

# GRADE 3

## Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- provides students with an opportunity to learn about the social, political, geographic, economic, and historical characteristics of the world's peoples and cultures.
- helps students to understand and apply the concept of *historic chronology*.
- explores how different world communities meet their basic needs and wants.
- compares the role of citizens in different political systems around the world.
- is linked with the content and skills of grades 6, 9, and 10.

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## FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- In what ways are world communities similar and different?
- How do environmental and geographic factors influence world communities?
- How do we use maps, globes, and other geographic representations to locate world communities?
- How do people living in world communities depend on and modify their physical environments?
- How do world communities answer the three fundamental economic questions?
- What are the symbols of citizenship in world communities?
- Why do people in world communities have different rules, rights, and responsibilities?

# Content Understandings

## **Cultures and civilizations**

What is a culture? What is a civilization?

How and why do cultures change?

Where do people settle and live? Why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

World communities celebrate their people's accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

## **Communities around the world**

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

All people in world communities need to learn and they learn in different ways.

Families in world communities differ from place to place.

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

World communities are made up of different events, people, problems, and ideas.

People in world communities may have different interpretations and perspectives about important issues and historic events.

## **The location of world communities**

World communities can be located on maps and globes (by latitude and longitude).

The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics.

World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

## **Physical, human, and cultural characteristics of world communities**

The causes and effects of human migration vary in different world regions.

The physical, human, and cultural characteristics of different regions and people throughout the world are different.

Interactions between economic activities and geographic factors differ in world communities.

The factors that influence human settlements differ in world communities.

## **People depending on and modifying their physical environments**

People living in world communities depend on and modify their physical environments in different ways.

Lifestyles in world communities are influenced by environmental and geographic factors.

The development of world communities is influenced by environmental and geographic factors.

## **Challenge of meeting needs and wants in world communities**

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.

**Economic decision making in world communities**

Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.

Economic decisions in world communities are influenced by many factors.

**Symbols of citizenship in world communities**

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations.

**People making and changing rules and laws**

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities.

**Governments around the world**

Governments in world communities organize to provide functions that individuals cannot provide.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

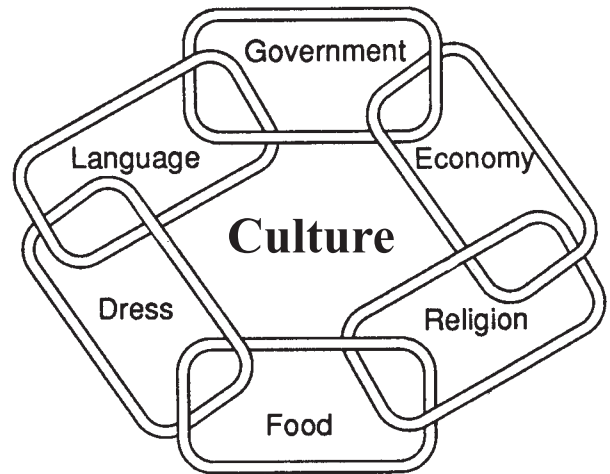
Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions.

# Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?
- People in world communities exchange elements of their cultures.
- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- World communities celebrate their people’s accomplishments, achievements, and contributions.
- Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Standard □	Concepts/ Themes □	CONNECTIONS □
World History	Culture  Empathy  Identity  Change	<p><b>Classroom Activities</b></p> <p>Invite speakers to share customs and traditions. Have students prepare interview questions for the speaker. After the speaker has finished, students can share personal religious traditions, family customs, or family celebrations.</p> <p>Have students read folktales from many countries. Help them, through discussion and dramatization, to understand how folktales transmit values and beliefs.</p> <p>Have students create a time capsule representing a culture different from their own. Have them include pictures, written descriptions of customs and traditions, clothing, music, and art.</p> <p>Have students create a travel brochure that illustrates the positive attributes of a region. Students should include a map, points of interest, etc.</p> <p>Ask students to write a letter persuading someone to settle in a foreign region.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Students might gain a better understanding of the subject matter if this content is taught along with other grade 3 units, rather than in isolation.</li> <li>• Illustrations and other visuals will help students learn about places they cannot see in person.</li> <li>• Inform parents about speakers and their topics.</li> </ul>



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## Interdisciplinary Connections



### ARTS

Students can put on puppet plays as a way of exploring communities in other cultures.  
Students can sing traditional, folk, and patriotic songs from a repertoire they compile as a group.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Music  
Art

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ipl.org>

Kidspace—Culture Quest

<http://www.nationalgeographic.com>

<http://www.jinjapan.org>

# Communities Around the World

- People of similar and different cultural groups often live together in world communities.
- World communities have social, political, economic, and cultural similarities and differences.
- World communities change over time.
- Important events and eras of the near and distant past can be displayed on timelines.
- Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.
- All people in world communities need to learn and they learn in different ways.
- Families in world communities differ from place to place.
- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.
- World communities are made up of different events, people, problems, and ideas.
- People in world communities may have different interpretations and perspectives about important issues and historic events.

Standard □	Concepts/ Themes □	CONNECTIONS
World History	Change  Culture  Empathy  Identity	<p><b>Classroom Activities</b></p> <p>Gather books, media, posters, and other information depicting communities in countries around the world. Divide the class into groups. Have each group create a mural illustrating the lifestyle of one community. Discuss with students the similarities and differences of the communities selected. Have students form generalizations about the common characteristics of all communities.</p> <p>Ask students to explore the similarities and differences among selected world communities in terms of:</p> <ul style="list-style-type: none"> <li>• land use</li> <li>• architecture</li> <li>• transportation</li> <li>• population</li> <li>• services</li> </ul> <p>Involve students in a discussion comparing one of the world communities they are studying to the United States.</p> <ul style="list-style-type: none"> <li>• What common characteristics are found in communities around the world?</li> <li>• What are the economic, social/cultural, and political similarities and differences in world communities?</li> </ul> <p>Have students make timelines of family members' life events. In a related activity, have them make a timeline of important events in the countries they study.</p> <ul style="list-style-type: none"> <li>• How have world communities changed over time?</li> </ul> <p>Students will gain a better understanding of the concepts of <i>B.C.</i> and <i>A.D.</i> by creating a timeline of their lives using the terms <i>B.M.</i> (before me) and <i>A.B.</i> (after birth). Have students work with timelines that focus on important events or eras of their family's recent and distant past. Have students review the meaning of the terms <i>years</i>, <i>decades</i>, <i>centuries</i>, and <i>millenia</i>.</p> <p>Invite residents of the local community to share their cultural backgrounds with the class. Other speakers, including visitors from another country, representatives from cultural institutions, or college/university experts, could be invited.</p> <ul style="list-style-type: none"> <li>• How are beliefs, customs, and traditions the same and different in communities around the world?</li> </ul>

Standard □

Concepts/  
Themes □

## CONNECTIONS

Have students explore holiday celebrations in various world communities. Engage students in projects related to the celebrations explored.

Ask students to look through student newspapers such as **Time for Kids** or **Scholastic News** to find examples of differing opinions and/or perspectives on important issues.

Have students plan a HOLIDAYS AROUND THE WORLD festival. Featured holidays might include: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, or Cinco de Mayo. Have students research these holidays in pairs or groups and present their research at the festival.

Involve students in exploring special customs of the countries being studied. Customs from Japan, for example, might include the tea ceremony, Peace Day, and the Japanese garden. Require students to make presentations to the class that reflect this research; these presentations can include drawings, photographs, or models.

Have students research the dress of the countries being studied. Dress can be current or traditional, or both. If possible, find samples of clothing for students to try on. Students can also design clothing (e.g., Japanese kimonos).

Have students make an ABC BOOK, or a PICTURE DICTIONARY about the countries being studied. The teacher might want to use the book **Count Your Way Through Japan** by Jim Haskins as a guide for students to follow as they create their books.

Help students replicate a famous festival from another country. They might choose Carnival (Brazil), Cinco de Mayo (Mexico), or Girl's Day or Boy's Day (Japan).

Have students plan an ETHNIC HERITAGE fair. Students should research the country that represents their own heritage. The fair could include the results of work suggested in the interdisciplinary section as well as crafts and foods made in the classroom. Decorations could include flags of the countries or murals of world regions.

Help students plan and hold an EAT YOUR WAY AROUND THE WORLD festival featuring traditional foods of countries or regions studied. Students might include: Indian pakoras, chai, or chapatti; Jewish latkes or matza; Chinese dumplings; Arabic couscous; Irish soda bread or potato soup; French quiche Lorraine or chocolate mousse; Greek baklava or souvlaki; Italian biscotti or cassata cake; Japanese rice or sushi; Polish pierogi.

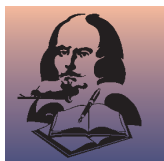
### Teacher Notes

- The grade 3 program focuses on a study of world communities. Schools and districts may choose to specify world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities representative of cultural and geographic diversity of the school district is recommended.
- Students may gain a better understanding of this content if it is integrated into other units rather than taught in isolation.
- Consider making a class book throughout the school year, adding pages as world holidays or celebrations occur.

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read folktales to explore special writing genres of the countries being studied. Share stories from literature that help students understand the country and its culture. Examples from a study of Japan might include **How My Parents Learned to Eat** by Ira R. Friedman, **My Hiroshima** by Junko Morimoto, **Count Your Way Through Japan** by Jim Haskins, **This Place Is Crowded** by Vicki Cobb, and **Sadako** by Eleanor Coerr. Students can write and share a story about their families, describing traditions that their families celebrate.

### MATHEMATICS

Have students study the calendar and learn the meaning of *B.C.*, *A.D.*, *decade*, and *century*.



### SCIENCE

Have students research animals from the country of study by reading about or visiting a zoo. As a supplementary activity, invite an animal specialist to speak to the class. Discuss with students what a human community is and what its characteristics are. List the characteristics on the board. Help students replicate in the classroom simplified natural communities such as those found in woodlands, deserts, grasslands, and rain forests. Ask students the following questions: What are the needs of people living in these communities? What are the needs of animals and plants? How do people, animals, and plants depend on each other?

### ARTS

Have students explore the music of other world communities. They might look in depth at famous composers, special instruments, or the music of special celebrations. Suggest that students research the arts and crafts of the world community they are studying.



### LANGUAGES OTHER THAN ENGLISH

Have students brainstorm and chart reasons they may have for making appointments and going to different places at specific times. The teacher should point to a reason and show a possible time on the teaching clock. Have students give a thumbs up/down gesture if this is a reasonable time for that appointment.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Holiday artifacts  
Ethnic foods  
Recipes

### Trade Books:

**Africa Is Not a Country** by Mary Burns Knight, Mark Melnicove, and Anne Sibley O'Brien (illustrator)  
**Everybody Cooks Rice** by Norah Dooley  
**Melting Pots: Family Stories and Recipes** by Judith Eichler Weber  
**Multicultural Explorations: Joyous Journeys with Books** by Mary Ann Heltshe and Audry Burie Kirchner

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department



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### **Possible Field Trips:**

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

### **Using the Internet**

<http://www.jinjapan.org>

<http://www.ipl.org>

Kidspace— Culture quest

<http://www.nationalgeographic.com>

<http://www.canteach.ca/elementary/wsoccult2.html>

# The Location of World Communities

- World communities can be located on maps and globes (by latitude and longitude).
- The spatial relationships of world communities can be described by direction, location, distance, and scale.
- Regions represent areas of Earth's surface with unifying geographic characteristics.
- World communities can be located in relation to each other and to principal parallels and meridians.
- Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.
- Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Standard □	Concepts/ Themes □	CONNECTIONS □
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Have students locate their community on a New York State map, national map, and globe.</p> <p>Ask students to label the equator, poles, and hemispheres on a simple outline map of the world. Have students add a title and compass rose to their map and then use the map to practice longitude and latitude readings.</p> <p>Have students use political maps, physical maps, climate maps, and resource maps to investigate geographic and climatic characteristics. Ask students to list these characteristics. Discuss with students the meaning and use of colors on the globe; point out that blue is used for water and green and brown for land.</p> <p>Have students make globes by covering balloons with papier-mache. Then have them trace the continents from maps and draw them on the globe. Suggest that they use yarn for the equator. To show children how round objects are distorted when flattened, cut a rubber ball in sections, as you would section an orange, and press it on a flat surface.</p> <ul style="list-style-type: none"> <li>• How are maps and globes used to locate places around the world?</li> </ul> <p>For a class project, have students write and illustrate a LANDFORM DICTIONARY.</p> <p>Have students examine aerial photographs and satellite-produced images of a region.</p> <ul style="list-style-type: none"> <li>• Can students identify the images and tell where they would be located on a map?</li> </ul> <p>Have students examine a variety of special purpose maps including population, natural resource, climate, landform, and so on. Students can then make salt maps of a specific place (real or imaginary) and use candies to show landforms.</p> <ul style="list-style-type: none"> <li>• How do direction, scale, distance, parallels, and meridians help in locating places around the world?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Throughout the course of the year, students should refer to maps and globes to identify world communities they are studying. <ul style="list-style-type: none"> <li>- How do geographic characteristics define a world region?</li> </ul> </li> <li>• Have globes, world maps, world puzzles, and map rugs available in the room for student use.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students make salt maps.

Have students use a variety of visual arts materials, techniques, and processes to create a global landform map. Students could use art media to create maps or map games that will help them learn to recognize map features.

### MATHEMATICS

Have students color and label the continents and oceans on an outline map of the world. Students can add a compass rose and entitle the map POLITICAL MAP OF THE WORLD. Students can then compare the sizes of the continents and use an almanac to find actual areas in square miles.



### LANGUAGES OTHER THAN ENGLISH

Using a puppet, ask students if they know where they could go if they wanted to speak a target language. Tell the students the puppet will be going on a trip to (the target country).

Takes out a shower curtain with a map of the world drawn on it. Have the students take turns asking the question, *Where are you going?* while volunteers take turns standing on different places and repeating the answer, *I am going to \_\_\_\_\_.*



## Suggested Documents and Other Resources Selected by New York State Teachers

Local maps  
New York State maps  
United States maps  
Globes  
Atlases  
Aerial photographs

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Physical, Human, and Cultural Characteristics of World Communities

- The causes and effects of human migration vary in different world regions.
- The physical, human, and cultural characteristics of different regions and people throughout the world are different.
- Interactions between economic activities and geographic factors differ in world communities.
- The factors that influence human settlements differ in world communities.

Standard □	Concepts/ Themes □	CONNECTIONS □															
Geography	Human Systems  Environment and Society	<p><b>Classroom Activities</b></p> <p>Have students examine a physical map of a country. They should decide on good places to settle and list the advantages of each. Students should also think about the challenges of settling in that country and explain how these challenges might be overcome. Have students do the same for several other countries. You may want to divide students into groups for this activity; each group can focus on a different country and then share their findings with the class.</p> <p>Have students compare climate and seasons of a given country to climate and seasons in the United States. Have students record their findings on a graphic organizer.</p> <table border="1" data-bbox="505 1121 1507 1528"> <thead> <tr> <th></th> <th>United States</th> <th>Another Country</th> </tr> </thead> <tbody> <tr> <td>Winter Climate</td> <td></td> <td></td> </tr> <tr> <td>Spring Climate</td> <td></td> <td></td> </tr> <tr> <td>Summer Climate</td> <td></td> <td></td> </tr> <tr> <td>Autumn Climate</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have students learn about a country by examining a natural resource map, land use map, and product map. Ask students to describe the relationships they see between resources, land use, and products, and to make relevant generalizations.</p> <p>Have students study a climate map of a country and make observations about seasons, temperature, and other weather conditions. On the basis of this information, students should select countries where they would like to live and give reasons for their choices. Then students should write short ads persuading others to settle in the selected countries.</p> <ul style="list-style-type: none"> <li>• How are the factors that influence settlement the same and different in world communities?</li> </ul>		United States	Another Country	Winter Climate			Spring Climate			Summer Climate			Autumn Climate		
	United States	Another Country															
Winter Climate																	
Spring Climate																	
Summer Climate																	
Autumn Climate																	

Standard □	Concepts/ Themes □	CONNECTIONS □
		<p>Have students examine the geography of a country and then make physical and political maps. Ask them to create special purpose maps for climate, products, and natural resources as a follow-up activity.</p> <p>Have students brainstorm environmental factors that might cause people to move away from an area.</p> <ul style="list-style-type: none"> <li>• How are the causes and effects of human migration different in communities around the world?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Have students compare and contrast countries in terms of lifestyle, occupations, food, shelter, clothing, and recreation.</li> <li>• Have students do a compare-contrast study focusing on climate and physical features.</li> <li>• The activities in this unit could be taught separately or integrated into other world community studies.</li> <li>• Students will understand that not all countries experience four seasons.</li> <li>• Select one or two countries for students to study in depth or a variety of countries representing diverse regions.</li> <li>• Use various types of maps as important classroom resources.</li> </ul>

## Interdisciplinary Connections



### ARTS

Have students identify the cultural, geographical, or historic settings for the music they listen to and perform. See the resource list in **Music: A Resource Guide for Standards-Based Instruction**. Prepare a research worksheet and have students use various sources to complete it.

### MATHEMATICS

Provide magazines or catalogs for the class. Have students cut out various pictures illustrating characteristics of world communities and glue them to poster board. Underneath the pictures they should write which unit of metric measure should be used to measure the characteristics and why that unit is appropriate.



## Suggested Documents and Other Resources Selected by New York State Teachers

Maps of various types, including satellite maps

### Trade Books:

- As the Crow Flies** by Gail Hartman
- I Read Symbols** by Tana Hoban
- If the World Were a Village** by David J. Smith
- Me on the Map** by Joan Sweeney
- My Map Book** by Sara Fanelli
- Scholastic Atlas of the World** by Philip Steele

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Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

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**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten–Grade 3** by the New York State Education Department

**Music: A Resource Guide for Standards-Based Instruction** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.nationalgeographic.com/mapmachine>

<http://www.si.edu>

The Smithsonian

<http://www.edsitement.neh.gov>

Social studies sites by grade level; lesson plans included

<http://www.pbskids.org>

Variety

# People Depending on and Modifying Their Physical Environments

- People living in world communities depend on and modify their physical environments in different ways.
- Lifestyles in world communities are influenced by environmental and geographic factors.
- The development of world communities is influenced by environmental and geographic factors.

Standard □	Concepts/ Themes □	CONNECTIONS □
Geography	Science and Technology  Physical Systems  Environment and Society	<p><b>Classroom Activities</b></p> <p>Have students read, view, and discuss the ways that communities adopt technology to change their environments.</p> <ul style="list-style-type: none"> <li>• In what ways do people in world communities depend on and modify their environments?</li> </ul> <p>Ask students to examine typical houses in a variety of world regions and note similarities and differences. Have students decide what environmental factors influenced the various styles of houses.</p> <p>Have students examine a climate map of the world and determine what areas have seasons. What is the difference between climate and weather? Then have students decide on the clothing needed in a variety of areas.</p> <p>Ask students to look at a rainfall map. Discuss growing seasons with them and have them identify regions where there is enough rain to support farming. Have students investigate the growing season and rainfall needed to raise certain crops (e.g., rice, citrus fruit, wheat). Have students think about what farmers do when growing conditions are not favorable.</p> <p>Ask students to react to the question “How do people in different world regions decide which outdoor sports or recreational activities to participate in?” Have students locate information about sports and recreation in the countries chosen for study. What environmental factors make certain forms of recreation available? For instance, mountains and cold weather make skiing possible; the ocean makes surfing possible; cold weather makes dog sled racing possible.</p> <p>Have students research tourist attractions in the countries being studied. They can write letters to embassies and travel agencies, and rent travel videos to get information. Using their findings, students can make travel posters or brochures to attract visitors. If computers are available, students can prepare slide shows or PowerPoint presentations.</p> <ul style="list-style-type: none"> <li>• How do the environment and geography influence the lifestyle of world communities?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The activities in this unit can be taught separately or integrated into other world community studies.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students use books and travel posters to examine houses and other types of buildings in a variety of world regions. Have students create a graphic organizer based on the results of their study.

### MATHEMATICS

Have students construct tables, charts, and graphs to display and analyze real-world data such as rainfall in a growing season. They should draw conclusions and make predictions from their graphs.



### TECHNOLOGY

Discuss with students the technologies, tools, and methods that can be used to change the environment of a region.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Travel posters  
Photographs of sports arenas  
Posters of houses around the world

### Trade Books:

**Little Nino's Pizzeria** by Karen Barbour  
**The Lorax** by Dr. Seuss  
**Mr. Griggs' Work** by Cynthia Rylant

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
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## Using the Internet

<http://www.nationalgeographic.com>

Map Machine

<http://www.state.gov>

Click on "U.S. Embassies and Consulates"



# Challenge of Meeting Needs and Wants in World Communities

- Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- Human needs and wants differ from place to place.
- People in world communities make choices due to unlimited needs and wants and limited resources.
- People in world communities must depend on others to meet their needs and wants.
- Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.
- People in world communities use human, capital, and natural resources.
- People in world communities locate, develop, and make use of natural resources.
- Resources are important to economic growth in world communities.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Needs and Wants  Economic Systems  Factors of Production  Natural Resources	<p><b>Classroom Activities</b></p> <p>Divide the class into four groups representing food, shelter, clothing, and love. Ask each group to create a collage of pictures illustrating one of these needs. Suggest that students include pictures of families in all types of communities. Have each group present their collage, explaining how the need pictured is essential to families in any community.</p> <p>Have students write captions for their collages. Make sure they understand the universality of needs as demonstrated by their collage.</p> <p>Have the class create an idea web that answers the question:</p> <div data-bbox="686 1199 1338 1482" data-label="Diagram"> <pre> graph TD     A((How do people fulfill their needs and wants?)) --- B( )     A --- C( )     A --- D( )     A --- E( )     </pre> </div> <p>Ask students to draw a picture of something they wish they could buy. Discuss the following questions with them:</p> <ul style="list-style-type: none"> <li>- What is the difference between needs and wants?</li> <li>- Why do they need or want the item?</li> <li>- How will they obtain it?</li> <li>- Who else may want the item?</li> </ul> <p>Explain that people may have to give up buying an item they want in order to buy another item they need or want. This concept is called <i>opportunity cost</i>.</p>

Standard □	Concepts/ Themes □	CONNECTIONS □
		<p>Have students share personal experiences showing how opportunity cost affects their lives.</p> <p>While teaching economics, have the class make an ECONOMICS DICTIONARY. Each student can illustrate or define an economic term such as <i>opportunity cost</i> or <i>scarcity</i>.</p> <p>Divide the class into groups. Have each group research a world community and make a poster that shows people as producers of goods and services and consumers of goods and services.</p> <p>Discuss with the class the similarities and differences of each group report.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Help students recognize how topics related to economic choices have global implications. Many people on Earth have unlimited wants and limited resources.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Many folktales incorporate people's wishes and desires as a theme. Have students use folktales to compare and contrast what people want and the reasons for their wants.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs  
Magazine pictures

### Trade Books:

**Jamestown: Struggle for Survival** by Marcia Sewall  
**The Rag Coat** by Lauren Mills  
**Uncle Jed's Barbershop** by Marjorie King Mitchell

Teacher Resources:

**A Framework for Teaching Basic Economic Concepts with Scope and Sequence Guidelines K-12** by Phillip Saunders and June Gilliard (editors)  
**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ncee.net>

National Council of Economic Education

# Economic Decision Making in World Communities

- Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.
- Economic decisions in world communities are influenced by many factors.

Standard □	Concepts/ Themes □	CONNECTIONS □				
Economics	Factors of Production  Interdependence  Economic Systems  Supply and Demand  Import  Export	<p><b>Classroom Activities</b></p> <p>Discuss with the class the terms <i>trade</i>, <i>imports</i>, and <i>exports</i>. As a homework assignment, ask students to look at the label in their shirt to see where it was made. Have students share with the class the names of the countries.</p> <p>On a large sheet of newsprint, create a two-column chart. In the first column, list the countries that sold shirts in the United States. Discuss with the class what products the United States might have sold to those countries and then list those products in column 2.</p> <ul style="list-style-type: none"> <li>• Why are many items sold in the United States made in other countries?</li> <li>• What kinds of goods does the United States make and sell to the countries listed in column 1?</li> <li>• What decisions were made in order to produce these goods?</li> <li>• Which type of goods cost the least? Which type of goods cost the most?</li> </ul> <table border="1" data-bbox="657 1249 1286 1543"> <thead> <tr> <th data-bbox="657 1249 971 1327">Countries Selling in the United States</th> <th data-bbox="971 1249 1286 1327">Products the United States Sells</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 1327 971 1543"></td> <td data-bbox="971 1327 1286 1543"></td> </tr> </tbody> </table> <p>Find a recipe for chocolate chip cookies. Give students a list of ingredients and have them create a symbol for each one. Next, have students research where each comes from. Then hand out a political map of the world and instruct students to place the ingredient symbols on the appropriate countries.</p> <ul style="list-style-type: none"> <li>• Do all the ingredients come from the United States?</li> <li>• Which ingredients come only from abroad? Do decision makers always have a choice as to where they will buy chocolate chip cookie ingredients?</li> </ul> <p>As a final step in the activity, have groups of students make the chocolate chip cookies.</p>	Countries Selling in the United States	Products the United States Sells		
Countries Selling in the United States	Products the United States Sells					

Standard □	Concepts/ Themes □	CONNECTIONS □
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Throughout the year, have students refer to maps and globes to identify the world communities they are studying. Recognition of continents and countries studied on maps of varied scale is encouraged.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students measure the ingredients needed to make chocolate chip cookies.

## Suggested Documents and Other Resources Selected by New York State Teachers

- Maps
- Political map of the world
- Measurement cups, teaspoons
- Chocolate chip cookie ingredients
- World almanac

Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department
- Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department
- Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

- <http://www.ncee.net>
- <http://www.fte.org/>

# Symbols of Citizenship in World Communities

- People in world communities celebrate various holidays and festivals.
- People in world communities use monuments and memorials to represent symbols of their nations.

Standard □	Concepts/ Themes □	CONNECTIONS □																								
Civics, Citizenship, and Government	Civic Values  Government  Decision Making  Citizenship	<p><b>Classroom Activities</b></p> <p>As students research world holidays, have them create charts that include countries, dates, and reasons for celebrating. Students could also create a HOLIDAYS AROUND THE WORLD map that includes symbols of each holiday.</p> <table border="1" data-bbox="477 972 1495 1293"> <thead> <tr> <th data-bbox="477 972 722 1058">Holiday</th> <th data-bbox="722 972 982 1058">Country of Celebration</th> <th data-bbox="982 972 1247 1058">Date</th> <th data-bbox="1247 972 1495 1058">Reason for Celebration</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Have students write short reports on each of the holidays. Allow a committee of students to choose which holidays to celebrate on the basis of student reports.</p> <p>Help students put on a HOLIDAYS AROUND THE WORLD festival. Holidays featured should include the following: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, and Cinco de Mayo. Students can research these holidays in pairs or groups and present their findings during the festival.</p> <ul style="list-style-type: none"> <li>• What holidays and festivals are celebrated by communities around the world?</li> </ul> <p>Have students create world maps that show: famous monuments (the Eiffel Tower, Taj Mahal, Roman Forum); animals associated with specific countries (kangaroos from Australia or pandas from China); flags that represent the nations whose holidays they have studied.</p>	Holiday	Country of Celebration	Date	Reason for Celebration																				
Holiday	Country of Celebration	Date	Reason for Celebration																							

Standard □	Concepts/ Themes □	CONNECTIONS □
		<p>Have students review American monuments such as the Washington Monument, the Lincoln Memorial, the Liberty Bell, and Mount Rushmore. They can do research to find monuments and memorials of the countries being studied. Have students download pictures of these from the Internet, or copy pictures from books, to make a display. Students can add paragraph descriptions as captions.</p> <ul style="list-style-type: none"> <li>• How are monuments and memorials used to represent nations around the world?</li> </ul> <p>Take students to see the monuments in the community.</p> <p>Have students study the flags of the countries they are researching and make flags for a classroom display. What do the symbols mean?</p> <p>Students can discuss the colors of the American flag and make personal flags as symbols of themselves.</p> <ul style="list-style-type: none"> <li>• Students can label a political map of the world and draw the appropriate flags on the labeled countries.</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The activities in this unit could be taught separately or integrated into other world community studies.</li> <li>• Students might enjoy reading biographies of famous people associated with particular holidays.</li> <li>• Posting photographs, world maps, and headlines of current news events in the classroom will help to develop students' awareness that all nations have symbols, leaders, and capitals.</li> </ul>

## Interdisciplinary Connections



### ARTS

Have students draw national symbols and create crafts representative of other countries. Students can hold a MUSIC OF THE WORLD celebration.



### MATHEMATICS

Have students create a calendar of world holidays and celebrations.

## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs

Magazine articles on world holidays

Charts of symbols

Flags of world countries

### Trade Books:

**Multicultural Explorations: Joyous Journeys with Books** by Mary Ann Heltshe and Audry Burie Kirchner

Magazines:

**Faces** (Cobblestone publications) World cultures and geography

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making and Changing Rules and Laws

- People in world communities form governments to develop rules and laws to govern community members.
- People in world communities may have conflicts over rules, rights, and responsibilities.
- The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Standard □	Concepts/ Themes □	CONNECTIONS □
Civics, Citizenship, and Government	Nation-state  Government  Political Systems  Decision Making  Civic Values  Power  Justice  Citizenship	<p><b>Classroom Activities</b></p> <p>Students should know the meaning of key terms and concepts related to governments, including <i>democracy, power, citizenship, nation-state, and justice</i>.</p> <p>Have students speculate on the probable consequences of the absence of government and rules. They can role-play living for a day without rules or laws, or they can use dramatic play with puppets to investigate the consequences of breaking rules (e.g., what happens if a child is late for dinner).</p> <p>In classroom discussions, have students identify the basic purposes of government. Make sure they are aware of the importance of government and civil life.</p> <p>Help students make a chart listing the reasons why people create governments and why all groups and societies create rules and laws. Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Suggest that students could make a poster, booklet, or chart about rules that help people get along together in school. Collect newspaper cartoons dealing with rules and laws, and discuss them with the class.</p> <div data-bbox="613 1419 1312 1675" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Reasons for Creating Governments</b></p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Decoding images (graphs, cartoons, paintings, photographs) is an important social studies skill. The third grade is a good place to introduce cartoons. Have students list the attributes of figures seen in cartoon and identify the caption or title. Students should explain the message of the cartoon. Involve parents in this activity.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Introduce the concept of *oral tradition*. Folktales and stories frequently illustrate the rules and laws of a group. Explore some folktales with messages and consider reasons why the tales might become part of a culture's oral tradition.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper cartoons

Newspaper articles

Teacher Resources:

**The Rights of Children All Over the World: Teacher Edition and Student Workbook**, Law, Youth, and Citizenship program of the New York State Bar Association and the New York State Education Department. Please call (518) 474-1460 for further information.

**Convention on the Rights of the Child** (Appendix E)

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department



# Governments Around the World

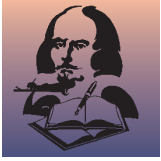
- Governments in world communities organize to provide functions that individuals cannot provide.
- Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
- Governments in world communities develop rules and laws.
- Governments in world communities plan, organize, and make decisions.

Standard □	Concepts/ Themes □	CONNECTIONS □
Civics, Citizenship, and Government	Government  Political Systems  Power  Decision Making  Nation-state	<p><b>Classroom Activities</b></p> <p>Have students make a list of different kinds of governments and identify nations that have these kinds of governments. Have students create a chart on newsprint listing the reasons people create governments and the reasons why all groups and societies create rules and laws.</p> <div data-bbox="673 955 1372 1207" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Reasons for Creating Governments</b></p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div> <p>Have students use an almanac or children’s encyclopedia to make a list of different nations. They should identify each nation’s type of government.</p> <p>Students should be able to define types of governments including <i>democracies</i>, <i>monarchies</i>, and <i>dictatorships</i>.</p> <p>Explore with students specific global news issues. As students become familiar with issues, help them develop awareness of how opinions on issues vary. Involve parents in this activity.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Awareness of the distinction between fact and opinion can be developed through reading activities using social studies content.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read news articles from student or other newspapers that illustrate situations in which people around the world work to solve a community problem.

## Suggested Documents and Other Resources Selected by New York State Teachers

Almanacs  
Encyclopedias  
Newspaper articles

### Trade Books:

**Governments Around the World (Kid's Guide)** by Ernestine Giesecke

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.gksoft.com/govt/en/world.html>

<http://www.odci.gov/cia/publications/factbook>

The World Factbook 2002

# Key Terms

## GRADE 3

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artifacts	economic decision making	meridians	tolerance
	empathy	millenia	trade
beliefs	environment	monarchy	traditions
	exports		
century		natural resources	values
change	geography	needs	
civilization	globes		wants
climate	governments	parallels	world communities
compass rose	grid	political map	
continent		physical map	years
culture	identity		
customs	imports	rules	
		satellite-produced images	
decade	land formations	scale	
democracy	latitude	symbols	
dictatorship	laws		
	longitude		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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