



Marietta City Schools 2023-2024 District Unit Planner

3rd Grade

Topic Title:

Unit #7 European Exploration of the Americas

Unit Duration

3 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? European Explorers were motivated by various factors over time which led them to explore and settle lands inhabited by Native Americans.

GSE Standards

ELA

ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI3: 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.

ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.

ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Social Studies

SS3H2 Describe European exploration in North America.

a. Describe the reasons for and obstacles to the exploration of North America.

b. Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).

c. Describe examples of cooperation and conflict between European explorers and American Indians.

SS3G3 Describe how physical systems affect human systems.

b. Describe how the early explorers (SS3H2a) adapted, or failed to adapt, to the various physical environments in which they traveled.

Essential Questions

Factual—

Who were the major European explorers to North America?

Where did each explorer sail from?

What groups did each explorer encounter?

What was each explorer in search of?

Inferential—

How did the reasons and routes of different explorations compare with one another?

How did different explorers' interactions with native people compare to one another?

Critical Thinking-

Which explorers had the biggest impact on political life at that time?

What was the biggest contribution to modern life that each explorer made?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words								
exploration, obstacles, accomplishments, cooperation, conflict	Geographic terms and names of people related to SS3H2								
Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.									
<p>Transfer of Integrated Skills:</p> <ul style="list-style-type: none"> True False Review <ol style="list-style-type: none"> Have students fold a piece of paper in half three times to create 8 boxes and number the boxes 1-8. <table border="1" data-bbox="192 552 826 804"> <tr><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td></tr> </table> As you read each of the following statements, have students write True or False. For any false responses, challenge students to write in what would make the statement correct. <p>#1 Europeans supposedly traveled to North America for “God, Gold, and Glory.”</p> <p>#2 Europeans found that the land was already occupied by native tribes and went home.</p> <p>#3 John Cabot sailed for England and landed in California in 1497.</p> <p>#4 Vasco Nunez de Balboa was the first of the European explorers to reach the Pacific Ocean.</p> <p>#5 Hernando de Soto became wealthy by stealing gold from the Incas.</p> <p>#6 Christopher Columbus arrived in the United States on the Mayflower and lived here the rest of his life.</p> <p>#7 Henry Hudson discovered the Northwest Passage by waiting until the winter ice melted.</p> <p>#8 Jacques Cartier failed to find a Northwest Passage but did spread the French language to parts of Canada.</p> <p>ELAGSE3RI3 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.</p> 		1	2	3	4	5	6	7	8
1	2								
3	4								
5	6								
7	8								

- **ReadWorks “Sailing the Seas”**

ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RI3 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.

ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Content-Specific GSE/Skills:

- Exploration Blueprint and Key

Writing Task and Rubric:

- **What Happened When?**

1. Throughout the unit, construct a wall-size timeline reflecting the major events related to each explorer. As a culminating activity, assign individual, pairs, or small groups of students a 20-year window to review and synthesize into an information writing featuring the major events of that time frame.
2. Provide students with an [Information Writing Checklist](#) to guide their work and score the final products with an [Information Writing Rubric](#).

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE3RI3 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.

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>15-Day Slides: European Exploration of the Americas</i>	
Connected SS/Sci Experiences (omit this row if KBU does not contain SS or Sci connections)	Making History This layered inquiry approach (using visuals, primary sources, informational texts, and literary text) related to Christopher Columbus- Students will then use the model to present information about another explorer.	Use analysis sheets to guide inquiry; provide sentence starters, model the task with a familiar photo

	<p>Exploring the Explorers Students will research to gain understanding of how one person can change history through researching Explorers then create a presentation using the medium of the student's choice to display learning</p>	<p>Use analysis sheets to guide student inquiry. An alternative to each completing their own table is to have one on the whiteboard or chart paper and fill it in the whole group after each presentation. Provide a pathfinder for appropriate sources.</p>
	<p>Economic Choices in the Age of Discovery Students will investigate the decision-making process of major explorers as they planned for their New World expeditions.</p>	<p>Provide a pathfinder and resource materials.</p>
	<p>Race to the West After students complete research activities, they will demonstrate knowledge through participation in the Race to the New World Game. Students will write a newspaper article to highlight the achievements of the explorers. This can also be done through the eyes and thoughts of American Indians native to the lands these explorers conquered.</p>	<p>If no large world map is available, project the map on a white or Smart Board. Alternatively, make this into a file- folder center game and students can play in pairs or small groups.</p>
	<p>Contact! Demonstrate understanding of the impact of the European explorers on the lives of American Indians by creating a before and after T-Chart</p>	<p>Download and modify the video transcript to provide a read-along as needed. After each segment, have students take notes (visual or text or a combination of the two). Use guided viewing to stop and point out key ideas related to the "Before and After" concept and have students take notes to use during their group activity.</p>

Connected Tier 1 Unit	CKLA Grade 3: European Exploration of North America				
Connected Writing Activities	TWR Strategy embedded in 15-day slide: <ul style="list-style-type: none">Because, But, So				
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	
Additional Instructional Resources					
Suggested High Quality Complex Texts Encounter (District provided with previous transdisciplinary unit) Ferdinand Magellan: Great Explorers Adventures of the Treasure Fleet: China Discovers the World Brendan the Navigator: A History Mystery about the Discovery of America					
Suggested Experiential Resources					