| **Grade 3 Unit 2 Environment and People** | |
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| **Unit Overview** | |
| Earth’s diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth’s physical systems influenced human migration and lifestyles and led to the creation of a diverse world.  Different places on Earth are defined by both physical and human characteristics. In order to understand how physical systems have influenced human systems, students must first know the locations and characteristics of different landforms, climates, and biomes around the world. These different places around the world have different resources, activities, and human demographic features. Understanding these distributions builds the foundation for understanding human migration in regard to environmental factors as well as setting the foundation for future inquiries about various natural hazards that affect people living in different places around the world. Students will use inquiry to explain how Earth’s features affect the way we live.  Teachers may choose to teach this indicator in conjunction with science standards [3.E.4A.2 and 3.E.4B.1](https://ed.sc.gov/instruction/standards-learning/science/standards/). | |
| **Overarching Inquiry Questions** | |
| **How do the features of our Earth affect the way we live?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Environment and Resources**: Students will study human activities that modify the environment and explore the benefits and costs associated with climate, landforms, and vegetation. Students will also explore how the distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. | |
| **Skills Emphasis at a Glance** | |
| 1. Students should inquire about a variety of geographic landforms and bodies of water and how those physical features may serve as opportunities or risks for human populations.   *At the local scale, investigating South Carolina’s six landform regions – Blue Ridge, Piedmont, Sandhills, Inner Coastal Plain, Outer Coastal Plain, and the Coastal Zone. At the global scale, investigating landform distribution across a continent.* | |
| 1. Students will begin to develop an understanding of how physical features can influence human activity.   *Students can describe how people take advantage of the physical environment of their local community (i.e. water supply, farming, garden, recreational activities).* | |
| 1. Students can develop an understanding of the human environment relationship.   *Students can explore different climates, resources, and landforms around the world and the multiple effects these have on the people living there (for example, food, clothing, and shelter).* | |
| **Standard(s)** | |
| **3.2.1.ER:** Recognize and explain how physical features are distributed around the world.  *Purpose: This indicator prompts students to inquire about the distribution of landforms, climates, and biomes around the world.* | |
| **3.2.2.ER:** Identify and analyze the ways people interact with physical features in different regions of the state, the country, and the world.  *Purpose: This indicator prompts students to inquire about a variety of geographic landforms, water bodies, and climate patterns around the world and how humans interact with them, including population distribution and settlement patterns.* | |
| **3.2.3.ER** Identify spatial variations in climates around the world and recognize the relationship between climate and human activities.  *Purpose: This indicator prompts students to inquire about how climate affects decision-making regarding such factors as food, clothing, and shelter around the world.* | |
| **I Can Statement(s)** | |
| * I can explain landform distribution around the world. * I can explain climate distribution around the world. * I can explain biome distribution around the world. * I can ***identify*** the ways that people interact with physical features in different regions of the state, country, and the world. * I can ***analyze*** the way people interact with physical features in different regions of the state, country, and the world. * I can recognize the relationship between climate and human activities. * I can show how the features of our Earth affect the way we live. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| Explain the goal of the unit study to students.  For the second unit, students will describe the physical features and climate in the country/region they chose to study in Unit 1 and determine how the features in that location affect the way people there live. Encourage students to connect back to the overarching inquiry question about why location is important. | Teacher will set the purpose for learning. Students will use one country or region to study this year and apply the learned geography skills to a project that is formatted in the teacher or students’ choice. As you begin to plan this unit, select a model country to use that students may not select for their own project. Use this country in your examples throughout the unit as you discuss the I Can Statements and skills.  For example, the teacher could model applying these skills with The United States. The teacher could choose to have students present their findings in different ways (small groups, partners, with students from other countries/regions on their continent, whole group, virtually) for the end of the unit. |
| **I can explain landform distribution around the world.** | |
| Students will observe political and physical maps and images of landforms from [National Geographic's](https://www.nationalgeographic.org/activity/mapping-landforms/) Mapping Landforms resource to identify varying landform types.  Students will identify where these landforms are distributed throughout the world, using classroom atlases, globes, or a physical map from the [Library of Congress](https://www.loc.gov/resource/g3201c.ct005758/) that shows a Robertson projection of the world.  Students will identify specific countries where major landforms are located by comparing the political and physical maps, using classroom atlases, globes, or a political map of the world from the [Library of Congress](https://www.loc.gov/item/2008622078/),  Students will inquire and generate questions and inferences about how the distribution of landforms around the world might impact human life in that area. | From prior knowledge in science content, students may already have an understanding of landforms. Teachers have the flexibility to use science content related to Earth’s features ([3.E.4A.2, 3.E.4B.1](https://ed.sc.gov/instruction/standards-learning/science/standards/)). Reteach content as necessary before moving into unit sequence.  Teacher should use a variety of map resources. Prompt students to make observations about what they see and any comparisons or conclusions they make. The goal is for students to physically identify and recognize the distribution of landforms throughout regions of the world. For example, the teacher could have students look at a physical map of their local communities to make a connection to what is around them (beaches, mountains, etc.).  *Things to think about:*   * How are you encouraging students to think about how each landform might impact human life? * How will you have students record their observations? Will they be keeping a notebook? * Will they be creating some sort of a map? |
| **I can explain climate distribution around the world.** | |
| Students will explore climates using images, political/physical maps of regions, and resources provided by the teacher. (See suggested resources.)  Students will analyze the characteristics and locations of climates independently before teacher instruction.  Students should work together to describe the temperature, humidity, precipitation, etc. that are associated with each climate zone. They may keep track of their comments in a graphic organizer, anchor chart, sticky notes, or note-taking guide.  Students will work with the teacher to review specific information about climates around the world. | Teacher could provide images of maps that indicate different types of climates throughout our region and world. Teachers should encourage students to inquire about the characteristics of each climate (temperature, humidity, precipitation, etc.). It is important to connect the importance of climate to prior learning such as hemispheres, equator, etc.  Teacher can provide support for students to track their thinking as it is appropriate for their class- graphic organizer, anchor chart, sticky notes, etc.  Extended learning could include discussion of climate zones and connection to location.  Thoughtful questions for students:   * How would you survive if you lived in a \_\_\_\_\_ climate versus a \_\_\_\_\_ climate? * How does the location of the region affect the temperature? * Is this climate region close to the equator? What effect does that have on the climate? * What climates are located near one another? * What similarities do you see between any of the climates? Why are they similar? * What major differences do you see between the \_\_\_\_\_ climate and the \_\_\_\_\_\_ climate? Why are they so different?   Suggested resources:  [PBS Climate Zones videos](https://scetv.pbslearningmedia.org/subjects/science/earth-and-space-science/weather-and-climate/climate-zones/)  [PBS Major US Climate Zones](https://scetv.pbslearningmedia.org/resource/buac17-35-sci-ess-usclimatezones/major-us-climate-zones/)  [PBS Climate Zones of North America](https://scetv.pbslearningmedia.org/resource/social-studies-205-ws1-r1-grades-6-12/climate-zones-of-north-america/) (map on first page)  [PBS video- What is climate?](https://scetv.pbslearningmedia.org/resource/buac17-35-sci-ess-whatclimate/what-is-climate/)  BrainPop video on [Climate Types](https://www.brainpop.com/science/weather/climatetypes/)  [National Geographic MapMaker Interactive](https://mapmaker.nationalgeographic.org/#/) (Click on “layers”>Add layer>Climate and weather>Climate zones; Have students use the key and explore the map of different global climate zones.) |
| **I can explain biome distribution around the world.** | |
| Students will explore biomes using the interactive map on [ESRI Geoinquiries](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/geoinquiries/elementary/1-biomes-elementary4-geoinquiry.pdf) (click on link in lesson plan to open the map- teacher can use full lesson plan or just the map as a resource).  Students will analyze the characteristics and locations of biomes independently before teacher instruction.  Students should work together to describe the temperature, humidity, precipitation, etc. associated with each biome. They may keep track of their comments in a graphic organizer, anchor chart, sticky notes, or note-taking guide.  Students will work with the teacher to review specific information about biomes around the world. | Teacher could provide images of maps that indicate different types of biomes throughout our region and world. Students should be encouraged to inquire about the characteristics of each biome. Encourage students to differentiate between climates and biomes. (Biomes are similar to habitats. Climate impacts the development of the biome and affects what animals and plants live there.)  Teacher can provide support for students to track their thinking as it is appropriate for their class- graphic organizer, anchor chart, sticky notes, etc.  It is important to connect the importance of biomes to prior learning such as hemispheres, equator, etc.  Thoughtful questions for students:   * How would you survive if you lived in a \_\_\_\_\_ biome versus a \_\_\_\_\_ biome? * Is this biome close to the equator? What effect does that have on the location? * What biomes are located near one another? * What similarities do you see between any of the biomes? Why are they similar? * What major differences do you see between the \_\_\_\_\_ biome and the \_\_\_\_\_\_ biome? Why are they so different?   Suggested resources:  [PBS resource on Biomes](https://scetv.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.biomemap/biomes/)  [PBS World Map of Biomes](https://scetv.pbslearningmedia.org/asset/tdc02_img_biomemap/)  [ESRI GeoInquiries: Ecosystems and Biomes](https://www.esri.com/content/dam/esrisites/en-us/media/pdf/geoinquiries/elementary/1-biomes-elementary4-geoinquiry.pdf) |
| **I can identify the ways that people interact with physical features in different regions of the state, country, and the world.** | |
| Students will view the [2000 Population density map](https://www.researchgate.net/figure/2000-population-density-distribution-in-South-Carolina_fig7_249873147) of South Carolina, such as this one from ResearchGate, that shows the population of different areas.  Students will make inferences about why people live in certain locations (making connections to prior learning of landforms, climate, biomes, etc.)  Students will then look at maps and images of other locations around the world, to draw conclusions about why people chose to settle in those locations. | Teacher should provide students with opportunities to look at the specific location of where people live based on the prior learning (climate, biome, etc.) before digging deeper into the choices they have to make based on the location.  Teacher could allow students to work in pairs and/or groups to analyze primary and secondary sources and make inferences about why people live in certain locations.    Questions to drive inquiry:   * Why did Native American tribes choose to settle near rivers in South Carolina? * Why do more people live on the Eastern coast of the United States than in the middle of the country? * How do people use natural resources to make money? (Encourage students to think on different scales: state, country, world)   Things to think about:   * How are you helping students make connections between why people choose to settle in a certain place? * Are you looking beyond the effect on the day to day life? (Housing, food, etc.- think about economic or cultural effects)   Teacher could use Google Expeditions (virtual reality devices) or Google Voyager (on Google Earth) to allow students to explore specific places around the world. For example, the Amazon, America’s National Parks, or the Sahara Desert. |
| **I can analyze the way people interact with physical features in different regions of the state, country, and the world.**  **I can recognize the relationship between climate and human activities.** | |
| Students can explore the connections between the shelter, clothing, food, of people groups and the physical features in their region of South Carolina.  Students will do a gallery walk of human settlements around the world. The teacher will provide 4 to 5 images around the room for students to visit as stations, making observations and drawing conclusions about each.  Students will explore how people live around the world and how they adapt to living in different environments.  Read The Little House and create a 3D map with students; prompt students to make connections to prior learning when determining where/why to build their house | This initial step is to help build schema on the connections between the regions of our state and how people live. Teachers may show how many homes along the coast are being built on stilts to minimize flooding.  During the gallery walk, the teacher should encourage students to notice the relationship between the shelter, clothing, or food in the images and environmental factors.  If teachers need some additional information about gallery walks, visit [Facing History and Ourselves.](https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk)  Suggested book resources for read-alouds to show how people live around the world:  [“Home” by Carson Ellis](https://www.candlewick.com/cat.asp?mode=book&isbn=0763665290&browse=) (Candlewick Press) [“This Is How We Do It” by Matt Lamothe](https://www.chroniclebooks.com/products/this-is-how-we-do-it) (Chronicle Books)  Teachers are encouraged to acquire a collection of similar books for students to use in the classroom.  Teachers are encouraged to view [The Little House lesson](https://drive.google.com/file/d/189as4kh7qaSB0WME93rufPhxbEN1qPWf/view) from The University of Delaware Institute of Public Administration and make adjustments as needed.  For The Little House activity, the teacher will need to create a landscape for students out of construction paper. Teacher can use his/her judgement as to what landforms to add to the map, but consider using the landforms that were discussed previously in the unit to challenge students to think about how they would need to adapt their living in different places. Students will select where to build their house and design it based on the location (thinking about how climate, landforms, etc., affect their house). Students draw their house on a small paper bag and place it on the map. After houses are placed, students can discuss why they built where they chose and what they had to change about their house based on their environment. Next steps could be adding in retail/other stores based on needs; having students create/draw their own maps of the class map to give directions to a particular location; or having students write about their house, explaining their choices, the effect on the environment, etc.  This is a photo of different colored sheets of paper laid out in a 4 by 6 grid on the florr with small paper stuctures signifying houses or buildings and physical features like mountains or lakes distributed across those flat sheets of paper resembling a model town.   * How has your neighborhood/your town/South Carolina/United States/the World changed? Why?   Things to think about:   * How are you helping students make connections to different living conditions? * How are you helping students think critically about how climates affect how people live? (For example: If you were to build a home in \_\_\_\_\_ climate, what would it look like?) |
| **I can show how the features of our Earth affect the way we live.** | |
| Students will describe the physical features and climate in the country/region they chose to study in Unit 1 and determine how the features in that location affect the way people there live. | Tasks for Unit 2 for the yearlong study:   * Describe physical features * Describe climate * Describe clothing/houses and connection to climate * Identify major/high population areas (big cities, etc.) * Environmental factors * Available resources * Identify any areas that have experienced major human impact |
| **Resources** | |
| For suggested content, see the [Grade 3 World Geography Alignment Guide](https://ed.sc.gov/instruction/standards-learning/social-studies/resources/).  **Literature Resources:**  *The Little House* by Virginia Lee Burton  [“Home” by Carson Ellis](https://www.candlewick.com/cat.asp?mode=book&isbn=0763665290&browse=) (Candlewick Press) [“This Is How We Do It” by Matt Lamothe](https://www.chroniclebooks.com/products/this-is-how-we-do-it) (Chronicle Books) | |

**References**