

Why?

**Possible Essential Questions**

1. How may limited geographic resources affect economic decisions?
2. How do geographic, economic, and cultural factors influence the settlement of people?
3. How do changes in technology and availability of resources affect the development of cities?
4. How do citizens in the United States have power and influence in the communities in which they live?
5. How do changing wants affect the environment?
6. How do changes in transportation influence where people live?

**Enduring Understanding**

As more people move to urban areas, plans need to be developed for meeting economic wants in a world of limited geographic resources.

What?

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

In the context of home, school, and community, at the end of grade 3, students know and are able to:

**Geography**

- 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)
- describe and classify **physical** and **human-made features** of **places** and **regions** (MLO 3.2)
- explain why some **locations** are better than others for specific human activities (MLO 3.3)
- identify a **region** as an area with one or more common **geographic characteristics** (MLO 3.4)
- identify the geographic characteristics that affect where people settle (MLO 3.5)
- describe how transportation and communication networks link communities (MLO 3.6)
- identify ways people adapt to and modify the natural **environment** to satisfy their wants. (MLO 3.7).
- identify environmental concerns of the community (MLO 3.8)
- *compare and contrast urban, suburban, and rural environments*
- *identify the causes of human migration*
- *describe major kinds of economic activity in local communities and explain the factors influencing their location and growth*

**Political Systems**

- describe why people create rules to maintain order and protect themselves (MLO 5.1)
- identify and explain the **principles** of the United States government expressed in stories, symbols, poems, songs, and landmarks (MLO 5.2)
- describe the rights and responsibilities of being a member of the school and the community, including respect for rules by which we live (MLO 5.4)
- explain the importance of individual and group participation in school and **community improvement** (MLO 5.5)

**Economics**

- identify improvements in technology (factories, machinery, transportation, communication) over time (MLO 4.4)

**People of the Nation and World**

- identify how individuals have contributed to the development of community (MLO 6.4)

**Social Studies Skills**

- *find*, interpret, and apply information specific to social studies disciplines by reading, asking questions and observing (MLO 1.2)
- *find*, interpret, and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines (MLO 1.3)
- identify and analyze the causes and effects of historical events (MLO 1.4)

[*italics* = not directly assessed on MSPAP, **bold** = MSDE glossary word, [brackets] = MCPS notes]

How?

**Overview**

Unit Two expands student understanding of the concepts introduced in Unit One by focusing on the particular economic and geographic challenges facing cities today. Students learn about the role of basic infrastructure in developing and expanding cities. Students then examine the impact the expansion of cities has on existing geographic features and learn how citizens participate in decisions regarding future development. The two cities pinpointed in this unit are Washington, D.C. and Mexico City, but the design of the unit will allow future study of almost any metropolitan area.

Page

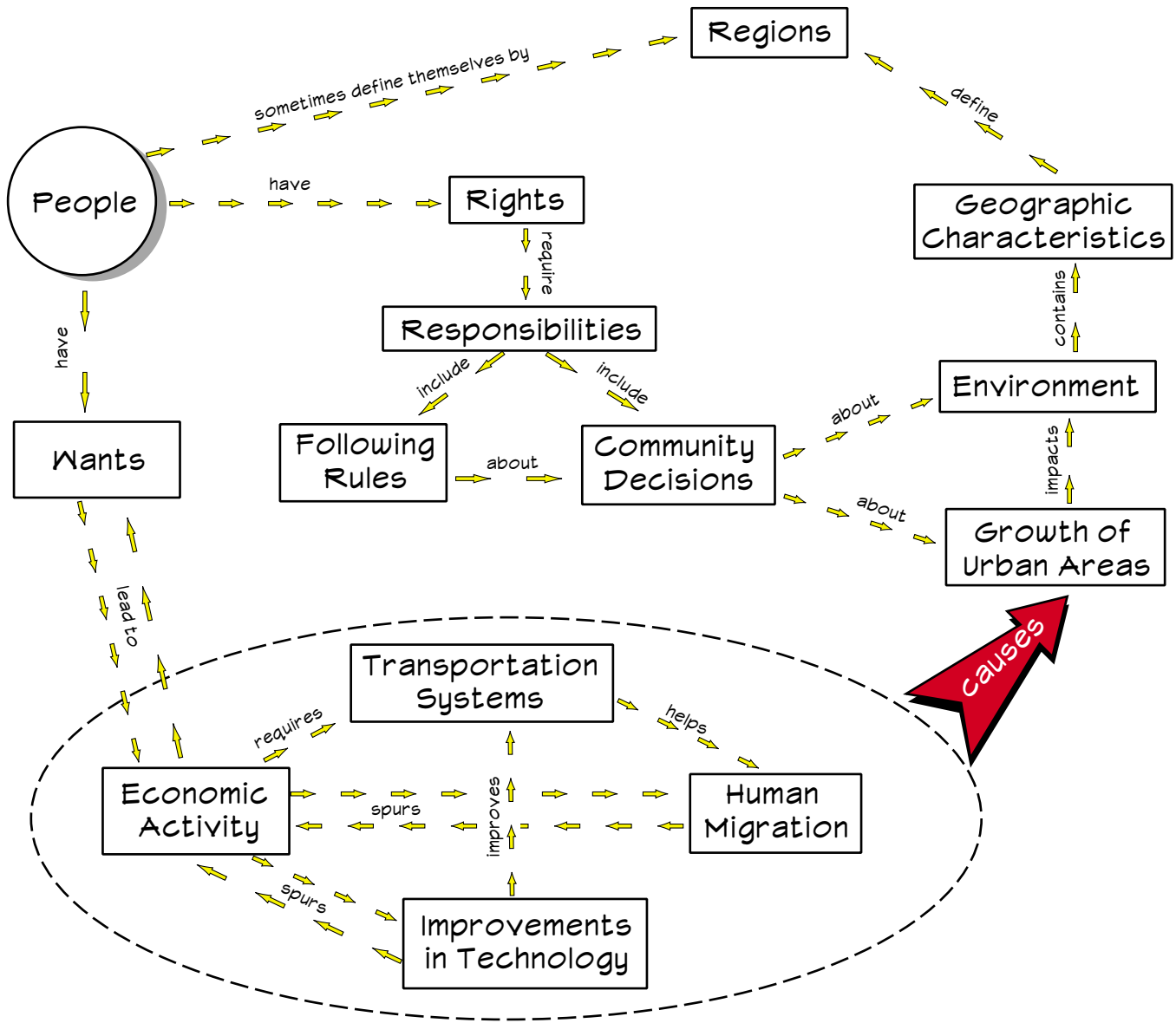
**Unit Outline**

Est. Time

7	<b>Pre-assessment</b> Can I find it: Map skills – From school to U.S. Geography	*
11	<b>Lesson Sequence One – Getting Carried Away With Transportation Systems</b> Students analyze the components of transportation systems and their impact on a community	*
12	<b>A. Session One:</b> Students analyze transportation systems of cities from around the world through a picture study from the two main texts.	
16	<b>B. Session Two:</b> Students find examples of how transportation changed over time in the story, <u>The Little House</u> .	
18	<b>C. Session Three:</b> Students analyze the environment around The Little House to determine how people changed the natural environment to satisfy their wants.	
20	<b>D. Session Four:</b> Students compare and contrast the rural, suburban, and urban communities that developed as a result of changes in transportation systems around The Little House.	
23	<b>Lesson Sequence Two - Photo Analysis: Transported to World Regions</b> Students use the lens of transportation to analyze the characteristics common to several regions including the desert, tropical rainforest, grassland, and tundra regions.	*
24	<b>A. Session One:</b> Students examine photographs to determine characteristics that are common to desert regions and locate evidence of transportation systems.	
26	<b>B. Session Two:</b> Students expand the concept of transportation systems through the study of other world natural regions.	
29	<b>Lesson Sequence Three –You’re In The Driver’s Seat: Citizenship and Transportation Systems</b> Students examine the issue of personal responsibility and rights in relation to the issues of transportation and urbanization.	*
30	<b>A. Session One:</b> Students look at both the purpose for and the making of rules in our society.	
32	<b>B. Session Two:</b> Students examine personal rights and extend this information to transportation systems.	
34	<b>C. Session Three:</b> Students analyze articles about civic improvement and identify how they can participate in improving the school or community.	

The following concept map displays the thinking behind unit two. As with all social studies, begin with the people (The Circle) and move outward.

### Concept Map: Cities of the Present



Economic, political, and geographic systems are all included in the study of our present day cities. Though the unit is centered topically around transportation systems, the concepts are deep and complex. These concepts are extended in the next unit, Cities of the Past where the historic economic and cultural foundation of our two featured cities is explored.