

Integrated Model Curriculum

THIRD GRADE SAMPLE LESSON | OHIO'S LOCAL COMMUNITIES

This lesson is modeled from CKLA (3rd Edition), an approved English Language Arts high-quality core curriculum for grades Kindergarten – Grade 5. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the standalone social studies instructional block. Unit 4 is titled "Rise and Fall: Ancient Rome" and focuses on the rise and fall of the civilization of Ancient Rome.

In this lesson, students will build background knowledge about Ohio Communities, and how they change over time.

Unit Title	Unit 4: Rise and Fall: Ancient Rome CKLA (3rd Edition)
Grade Level	3rd Grade
Academic Standards	<p>Social Studies</p> <ul style="list-style-type: none">• Historical Thinking and Skills. Events in local history can be shown on timelines organized by years, decades, and centuries. (CS1)• Historical Thinking and Skills. Primary and secondary sources can be used to show change over time. (CS2)• Heritage. Local communities change over time. (CS3)• Spatial Thinking and Skills. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions. (CS4) <p>English Language Arts</p> <p><i>Reading Standards for Informational Text</i></p> <ul style="list-style-type: none">• Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3) <p><i>Writing Standards</i></p> <ul style="list-style-type: none">• Write informative/explanatory texts to examine a topic and convey ideas and information clearly (W.3.2.)
Life Skills	<p>As identified in the OhioMeansJobs-Readiness Professional Skills:</p> <ul style="list-style-type: none">• Teamwork/Collaboration: Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings.• Critical Thinking/Problem-Solving: Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes.• Oral and Written Communication: Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level.

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Essential Questions	<p>Unit Essential Question</p> <ul style="list-style-type: none"> • <i>How do communities change and evolve?</i> <p>Lesson Essential Question</p> <ul style="list-style-type: none"> • <i>How has my local community changed over time?</i> 	
Learning Intentions	<p>Social Studies</p> <ul style="list-style-type: none"> • I am learning about local communities. • I am learning about how communities change over time. <p>English Language Arts</p> <ul style="list-style-type: none"> • I am learning how make connections across texts. • I am learning how to use multiple texts to write an informative essay on a topic. 	
Success Criteria	<p>Social Studies</p> <ul style="list-style-type: none"> • I will identify important people, places, and events over a time period. • I will use look at this important information to determine how change happened over time in the community. <p>English Language Arts</p> <ul style="list-style-type: none"> • I will identify connections across the selected sources. • I will use evidence to write an informative essay on a topic across two texts. 	
Lesson Materials	<ul style="list-style-type: none"> • Early Gallipolis map - Ohio History Connection • Jean Baptiste Regnier - Ohio History Connection • Our House Tavern photograph - Ohio History Connection • Gallia County Courthouse photograph - Ohio History Connection 	
Key Vocabulary	<p>English Language Arts Vocabulary</p> <ul style="list-style-type: none"> • Informational Writing • Primary Sources • Text Evidence 	<p>Social Studies Vocabulary</p> <ul style="list-style-type: none"> • Decades • Centuries • Physical Maps • Political Maps • Title • Key • Alphanumeric Grid • Cardinal Directions

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<p style="text-align: center;">Learning Experiences & Instruction</p>	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> • This unit focuses on the rise and fall of the civilization of Ancient Rome. In order to understand the civilization, it will be important to think about Ohio’s community structures. <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> • Understand the different types of communities in Ohio (urban, rural, and suburban). • Identify key historical events and figures in Ohio’s local communities. • Develop skills in using maps and understanding timelines. • Connecting life skills such as teamwork, critical thinking, and leadership to historical studies. <p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Introduction to Ohio’s Local Communities. <ul style="list-style-type: none"> ○ Discuss the different types of communities in Ohio: urban rural, and suburban. ○ Show images and maps of Ohio’s local communities and discuss their characteristics. • Exploring Historical Sources. <ul style="list-style-type: none"> ○ Use the Early Gallipolis Map, Jean Baptiste Regnier resources, Our House Tavern photograph, and Gallia County Courthouse photograph to explore historical events and figures in Ohio. ○ Discuss how these sources show change over time and their significance in Ohio’s history. • Map Skills. <ul style="list-style-type: none"> ○ Teach students how to use physical and political maps, including understanding titles, keys, alphanumeric grids, and cardinal directions. ○ Have students locate places on a map using these skills. <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Timeline Activity. <ul style="list-style-type: none"> ○ Create timelines of local historical events using primary and secondary sources. ○ Discuss how events are organized by years, decades, and centuries. • Life Skills Connections. <ul style="list-style-type: none"> ○ Creating timelines of local historical events can promote teamwork, critical thinking skills and leadership (leadership of the community). ○ Discuss how these skills are important in understanding and studying history. ○

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Learning Experiences & Instruction	<i>Evaluate (Assessment Options)</i> <ul style="list-style-type: none">• Informative Essay.<ul style="list-style-type: none">○ Have students write an informative text about a historical event or figures in your local community, connecting their key vocabulary and map skills they have learned where able.○ Evaluate their understanding through presentations of these historical events or figures from your local community.

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