Geography

Describing a Place - What People Add to Places - People and Their Environments

Chapter 6 - Thinking Like a Geographer

The World in Geographer's Terms - Physical Processes - Human Processes

Inside this Unit

Pre-Test

GT Differentiation Chart with activities and strategies for students

Extension Menu for students who test out

Literature Connections



Unit 3: Communities Are Everywhere - Pre-Test

Name: _____

Answer each question below including all the details you know.

1. What are some landforms on Earth?

2. Name different types of bodies of water.

3. What does Climate refer to and how does it affect living situations for humans, plants, and animals?

4. What are some of the human features that people have added to Earth?

5. Why do humans add features to the land? How do they affect daily life?

6. How does the environment affect the way people live?

7. What is the job of a geographer?

8. What is an ecosystem?


9. Describe the difference between human processes and physical process changing the Earth's land.

10. Describe pollution and its effects on Earth and your life.

Unit 3: Communities Are Everywhere - GT Differentiation Chart

Lesson	Auditory/Analytic	Visual / Global	Tactile Kinesthetic / Global
Chapter 5 Lesson 1 Describing a Place	Choose a body of water and write a poem describing the size, shape, source, movement, shoreline or bank, and the living things associated with that body of water.	Create maps to show the different climates throughout the United States. One for temperature and the other for rain fall.	Create a matching game for your classmates to play that contains the names and descriptions for the different landforms.
Chapter 5 Lesson 2 What People Add to Places	Write a journal entry about life on a farm, and the contributions to society.	Create a picture timeline to show the evolution of the United States Highway System.	Create a how to book on the basics of building a bridge.
Chapter 5 Lesson 3 People and Their Environments	Create a Newspaper Announcement about the opening of the Panama Canal.	On a large world map show the different clothing that countries wear in response to their climate and customs.	Create a flip chart with each section being the name of a port city and their products.
Chapter 6 Lesson 1 The World in Geographers' Terms	Use a point of reference to write a riddle describing the relative location of another place.	Write a rebus story with blanks describing different states from each of the 4 regions.	Create 4 jigsaw puzzles to portray each of the 4 regions of the United States on page 174-175.
Chapter 6 Lesson 2 Physical Processes	Write a song, poem, or rap about the ecosystem in the community where you live.	On a map identify locations that have experienced sudden changes to the Earth. Briefly describe the disaster.	Create a model to demonstrate erosion and how it helped to form the Grand Canyon.
Chapter 6 Lesson 3 Human Processes	Pretend you are the Earth's land and write a speech to persuade humans to stop doing detriment to you and continue preventing further destruction.	Create a graphic organizer to compare what humans to do the earth into two categories. Beneficial or Hazardous. You will need to review all of Unit 3 in order to get more information.	Describe a natural hazard that happens in our area and how do we prepare in advance for it.

Unit 3: Communities Are Everywhere – Extension Menu

<p>Modeling</p> <p>Use play dough or clay to create 3D models of the landforms that create our earth's surface.</p>	<p>Research and present a power point over the mining industry. Places, Maps of Mine, minerals, dangers, etc..</p>	<p>Create a complete plan for a family of 4 to follow when a hurricane will be hitting land in one week. (7 days) Create a day by day of list of chores that need to be done. Create a budget of items that must be purchased. Be thorough. Also what will they do the week following the hurricane.</p>
<p>Create a poster with a presentation about the “7 Wonders of the World”</p>	 <p>The logo consists of a 3D globe of the Earth in the center. Overlaid on the globe is the word 'Student' in a large, white, sans-serif font. Below the globe, the word 'Choice' is written in a similar font, with the letters appearing to be held up by several black silhouettes of people standing on a light blue shadowed base.</p>	<p>Just as the country is divided into regions, the state of Texas is also. Research and create a power point about the 4 regions of Texas.</p>
<p>Two new students just moved to your class. One from Alaska, while the other from Fiji. Research the climate they are coming from so you understand how to help them prepare for their new climate. Create a plan with budget for them to prepare for their new climate.</p>	<p>Research and create 3D models to represent the different types of bridges that have been engineered across the world.</p>	<p>Create an A-Z Book describing our regions of the United States. Be sure to include facts from all of Unit 3. Landforms, Climate, Human Features, Adaptations, Resources, Geography, Ecosystems, Changes to Earth, Hazards, etc...</p>

Unit 3: Communities Are Everywhere – Literature Connections

Author	Title	Year	ISBN	Summary
Atwell, Debby	RIVER	1999	0-395-93546-6	This chronicle tells the life of a river as people deplete its resources to make a living.
Brown, Mary Barrett	WINGS ALONG THE WATERWAY	1992	0-531-05981-2	This highly illustrated book focuses on the wetlands and 21 birds found in wetlands across the United States.
Cherry, Lynn	A RIVER RAN WILD	1992	0-15-200542-0	Cherry traces the environmental history and present condition of the Nashua River which runs through New Hampshire and Massachusetts
Cone, Molly	SQUISHY, MISTY, DAMP & MUDDY: THE IN-BETWEEN WORLD OF WETLANDS	1996	0-87156-480-7	Photographs illustrate the nature of the wetlands and the life they support. The text develops the precarious future of the areas and the need for preservation.
Esbensen, Barbara Juster	ECHOES FOR THE EYE: POEMS TO CELEBRATE PATTERNS IN NATURE	1996	0-06-024398-8	The poems in this collection celebrate patterns in nature. Children may be encouraged to make their own observations about nature and geography.
George, Jean Craighead	EVERGLADES	1995	0-06-021228-4	This natural history text describes the Florida Everglades as a Native American storyteller poles children through the water in a dugout. The storyteller covers both the history and the possible destruction of the area. This text could be used as an introduction to ecology and a discussion about what children can do to help preserve the planet.
Gerberg, Mort	GEOGRAPHUNNY: A BOOK OF GLOBAL RIDDLES	1991	0-395-603129	Students can learn geography by remembering the solutions to conundrums such as: Which southern state has four eyes but cannot see?
Gibbons, Gail	DESERTS	1996	0-8234-1276-8	This is an introduction to the characteristics of deserts and the plants and animals that inhabit them. Gail Gibbons also has books over natural disasters: Hurricanes and Tornadoes.
Jenkins, Steve	THE TOP OF THE WORLD: CLIMBING MOUNT EVEREST	1999	0-395-94218-7	This book uses striking crushed paper collages to take readers on an armchair trip to the top of Mt. Everest. Describes the conditions and terrain, the previous attempts, and the equipment necessary for the trip
Lasky, Kathryn	THE MOST BEAUTIFUL ROOF IN THE WORLD	1996	0-152-00893-4	The work in the rainforest canopy of Meg Loman illustrates previously unknown species of plants and animals.
Lauber, Patricia	FLOOD: WRESTLING WITH THE MISSISSIPPI	1996	0-7922-4141-X	This informational book describes the Mississippi River, presents its history, and discusses how it affects the lives of the people living near it. The author discusses both the 1927 and the 1993 floods. Students could conduct additional research using other rivers as examples.
Peters, Lisa Westberg	OCTOBER SMILED BACK	1996	0-8050-1776-3	The text is written in poetic form and the illustrations depict changes over 12 months. The book is good for both sequential development and comparisons within the community across seasons of the year.



Reading Response Sheet



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: _____

* Adapted from Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner ©2001. Free Spirit Publishing Company Inc. Minneapolis, MN 866/703-7322.*



Reading Response Sheet



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: _____

* Adapted from Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner ©2001. Free Spirit Publishing Company Inc. Minneapolis, MN 866/703-7322.*