

3rd Grade Social Studies Overview

April 13th – May 1st

Week 1: The student will demonstrate understanding of basic map elements.

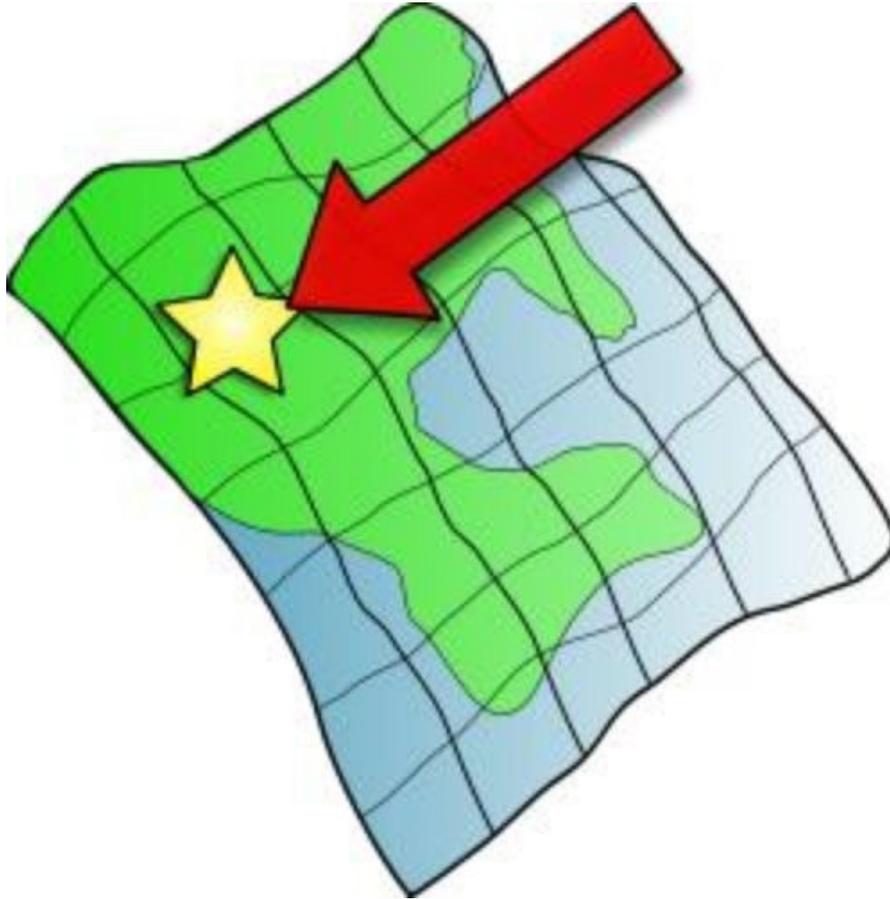
Week 2: The student will identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Week 3: The student will identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Week	To Do
Week 1 April 13 th – April 17 th	<input type="checkbox"/> Readworks: The Treasure Hunt and questions
Week 2 April 20 th – April 24 th	<input type="checkbox"/> Readworks: The Old Stone House and questions
Wednesday April 27 th – May 1 st	<input type="checkbox"/> Readworks: U.S. Presidents: Abe Lincoln and questions

The Treasure Hunt

by ReadWorks



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says.

"And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

Name: _____ Date: _____

1. What do Annie and Cameron do for Jordan's birthday?
 - A. buy her a puppy
 - B. throw a surprise party
 - C. take her to a pirate theme park
 - D. create a treasure hunt

2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
 - A. hide the clues
 - B. bury the treasure
 - C. draw a map
 - D. buy the candy

3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
 - A. Cameron and Annie ask their parents for help.
 - B. Cameron and Annie hide ten different clues.
 - C. Cameron and Annie make a map of the backyard.
 - D. Cameron and Annie mark where the clues are hidden on the map.

4. How does Jordan feel about the scavenger hunt her friends prepare?
 - A. happy and excited
 - B. bored and uninterested
 - C. sad and disappointed
 - D. nervous and doubtful

5. What is this passage mostly about?
 - A. pirates and treasure
 - B. mapping a backyard
 - C. planning a treasure hunt
 - D. birthday parties

6. Read the following sentences: "After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. 'This is so exciting! Thank you so much, guys!' Jordan **exclaims**."

What does "**exclaim**" mean?

- A. breathe
- B. mumble
- C. whisper
- D. shout

7. Choose the answer that best completes the sentence below.

_____ they bury the treasure, Annie and Cameron hide all of the clues.

- A. Finally
- B. Before
- C. Although
- D. First

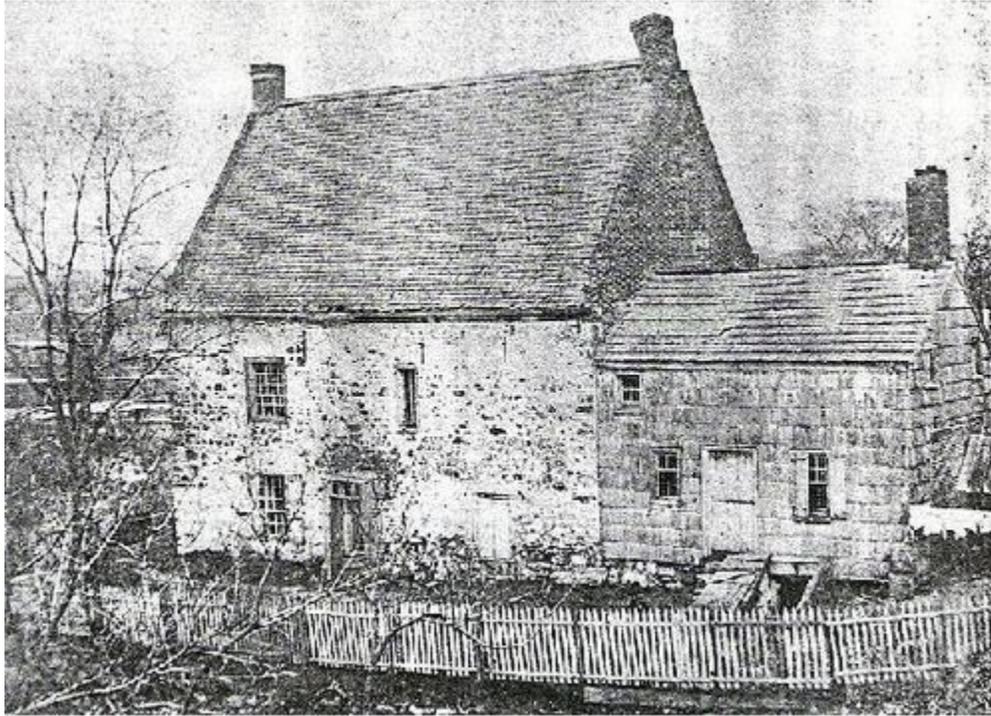
8. What was the treasure at the end of the scavenger hunt?

9. What did Cameron and Annie draw and mark on the treasure map?

10. How will Jordan use the treasure map Cameron and Annie created to find the treasure? Use information from the passage to support your answer.

The Old Stone House

by W.M. Akers



On July 4, 1776, the Declaration of Independence was signed, and the Revolutionary War was about to begin. Seven weeks later, on August 22, 1776, the British Army invaded New York. The British chose to attack Brooklyn, a village across the East River from Manhattan. General George Washington's army was located in this village. The Patriot forces were ready to fight, but they were badly outnumbered. The British had about 20,000 soldiers. The Americans had fewer than 13,000.

The battle started on August 27, when British soldiers raided a watermelon patch, and were fired upon by American troops. The Americans retreated northward, fighting as they went. The British surrounded the Americans, who fled across the Gowanus Creek. To keep back the British, they left behind a group of soldiers from Maryland: just a few hundred Americans to hold off 2,000 Redcoats (British Army soldiers).

The British were fighting from in front of the Old Stone House—a farmhouse built in 1699. The Marylanders attacked the house six times. Nearly all of them were killed or captured. As he watched from a nearby hill, General Washington said, "Good God! What brave fellows I must this day lose." Because of the sacrifice of the Marylanders, the rest of the American army was

able to escape. Had it not been for the fighting at the Old Stone House, the war could have been lost that morning.

The Revolution survived, and so did the Old Stone House. The family home of the Vechte family was sold to the Cortelyous in 1783. In the late 19th century, it served as the clubhouse for the baseball team that would later be named the Brooklyn Dodgers. In 1897, the house was destroyed and buried. Thirty years later, it was dug up and rebuilt by the New York City Parks Department.

"Eighty percent of the house," said Old Stone House Executive Director Kimberly Maier, "is original material."

On the outside, the house looks just as it did in 1699. On the inside, there is an exhibit about the Battle of Brooklyn and the men who died there. There are uniforms like the soldiers would have worn, maps of the battle, and a diorama of the fighting around the house. Six thousand children come every year to learn about the house. Maier and her staff teach them not just about the battle, but about what life was like in the 18th century.

"You couldn't just go to the grocery store," she said. "You just had one dress, because you had to weave it and cut the cloth and sew it together. The chores were so much more than just making your bed."

Maier said that school children are most surprised when they learn what playtime was like in the 18th century. To kids today, 18th century fun looks a lot like work.

"Kids would start out by helping in the garden, or helping to churn butter," Maier said.

Children would do basic weaving, or help in the kitchen. As they got better at these tasks, they would learn more advanced tasks. Eventually, they would be as good as a grown-up. When they played outside, they didn't have rubber balls. Instead, they used an inflated pig's bladder.

Outside the Old Stone House is a park. A few years ago, it was rebuilt. It has swings, fountains, and jungle gyms. Children play there every day-and they don't have to use a butter churn.

Name: _____ Date: _____

1. Where is the Old Stone House?

- A. Maryland
- B. Britain
- C. New York
- D. Washington

2. What does the author describe at the end of the passage?

- A. what life was like in the 18th century
- B. an exhibit about the Battle of Brooklyn
- C. how George Washington escaped from the British
- D. how the Old Stone House was destroyed and rebuilt

3. The Old Stone House played an important role in the American Revolution. What evidence from the passage supports this conclusion?

- A. "The British surrounded the Americans, who fled across the Gowanus Creek."
- B. "Had it not been for the fighting at the Old Stone House, the war could have been lost that morning."
- C. "The British chose to attack Brooklyn, a village across the river from Manhattan, where General George Washington had his army."
- D. "The Marylanders attacked the house six times. Nearly all of them were killed or captured."

4. The passage states, "Because of the sacrifice of the Marylanders, the American Army was able to escape."

What was the sacrifice of the Marylanders?

- A. They risked the Old Stone House to hold off 2,000 Redcoats.
- B. They risked their lives fighting with the American Army.
- C. They risked their lives to help the 2,000 Redcoats.
- D. They risked their lives to hold off 2,000 Redcoats.

5. What is this passage mostly about?

- A. the Old Stone House
- B. the Revolutionary War
- C. the Battle of Brooklyn
- D. George Washington

6. Read the following sentences: "The Patriot forces were ready to fight, but **they were badly outnumbered**. The British had about 20,000 soldiers. The Americans had fewer than 13,000."

What does "**they were badly outnumbered**" mean?

- A. There were far more British soldiers than American soldiers.
- B. There was no way for the American soldiers to win.
- C. The Americans couldn't count the number of British soldiers.
- D. The American soldiers were better than the British soldiers.

7. Choose the answer that best completes the sentence below.

George Washington left a few hundred soldiers behind to hold off the British.
_____, the American army was able to escape.

- A. On the other hand
- B. As a result
- C. For example
- D. In particular

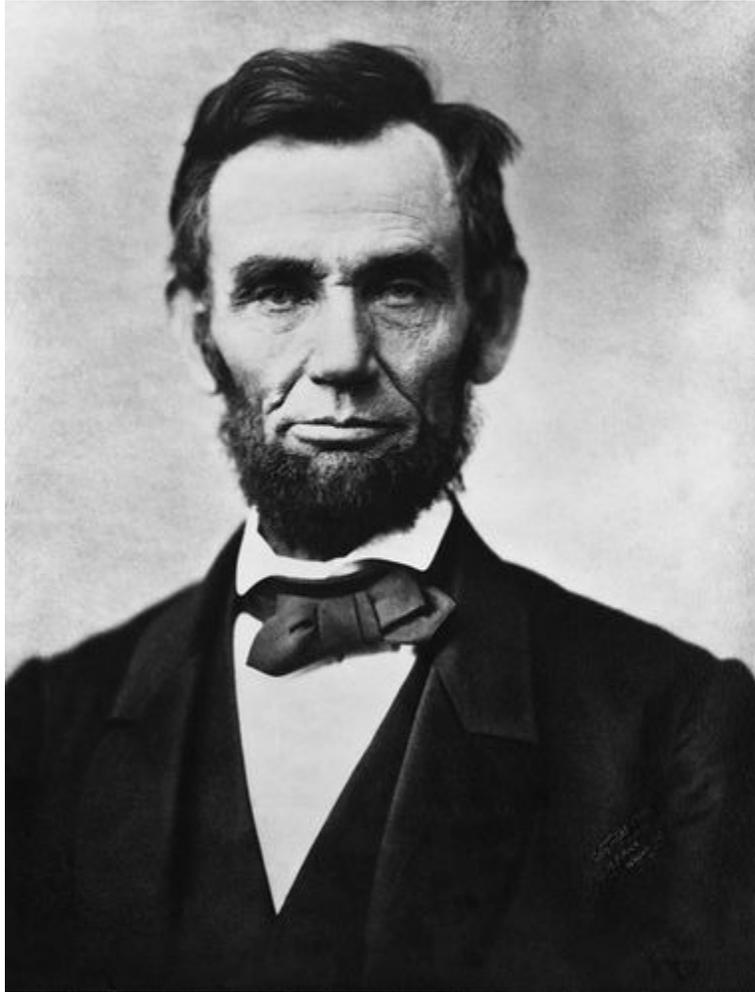
8. What is currently inside the Old Stone House?

9. What can students on field trips learn about at the Old Stone House?

10. Explain whether the Old Stone House has changed a lot since the 18th century.

U.S. Presidents: Abraham Lincoln

by ReadWorks



Abraham Lincoln was America's 16th president. He is considered to be one of the greatest leaders in the nation's history. He helped guide the United States through the U.S. Civil War. Lincoln also helped to end slavery in the country. Sadly, Lincoln was assassinated near the end of the Civil War in 1865. He became the first U.S. president to be killed in office.

Lincoln was elected president in 1860. Before the election, most people did not know much about Lincoln or his humble background. He was born on February 12, 1809, in a Kentucky log cabin. In 1816, his family moved to the wild Indiana frontier. Lincoln helped his father farm and work the fields. He barely had time for school. He spent no more than one year in a classroom. In 1818, Lincoln's mother died.

Even though Lincoln had very little schooling, he learned how to read and write. Books were

scarce on the frontier, but he closely read the books he got his hands on. Lincoln pored over the family Bible. He would walk for miles to borrow books. Some books he read were Aesop's *Fables* and *Pilgrim's Progress*.

As a young man, Lincoln worked many jobs to earn a living. He was tall and strong. He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans. Eventually, he started a general store with a friend. When the store went into debt, he paid those debts off working other jobs. By 1834, a friend encouraged Lincoln to become a lawyer. Instead of learning at a law school, Lincoln taught himself law. "Your own resolution to succeed is more important than any one thing," he would later say.

Among Lincoln's many skills, he was a great writer and speaker. In one of his most famous speeches, known as the Gettysburg Address, Lincoln's words reassured a suffering people at war that democracy would survive.

As president, Abraham Lincoln was most proud of the Emancipation Proclamation, which was issued during the Civil War. It declared that the slaves in the southern states rebelling against the U.S. government were free. The proclamation paved the way for the Thirteenth Amendment to the Constitution, which ended slavery in the U.S.

Lincoln's stand against slavery caused him to make many enemies. Even so, his assassination was felt all over the nation from the North to the South. Millions of people admired his spirit and service to his country. A train carried Lincoln's body to Springfield, Illinois, making stops at some major cities. Mourners crowded near the tracks to try and see the train. To this day, people visit Lincoln's tomb to pay their respects.

Name: _____ Date: _____

1. What did Abraham Lincoln help to end in the United States?

- A. slavery
- B. war
- C. democracy
- D. discrimination

2. Which of the following describes the correct sequence of events in Lincoln's life?

- A. He became a lawyer; he started a general store; his mother died.
- B. He became President; he issued the Emancipation Proclamation; he moved to Indiana.
- C. He issued the Emancipation Proclamation; his mother died; he moved to Indiana.
- D. He moved to Indiana; he became President; he issued the Emancipation Proclamation.

3. Abraham Lincoln was a man of integrity. What evidence from the passage best supports this statement?

- A. "A friend encouraged Lincoln to become a lawyer."
- B. "As a young man, Lincoln worked many jobs to earn a living."
- C. "When the store went into debt, he paid those debts off working other jobs."
- D. "He split logs and fence rails for farmers. He helped take a flatboat down a river to New Orleans."

4. Which of the following was probably *least* important in Lincoln being a successful president?

- A. He was persuasive.
- B. He was tall and strong.
- C. He had political skill.
- D. He was a great writer.

5. What is the main idea of this passage?

- A. Lincoln was the first U.S. president to be killed in office.
- B. Lincoln's most famous speech, the Gettysburg Address, reassured people.
- C. Millions of people admired Lincoln's spirit and service to his country.
- D. Lincoln was one of America's greatest leaders.

6. Read the following sentences: "Before the election, most people did not know much about Lincoln or his **humble** background. He was born on February 12, 1809, in a Kentucky log cabin. In 1816, his family moved to the wild Indiana frontier. Lincoln helped his father farm and work the fields. He barely had time for school. He spent no more than one year in a classroom."

What does the word "**humble**" most nearly mean based on the text?

- A. not proud
- B. simple and modest
- C. humiliating
- D. unknown

7. Choose the answer that best completes the sentence below.

_____ Lincoln had many enemies, he was mourned by millions of people across the country.

- A. Ultimately
- B. Therefore
- C. Although
- D. Meanwhile

8. What did the Emancipation Proclamation declare?

9. How did Lincoln learn law?

10. Lincoln believed that "your own resolution to succeed is more important than any one thing." How did Lincoln apply this belief to his own life?
