

Why?

**Possible Essential Questions**

1. How are cities of the past similar to or different from where you live?
2. How does the geography of a region affect the human made features of that region?
3. How do physical records (maps, pictures, artifacts, written documents) help us to understand past cities?
4. How do human characteristics affect the development of a region?

**Enduring Understanding**

As with communities of the present, cities of the past arose to meet economic wants of expanding groups of people. Based on their geographic features, values, and beliefs different cultures organized cities to meet similar wants in a variety of ways.

What?

**Maryland State Department of Education Outcomes and Standards**

The student will be able to:

**Geography**

1. construct and interpret maps to locate and describe places using **relative distance**, **map elements** including a title, simple grid systems, cardinal directions, compass rose, border, and **legend/key**, author and date (MLO 3.1)
2. describe and classify **physical** and **human-made features of places and regions** (MLO 3.2)
3. identify the geographic characteristics that affect where people settle (MLO 3.5)
4. *describe how places are connected by the **movement of goods, ideas, and people***
5. describe how transportation and communication networks link communities (MLO 3.6)
6. identify ways people adapt to and modify the natural **environment** to satisfy their wants (MLO 3.7)

**Economics**

1. **identify economic wants for goods and services and explain how limited natural, capital, and human resources require people to make choices** (MLO 4.1)
2. give examples of community **services** provided by government *and paid for with taxes* (MLO 4.5)
3. give examples of **specialized** work that people do in a community (MLO 4.6)

**Peoples of the Nations and World**

1. compare cultures around the world (MLO 6.1)
2. describe how peoples develop **cultures** through their interaction with others (MLO 6.3)
3. describe how communities are pluralistic

**Social Studies Skills**

1. apply the concept of time by placing key events in chronological order (MLO 1.1)
2. *find*, interpret, and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines. (MLO 1.3)
3. summarize the main points of an issue explaining different viewpoints (MLO 1.7)
4. *frame questions that can be answered by historical study and research*

**Overview**

Students conclude third grade with a study of the unique cultures that have developed around the world. Beginning with history, students backtrack to the ancient city of Tenochtitlan and Historic Georgetown to apply the economic, political, and geographic skills and concepts they have learned in earlier units to a past time. One of the major concepts studied is how unique cultures form based on the economic, political, and geographic forces of a region. Students conclude by applying this idea in a research project of a present-day city. The assessment for this unit measures student understanding of these concepts in an application to the trade in Ancient West Africa.

**Unit Outline****Page**

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**Pre-Assessment - Learning Chronology from Important Events in Our Lives**

This assessment measures students' ability to identify key events and to place them in chronological order.

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**Lesson Sequence One – Places Change Over Time**

Students explore 300 years of history by examining pictures and text in the story The House on Maple Street by Bonnie Pryor.

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**A. Session One:** Student examine the concept of change by identifying key events that occur over a 300 year period in the story, beginning at approximately 1650 and ending at approximately 1950. They place these events in chronological order on a timeline.

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**B. Session Two:** Students refresh their definition of geographic characteristics by examining The House on Maple Street.

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**C. Session Three:** Students examine the story to determine the geographic characteristics that affected where people settled in the past and look at how people of today satisfy their wants.

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**Lesson Sequence Two - Location, Location, Location**

Students participate in and examine the results of a trade simulation to determine how location along trade routes influences the economic and cultural growth of a town.

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**A. Session One:** Students participate in a simulation to determine how towns/cities are linked by transportation and communication networks and how trade allows towns/cities to grow economically.

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**B. Session Two:** Students make the final connection between transportation, goods and services, and economic growth through a clarifying fishbowl discussion.

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**C. Session Three:** Formative Assessment - Students demonstrate mastery of concepts by identifying locations on a map where cities should have the most economic growth. They support their thinking with background knowledge.

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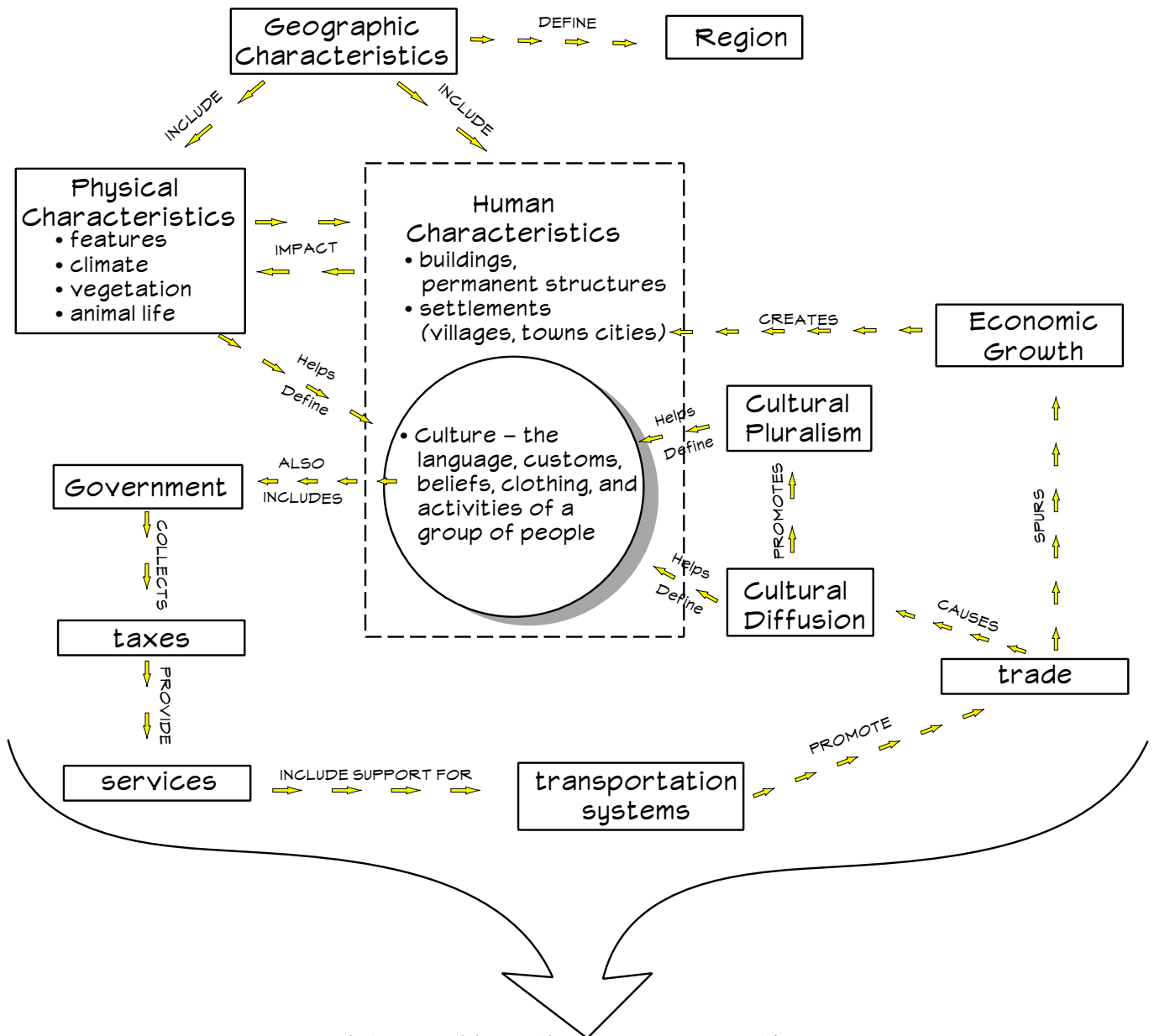
**Lesson Sequence Three - The Aztec City of Tenochtitlan**

Students read maps and texts to determine how the geography of the region influenced the economic and cultural development of Tenochtitlan.

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**A. Session One:** Students use maps and text to examine the geography of the land surrounding Tenochtitlan.

Concept Map: Cities of the Past



History: This entire process continues through time, redefining culture. The historical record provides a window on cultures of the past.

Cultural Diffusion is the spread and transmission of cultural traits from one region to another  
 Cultural Pluralism is the existence of many cultures in a common society