

**Domain-Based Unit Overview**

**Title of Domain: World Rivers, Grade 3**

**Learning Time: 10 days**

**Big Idea**

*Maps and Globes are convenient ways to show the location and some of the human and physical characteristics of our planet. Among the most important of those physical characteristics to human life and history are the great world rivers.*

**What Students Need to Learn (TP 2)**

- To understand that maps have keys or legends with symbols and their uses
- To find directions on a map: east, west, north, and south
- To identify major oceans: Pacific, Atlantic, India, Arctic
- To identify the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
- To locate the United States, Mexico, and Central America on a map or globe
- To name their own continent, country, state, and community
- To locate the equator, the Northern and Southern Hemisphere, and the North and South Poles

**MN Academic Standards**

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

**Pre-Assessment**

Pre-assessment will be composed of 3 parts - Content (multiple choice/short answer/essay), vocabulary matching, and labeling the major rivers of the world. This layout will be in a similar (but shorter) style to the post-assessment.

<b>Domain Lesson 1</b>	Rivers Bring Life to Farms and Cities, 3 Days
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.4.1.2.2
<b>Objectives</b>	<p>Big Question: Why are crops grown close to the Nile and Yellow Rivers?</p> <ul style="list-style-type: none"> <li>- Measure straight line distances on a map using a map scale. (RI.3.7)</li> <li>- Use the maps in the atlas of the Student Reader to find geographic information. (RI.3.7)</li> <li>- Describe two ways that rivers bring life to farms and cities. (RI.3.1, RI.3.2)</li> <li>- Compare the Nile River and Yellow River. (RI.3.3)</li> <li>- Understand the meaning of the following domain- specific vocabulary: river, riverbank source, irrigation, silt and flow. (RI.3.4)</li> </ul>
<b>Vocabulary</b>	river, riverbank source, irrigation, silt and flow
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Introduce the <i>World Rivers</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents</li> <li>2. Create a KWL chart for what students know and wonder about <i>World Rivers</i>.</li> <li>3. Introduce Chapter 1 -"Rivers Bring Life to Farms and Cities" from <i>World Rivers</i> CKHG student readers.</li> <li>4. Read aloud Chapter 1 while calling attention to vocabulary</li> <li>5. Answer objective questions, "<i>Why are crops grown close to the Nile and Yellow Rivers?</i>" with a turn and talk</li> <li>6. Review vocabulary</li> <li>7. Complete Enrichment activities</li> </ol>
<b>Support</b>	Guided Reading Supports (TP 28-30)
<b>Enrichment</b>	<p>World Geography (AP 1.1) Map Scale (AP1.2) Geographical Terms (AP 1.3) Cool Facts about World Rivers (Ap 1.4)</p>

	Using an Atlas - Conduct Geographic Research
<b>Fiction/ Read Aloud</b>	<i>The World Rivers</i> CKHG Student Reader
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 2</b>	Rivers Make our Lives Better, 1 Day
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1
<b>Objectives</b>	Big Question: Why do so many people settle close to major rivers?  <ul style="list-style-type: none"> <li>- Explain how dams can change rivers to improve people’s lives. (RI.3.1)</li> <li>- Refer to a map and describe the locations of the Yangtze, Indus and Ganges River. (RI.3.1)</li> <li>- Explain why the Ganges River is important to people in India. (RI.3.2)</li> <li>- Understand the meaning of the following domain-specific vocabulary: <i>flood, dam, reservoir, source, delta, civilization and mouth.</i> (RI.3.4)</li> </ul>
<b>Vocabulary</b>	<i>flood, dam, reservoir, source, delta, civilization and mouth</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lesson</li> <li>2. Introduce Chapter 2 -"Rivers Make Our Lives Better" from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 2 while calling attention to vocabulary</li> <li>4. Answer objective questions “<i>Why do so many people settle close to major rivers?</i>” with an illustrated exit ticket.</li> <li>5. Review vocabulary</li> <li>6. Complete Enrichment activities</li> </ol>
<b>Support</b>	Guided Reading Supports (TP 36-39)
<b>Enrichment</b>	Cool Facts About World Rivers (AP 1.4)
<b>Fiction/ Read Aloud</b>	<i>World Rivers</i> CKHG student readers.
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 3</b>	A River Viewed From Above, 1 Day
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1

<b>Objectives</b>	<p>The Big Question: What is the difference between the source and the mouth of a river?</p> <ul style="list-style-type: none"> <li>- Describe the mouth and the source of a river. (RI.3.1)</li> <li>- Refer to a map and identify the location of the Murray River. (RI.3.1)</li> <li>- List at least two ways people use the Murray River. (RI.3.2)</li> <li>- Understand the meaning of the following domain-specific vocabulary: <i>drainage basin, orchard, vineyard and pasture</i>. (RI.3.4)</li> </ul>
<b>Vocabulary</b>	<i>drainage basin, orchard, vineyard and pasture</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lessons</li> <li>2. Introduce Chapter 3 -"A River Viewed From Above" from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 3 while calling attention to vocabulary</li> <li>4. Answer objective questions "What is the difference between the source and the mouth of a river?" with an exit ticket.</li> <li>5. Review vocabulary</li> <li>6. Complete Enrichment activities</li> </ol>
<b>Support</b>	Guided Reading Supports (TP 42-44)
<b>Enrichment</b>	<i>Cool Facts About World Rivers (AP 1.4)</i>
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction/ Read Aloud</b>	<i>World Rivers</i> CKHG student readers.
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 4</b>	Dangers and Navigation Along Rivers, 1 Day
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1
<b>Objectives</b>	<p>The Big Question: What are the dangers boats face on rivers?</p> <ul style="list-style-type: none"> <li>- List 3 dangers that boat captains must look out for on rivers (RI.3.1)</li> <li>- Describe the dangers on the Mississippi River and Ob River. (RI.3.1)</li> <li>- Describe the locations of the Mississippi River and Ob River. (RI.3.1)</li> </ul>

	- Understand the meaning of the following domain-specific vocabulary: <i>sandbar, current, tributary, swamp, wasteland and thermometer and the phrase "river pilot"</i> . (RI.3.4)
<b>Vocabulary</b>	<i>sandbar, current, tributary, swamp, wasteland and thermometer</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lessons</li> <li>2. Introduce Chapter 4 -"Dangers and Navigation Along Rivers" from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 4 while calling attention to vocabulary</li> <li>4. Answer objective questions "<i>What are the dangers boats face on rivers?</i>" with a partner (Turn and Talk).</li> <li>5. Review vocabulary</li> <li>6. Complete Enrichment activities</li> </ol>
<b>Support</b>	Guided Reading Supports (TP 46-48)
<b>Enrichment</b>	Cool Facts about World Rivers (AP 1.4) Domain Vocabulary: Chapters 1-4 (AP 4.1)
<b>Fiction/ Read Aloud</b>	<i>The Earliest Americans</i> CKHG Student Reader Mark Twain and "Old Times on the Mississippi"
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 5</b>	Wildlife on Wild Rivers, 1 Day
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1
<b>Objectives</b>	<p>The Big Question: How do Rivers support wildlife?</p> <ul style="list-style-type: none"> <li>- Explain how rivers provide good habitats for wildlife. (RI.3.1)</li> <li>- Refer to a map and describe the locations and major features of the Amazon, Orinoco and Mackenzie Rivers. (RI.3.1)</li> <li>- Understand the meaning of the following domain-specific vocabulary: <i>piranha, humid, waterfall, Arctic Ocean, Northern Hemisphere and migrate</i>. (RI.3.4)</li> </ul>
<b>Vocabulary</b>	<i>piranha, humid, waterfall, Arctic Ocean, Northern Hemisphere and migrate</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lessons</li> <li>2. Introduce Chapter 5 -"Wildlife on the Wild Rivers" from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 5 while calling attention to vocabulary</li> <li>4. Answer objective questions "<i>How do Rivers support wildlife?</i>" with a partner (Turn and Talk).</li> <li>5. Review vocabulary</li> </ol>

	6. Complete Enrichment activities
<b>Support</b>	Guided Reading Supports (TP 52-55)
<b>Enrichment</b>	Cool Facts about World Rivers (AP 1.4)
<b>Visual Arts</b>	<i>If Applicable</i>
<b>Fiction/ Read Aloud</b>	<i>World Rivers</i> CKHG student readers.
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	If Applicable

<b>Domain Lesson 6</b>	Three Rivers and Many Waterfalls, 1 Day
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1
<b>Objectives</b>	<p><i>The Big Question: How do rapids and waterfalls affect river travel?</i></p> <ul style="list-style-type: none"> <li>- <i>Explain how waterfalls make river navigation difficult. (RI.3.2)</i></li> <li>- <i>Describe ways that boats can travel on rivers with waterfalls. (RI.3.1)</i></li> <li>- <i>Refer to maps and describe the locations of the Iguacu, Parana, Congo and Yukon Rivers. (RI.3.1)</i></li> <li>- <i>Understand the meaning of the following domain-specific vocabulary: landlocked and rapids. (RI.3.4)</i></li> </ul>
<b>Vocabulary</b>	<i>Landlocked, rapids</i>
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lessons</li> <li>2. Introduce Chapter 6 -"Three Rivers and Many Waterfalls" from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 6 while calling attention to vocabulary</li> <li>4. Answer objective questions "How do rapids and waterfalls affect river travel?" with an partner charades activity.</li> <li>5. Review vocabulary</li> <li>6. Complete Enrichment activities</li> </ol>
<b>Supports</b>	Guided Reading Support (TP 58-60)
<b>Enrichment</b>	<i>Cool Facts About Rivers (AP 1.4)</i>
<b>Visual Arts</b>	<i>If Applicable</i>
<b>Fiction/ Read Aloud</b>	<i>World Rivers</i> CKHG student readers.
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Domain Lesson 7</b>	Rivers and Trade, 2 Days
<b>MN Academic Standards</b>	3.3.1.1.1 3.3.1.1.2 3.3.3.8.1

<b>Objectives</b>	<p><i>The Big Question: Why are the Rhine, Danube, Volga and Niger Rivers so important to the countries they flow through?</i></p> <ul style="list-style-type: none"> <li>- Explain how rivers help people trade with each other. (RI.3.2)</li> <li>- Refer to a map and describe the locations of the Rhine, Danube, Volga and Niger Rivers. (RI.3.1)</li> <li>- Understand the meaning of the following domain-specific vocabulary: toll, network and canal and then phrase “manufactured goods”. (RI.3.4)</li> </ul>
<b>Vocabulary</b>	toll, network and canal
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1. Review vocabulary from previous lessons</li> <li>2. Introduce Chapter 7 -”Rivers and Trade” from <i>World Rivers</i> CKHG student readers.</li> <li>3. Read aloud Chapter 7 while calling attention to vocabulary</li> <li>4. Answer objective questions “<i>Why are the Rhine, Danube, Volga and Niger Rivers so important to the countries they flow through?</i>” with a partner (Turn and Talk)</li> <li>5. Review vocabulary</li> <li>6. Complete Enrichment activities</li> </ol>
<b>Supports</b>	Guided Reading Supports (TP 63-65)
<b>Enrichment</b>	Cool Facts about World Rivers (AP 1.4) Domain Vocabulary: Chapter 5-7 (AP 7.1)
<b>Poetry</b>	<i>If Applicable</i>
<b>Fiction/ Read Aloud</b>	<i>World Rivers</i> CKHG student readers
<b>Saying and Phrases</b>	<i>If Applicable</i>
<b>Writing</b>	<i>If Applicable</i>

<b>Post-Assessment</b>
<p><i>Post assessment test will be comprised of 3 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> <li>1. 20 multiple choice content questions (TG 68-70)</li> <li>2. 10 vocabulary matching questions (TG 71)</li> <li>3. Performance Task: Students will label and answer questions about <i>World Rivers</i> (TG 72-76)</li> </ol>

<b><u>Cross-Curricular Connections</u></b>	
<b>Art</b>	●
<b>Media</b>	●



<b>Music</b>	•
<b>P.E.</b>	•