

3rd Grade History and Social Studies

(With Utah State Core Standards)

Unit 1: Ecosystems

**Standards Taught: 3.SS.1.2, 3.SS.1.2.a, 3.SS.1.2.b, 3.SS.1.2.d,
3.SS.1.3, 3.SS.1.3.e**

***Words in bold are vocabulary words your child should learn**

Unit Project: Use a shoebox to build, decorate, and add plants and animals to an ecosystem model of your child's choice. See examples [here](#)

Lesson 1: What is an Ecosystem?

Ask your child to name a place they have visited. Did they like it there? What did they like? What did they not like? Was it noisy or quiet? What did they see there? Were there any plants? Animals? Water sources? What was the temperature and weather like?

Next, choose one aspect of your child's chosen environment and ask them what would happen if that changed. What would happen if the water stopped running? One of the plants died? One of the animal species left? If the weather suddenly changed to very hot or very cold?

Point out that these things all affect each other. If the water stopped running, the plants and animals may die. It may not be as fun a place to visit so there would be less humans there. If a plant died, there would be no home for the animals. If an animal left, there would be changes to the environment (i.e. if the cats left, mice would be allowed to roam free). If the weather changed, the entire environment would, too. Everything in this environment is connected and each one affects the other in some way. Explain that this is called an **ecosystem**. In an ecosystem, the plants, animals, and weather are connected and change each other.

Explain that your family home is an ecosystem. You all live in the same environment, your house and property. Point out the plants, animals, and weather patterns your home normally experiences. What would happen in your house if one of your pets suddenly disappeared? What would change? What if one family member

wasn't there? How would life be different? Would it be difficult? Point out that each family member has certain jobs and that those jobs help the entire family. What if your garden suddenly died or you could not get the water you needed? What would happen if it suddenly became very hot or cold? If a huge storm hit? How would that change your life? Ask your child to draw a picture of your family ecosystem on a blank paper. Encourage them to include plants, animals, and weather in their drawing. Then, ask them to list one way each family member helps the others. Allow your child to color their drawing. Ask them to repeat the word and definition for *ecosystem*.

Finally, watch this [video](#) with your child.

Lesson 2: Desert Ecosystem

Review the previous lesson with your child. Remind them of what an ecosystem is and how the things within the ecosystem help and change each other.

Then, tell your child that there are different types of ecosystems. Today, we are going to learn about a **desert** ecosystem.

Show your child this [image](#) and this [image](#). Ask your child to describe the desert to you. What does a desert look like? What does it feel like? What natural resources are there? What resources are hard to come by?

Point out that a desert is very dry, with little water or rain. The weather can be very hot or very cold in deserts, depending on the type and location. Very few plants or animals can survive in the desert and those that live there have special adaptations

which help them to deal with extreme temperatures and little water.

Watch this [video](#) with your child and discuss some of the adaptations that cacti, jackrabbits, and other desert plants and animals have to help them survive in their ecosystem. Briefly talk about some of the ways humans have adapted to living in the desert, too. Continue to explore different desert adaptations through videos, books, and/or personal experience with your child. Some plants and animals with interesting adaptations can be found [here](#) and [here](#). Explore and learn with your child and focus on what they are interested in.

Next, ask your child what they think it would be like to live in the desert. Allow them to speak with someone who has lived in a desert before and ask questions if possible. Discuss the extreme heat during the day and the difficulty of working outside. Talk about **human adaptations** such as going outside only during the coolest parts of the day, building reservoirs, digging wells, methods used to cool down (i.e. air conditioners, swamp coolers, shade, loose clothing, etc), protection from the sun (i.e. sunscreen and hats), and the ability to grow food and get the things they need to survive. Some questions you may ask your child include: Do humans live in the desert? How do they get what they need? How have humans modified the desert to be able to get what they need (e.g. roads, dams, reservoirs, shaded areas, homes, air conditioners, etc).

Discuss the impact that each adaptation has on the environment. Point out that the spiny leaves of a cactus make it difficult for animals to eat it, forcing them to find another way to gather food. Discuss the fact

that animals, like snakes, have adapted to hunt during the night when their prey is most active. Talk about how humans have spent time diverting water to where they need it most, sometimes affecting the plant and animal growth or forcing animals to move to a new spot to get what they need. Point out that each of these species affects the lives of the others.

Ask your child to choose one plant or animal from the desert that they are interested in. What would the desert be like without that species? How would things change? What would happen to the plants? The animals? The humans? What is the job of that species in the ecosystem (i.e. a coyote is a scavenger and helps clean up the desert by eating dead animals, controlling disease and pest populations)?

Ask your child to draw and color a picture of a desert on a blank piece of paper. Emphasize that they should include the hot, dry weather in their picture. Then, ask them to add some of the plants and animals that are a part of that ecosystem to their picture. Discuss the job of each species and briefly point out how the ecosystem of the desert would change without each one. Finally, ask your child to add a **human modification** to their drawing (i.e. a house, shade, reservoir, etc) and discuss the **impact (positive and negative)** of that modification on the ecosystem.

Lesson 3: Plains Ecosystem

Ask your child to remind you what an ecosystem is and review some things they learned about a desert ecosystem in the previous lesson. Then, tell them that today

we are going to learn about another ecosystem: **plains**.

Explain that plains are large areas where the land is very flat and there are few trees. Plains have rich soil and space that is perfect for growing many different kinds of plants. The weather there can vary from very dry to times of flooding. Many plains have rivers running through them or around them.

Show your child this [image](#) of a plain and ask them to describe what they see. Discuss how the plants, animals, and weather in this plain may affect each other.

Then, explain that there are many different types of plains. Some types include: prairies, savannahs, tundra, and grasslands.

Prairies consisted almost entirely of grass-like plants and have just a few trees on them. Click [here](#) to learn more about prairie animals with your child. Discuss their adaptations and the challenges that plants and animals may face when living on a prairie (e.g. no trees to hide in, open land makes prey vulnerable to predators, many animals live in holes in the ground, etc). Discuss some challenges humans may have when living on the plains (e.g. no lumber for building, extreme weather like flooding possible, etc).

Savannahs, like those found in Africa, are flat plains that have a few more trees than prairies. Trees are usually spaced far apart, allowing for grasses to grow in abundance. The weather on the African savannah is hot and humid all year. During the winter, little rain falls. During the summer, it rains hard throughout the savannah. Plants and animals have adapted and many migrate to

account for the differences in seasons. Visit this [website](#) to learn more about animals that live in the savannah. Ask your child to choose one animal from the list they are interested in and learn more about its adaptations and role in the ecosystem. Talk about how a change in plants, prey, or predators for this animal could affect the entire ecosystem. Point out that not many people live on the African savannah, but many of those who do use it to farm, raising cattle and planting seasonal crops. Discuss how human use of the savannah may impact plants, animals, and the availability of **natural resources** there.

Lesson 4: Tundra Ecosystem

Ask your child to remind you of the previous lesson. What types of plains did you discuss? Explain that today we are going to learn about another type of plain, the **tundra**.

Show your child this [image](#). Explain that a tundra is a plain that is covered in ice and snow most of the time. The tundra is very cold, so cold that the ground is frozen most of the year. There are no or very few trees and very little rain fall. The winter in a tundra is very long, with very windy days. Ask your child if they can think of a place they know of that fits this description. Point out that the areas surrounding the North and South Poles contain tundra.

Like the desert, plants and animals living in the tundra have adaptations to help them survive in the extreme weather. Watch this [video](#) with your child and discuss the adaptations mentioned. Point out that many of the animals migrate in the tundra because, when the plants die in the cold they have

nothing to eat and no protection from the cold. Discuss how this ecosystem changes during different seasons and how the plants and animals depend on each other for survival.

Finally, watch this [video](#) with your child and discuss some of the modifications and tools that humans use to live on the tundra. Talk about their clothing, shelter, transportation, ways to keep warm, and food. Discuss how it would be difficult to grow food, build permanent shelter, or live in such extreme temperatures. Point out that humans living in the tundra have impacted the ecosystem in various ways such as: using natural resources like fish, water, and wood, domesticating animals like reindeer, and migrating and creating trails. Discuss with your child how these things would impact the ecosystem.

Lesson 5: Grassland Ecosystem

Explain to your child that another type of plains ecosystem is a **grassland**. Grasslands have almost no trees, very rich soil, and can experience adequate rainfall or prolonged droughts. Savannahs are a type of grassland that experience seasonal rainfall with long droughts in between.

Grasslands are prone to wildfires, especially in times of drought. These fires actually help the ecosystem by clearing out dry, dead plants and allowing new plants to grow. This provides new food for the animals living there.

Grasslands can also experience other types of extreme weather like severe blizzards and tornadoes. Due to the flat landscape and the mountains that surround them, grasslands

are ideal places for warm and cold air to meet, creating extreme storms.

Watch this [video](#) with your child. Ask them to choose one of the animals they noticed in the video and help your child research how that animal affects the ecosystem. What is their job? How do they help the animals and plants around them? What would happen if this animal were to suddenly disappear from this ecosystem?

Ask your child to draw a picture of the animal they chose and make a list of the ways this animal affects its ecosystem.

Lesson 6: Tropic Ecosystem

Ask your child to briefly review some of the ecosystems they have learned about so far. Discuss how the plants and animals all need each other to survive and how each part of the ecosystem affects the others. Then, tell your child that today we are going to learn about **tropic** ecosystems.

Tropic ecosystems, like rainforests, are hot and wet all year long. They experience high levels of rainfall most days, leaving the soil wet and perfect for growing several different types of plants. The warm air helps the water evaporate into water vapor, which makes the tropics humid.

Plants in the tropics have adapted to handle the warm, wet conditions there. Many plants have thick leaves, curved to allow water to run off quickly as the rain falls on them. This helps the leaves cling to their plants as the weight of rain falls on them and prevents diseases and bacteria from growing on them. Most trees in the tropics only have branches and leaves at the very top of the

trunk, where they can get the most sunlight. Often, there are so many trees growing close together that a canopy is formed. This acts like an umbrella and blocks out excess rain and sunshine from the plants below it. Trees don't lose their leaves all at once (like some trees do in the fall), but a little at a time throughout the whole year. Many plants below the canopy have adapted to decreased sunlight. Some plants grow upwards, clinging to trees for support, to reach sunlight. Others have leaves that move with the sun, soaking in every bit they can get.

Ask your child to choose a rainforest plant they are interested in. Together, research the adaptations and roles of this plant in the ecosystem. Ask your child to take notes as you research together.

Animals in the tropics have also adapted to the wet and warm conditions. Watch this [video](#) with your child to learn more about animal adaptations within the tropical rainforest.

Finally, explain that human activity in the rainforest has affected the ecosystem in various ways. Cutting down trees has led to fewer homes and less food for the animals living there. It has also changed the nutrient levels in the soil and increased flooding because the heavy rainfall is not broken up or used by the plants that were removed. Remind your child that it is the responsibility of humans to be good stewards of the earth and use the resources in each ecosystem in a way that is respectful. Ask your child how humans could be better stewards, especially when it comes to rainforest.

Tropical ecosystems also include coastal tropics. These areas are, like rainforests, hot and humid. Many of the plants and animals there have the same adaptations that are found in a rainforest ecosystem. These ecosystems are found along the coasts of oceans and include the plants, animals, and soil, and weather of those places. Show your child this [image](#) of a tropical coast and ask them to compare the ecosystem there with that of a rainforest.

Lesson 7: Mountain Ecosystem

Show your child this [image](#) and ask them what ecosystem they think we may be learning about today. Explain that this image shows a **mountain** ecosystem. Ask your child to share with you what they know about mountains. Have they ever been on a mountain? What was it like? What did they see and hear? What plants and animals live on a mountain? What are some things that would make life on a mountain difficult? Were there any other people on that mountain?

Explain that a mountain ecosystem is at a high elevation. Mountains rise above the rest of the landscape. This means that mountains have different levels of ecosystems at different heights. At the bottom part of the mountain, we often find several different types of plants growing in abundance. As we go up a mountain, there are different types of plants growing, and fewer plants in number. The highest mountains have no plants at the very top.

Mountain tops also provide an environment that has less oxygen, water, and heat than other areas, making life on a mountain difficult. Animals living on a mountain

usually have warm fur, hooves or claws for climbing, and migration patterns that allow them to find the food, water, and shelter they need to survive. Some animals that are a part of the mountain ecosystem are: bears, yak, foxes, crows, hawks, gazelles, bighorn sheep, owls, beavers, cougars, wolves, and leopards.

Ask your child to choose a plant or animal from the mountain ecosystem. Together, research the adaptations, needs, role in the ecosystem, and interactions with humans that affect this animal. Ask your child to create a poster highlighting why they think this animal is interesting and necessary and encouraging others to protect this animal in some way.

Lesson 8: Forest Ecosystem

Review the mountain ecosystem with your child, reminding them that at the bottom of mountains there is often dense plant life. Explain that some of these areas are known as **forests**. Forests can also be found throughout the world, ranging from wet rainforests to drier types of forests like evergreen forests. Forests are full of life including plants, insects, and animals. They provide us with wood for building shelters, clean oxygen for breathing, and food from plants and animals. They are home to ponds, streams, and rivers, which provide fresh water.

Watch this [video](#) with your child. Discuss what would happen to humans if the forest ecosystems around the world failed and died off. What would be difficult for humans? What natural resources would we not have? What are some ways humans can prevent the destruction of forest ecosystems?

Lesson 9: Wetland Ecosystems

Review the definition of an ecosystem with your child. Tell them that today we are going to learn about **wetland** ecosystems. Wetland ecosystems are saturated with water and include oceans, rivers, lakes, marshes, and bogs. Wetlands are almost always found along waterways or on floodplains. They are home to many fish and smaller water wildlife and are an important part of the water cycle.

Watch this [video](#) with your child, discussing the fact that wetlands include both saltwater and freshwater ecosystems. Within those two categories, there are several zones or types of smaller ecosystems where plants and animals adapt

Review the five oceans with your child by finding them on a map of the world. Point out that the oceans cover most of earth's surface and the water in them is salty. Explain that these oceans are ecosystems, places where plants, animals, and weather combine to create an environment where life can survive. Within oceans are smaller ecosystems, like coral reefs, caves, and tide pools. There are also layers of the oceans which get different amounts of sunlight and support life for different types of plants and animals. Each of these has unique combinations of organisms that all rely on each other.

Next, ask your child to point out rivers, lakes, ponds, and marshes they see on the map. Explain that these areas provide fresh, or non-salty, water. The plants and animals that live in these areas are different than those that live in saltwater, though they have many of the same basic needs.

Ask your child to name a plant that grows in the water. Explain that many plants in that grow in water saturated areas have had to adapt to the conditions there. They have found unique ways to gather sunlight, absorb carbon dioxide, and survive the waves and other challenges of the water life. Some have no roots, other float on the water, others grow in areas where water is shallow. Point out that plants are producers, meaning they create food and oxygen for other animals. They get their energy from the sunlight. This is true of producers in any ecosystem.

Next, ask your child to name an animal that lives in the water. This may be a saltwater or freshwater animal. Talk about what that animal eats. For example, a whale may eat plankton, a shark may eat other fish, or a trout may eat bugs. Point out that these animals are known as consumers. They consume, or eat and use, the energy from plants. Point out that some consumers, like some types of whales, eat producers, like plankton. Others eat primary consumers, meaning they eat the animal that eats the plants (like sharks eat fish who eat plants). Help your child trace the food chain of their chosen consumer back down to a producer. Do some research online if necessary. Ask your child to draw out this food chain. Then, cover one of the plants or animals shown. What would happen if this organism was no longer a part of the ecosystem? Explain that if producers died, there would be no food for consumers and if consumers died, there would be no fertilization (or vitamins and minerals) for producers. Remind your child that in any ecosystem, each organism needs the others to survive.

Unit 2: Natural Resources and Settlements

Standards Taught: 3.SS.1, 3.SS.1.1, 3.SS.1.1.a, 3.SS.1.1.b, 3.SS.1.1.c, 3.SS.1.2, 3.SS.1.2.c, 3.SS.1.3, 3.SS.1.3.a, 3.SS.1.3.b, 3.SS.1.3.c, 3.SS.1.3.d, 3.SS.1.3.e

Unit Project: Create a map of your neighborhood. Include a legend or key with the following information: natural resources available in your neighborhood, manmade inventions that help use natural resources in a better way, and topographical information about your neighborhood

Lesson 10: Map Review

Using a world map, U.S. map, and state map, review the following terms with your child. Remind them as needed but this should be review from last year. Ask them to find each of these things on each of the maps (as appropriate) and tell you its purpose: **compass rose, key, legend, equator, north, south, east, west, latitude, longitude.**

Next, ask your child to point to north, south, east, and west from where you are standing. Remind them that the sun comes up in the east and the order of the cardinal directions can be represented by the following phrase: Never Eat Shredded Wheat.

Finally, ask your child to review the **continents** and **oceans** by filling out the worksheet at this [link](http://imanshomeschool.blogspot.com/2016/03/continents-oceans-cut-label-map.html) (<http://imanshomeschool.blogspot.com/2016/03/continents-oceans-cut-label-map.html>) map from 2nd grade. Allow them to use the map of the world for reference as needed. Review the definition of a continent and an ocean.

Lesson 11: Natural Features on a Map

For this lesson you can use a world, U.S., or state map.

Briefly review the vocabulary terms from the previous lesson using the maps with your child. Then, point out that there are other, more detailed aspects of the map, too. Point out that there are bodies of water shown that are smaller than oceans (lakes, rivers, etc.) Point to a few of these on the map and ask your child if they can find anymore. Explain that many of these consist

of fresh water, providing a much-needed **natural resource** (something nature gives us to survive- water, food, materials for shelter) to the people who live in that area.

Next, point out the **mountains** shown on the map. Explain how the key or legend may show us how to find different geographic or topographical features of the land. Ask your child to remind you what they learned about mountain ecosystems and what natural resources may be found here.

Finally, point out that some parts of the map show only flat land. Point out a plain and explain that these areas have flat ground. Remind your child of their lesson on plain ecosystems and discuss the natural resources that may be found there.

Ask your child to continue to point out natural features they find on the map. Allow them to ask questions about different areas. Discuss how animals and people may survive in each type of natural geography and with each natural resource. Point out that most people live where natural resources are readily available.

Lesson 12: Natural Resources

Review the previous lesson with your child, asking them to remind you what natural resources they found while looking at the map. Remind your child that a natural resource is something that is provided by nature that exists without the help of humans. Air, sunshine, a forest of wood, clay, fertile soil, wild berries and other plants for food, shade plants, freshwater rivers, and animals that can be eaten are all natural resources.

Next, ask your child what type of natural resources exist in their own environment. Point out your city's water source (a lake, river, underground stream, well, etc.), the materials your home was made from, open land to grow food, good soil, fresh air, and plants and animals that are native to your area.

Remind your child of the history of your city. Who settled your city? What was the land like then? What natural resources did they use? Was your city good for growing, trapping, or building supplies? Did they trade with others who had natural resources different from their own? How did they get food? Water? Shelter?

Point out that these early settlers likely changed the ecosystem when they entered the land. Perhaps they set up tents or built houses. Maybe they began to farm the land or redirect water.

Finally, compare the natural resources available to your family with those available to those first settlers. Discuss how these resources have changed as the city developed into what it is now. Discuss the use of water and land, the types of shelters, and who controlled natural resources then and now. Talk about how technology and human interaction with the environment has made life easier. Compare and contrast this with how it has affected the plants and animals living in the area. Discuss both positive (better life for humans, conservation of natural lands for animals, protection of natural resources for all, etc.) and negative changes (animal migration or extinction, pollution, lack of open land, outside control on life-sustaining resources hindering self-reliance, etc.). Ask your child if they have

any ideas about how your family can be more responsible stewards of the resources your family has control over. Remind them that these are blessings from God and He has given us the responsibility to use them correctly.

Lesson 13: History of Settlements

Briefly review the history of your city, including the use of natural resources. Point out that early settlers likely chose this spot to develop because it had what they needed to survive. Explain that most places that humans live now were settled long ago when they could find the natural resources they needed to live there.

Discuss the following examples of settlements with your child. Find each area on a map and describe the ecosystem there. Ask your child how they think people who lived there, both in the past and the present, use the natural resources:

Mesopotamia:

Mesopotamia, an area in what is now known as the Middle East, was once settled by ancient people. Mesopotamia holds two major rivers, the Tigris and the Euphrates. The rivers provide water and transportation through the area, allowing for trade. They also flood each year, allowing the soil to be fertilized by the water, fish, and waste in the rivers. This allowed the early people of Mesopotamia (also known as the Fertile Crescent) to settle, grow crops, raise animals, and build structures of clay bricks. Though technology has changed and people live there live in cities much like yours now, many of the things they need are still provided by the rivers and fertile soil.

Ask your child to review the natural resources found in Mesopotamia.

Egypt:

Ancient [Egypt](#), like Mesopotamia, relied on a river. The Nile River flowed through the area and flooded each year, allowing the people to farm here. Settlements grew into great cities, even during ancient times. Egypt was a place of plenty. Though Egypt is in a desert, the river provided them with all they needed. It, along with a mountain range, even protected the people from invaders. Today, Egypt has many of the same technologies, shelters, and resources that we do, however, it still relies on the Nile to provide for its most basic needs.

Ask your child to tell you what they know about Egypt (mummies, pyramids, clothing, hieroglyphics, etc) and challenge them to point out what natural resource made these things possible.

South America:

South America was first settled by people traveling from Asia. Many times, the people of ancient America settled near a river or lake. They used natural resources, like animal skins, to create clothing and shelter. For a time, these people were nomads, moving from place to place as the seasons changed the natural resources available to them. However, they did settle down and begin to farm as they found areas and technology that made it possible.

North America:

North America was also settled by people traveling across the Bering Land Bridge and by ship from other parts of the world early on. However, another group of people came to settle the land much later. In 1620, a

group of people on a ship called the Mayflower came to North America. They went from Holland to England, where they could board the ship, and sailed to a place that would become America. Use this [map](#) to show your child the voyage of the Mayflower.

Explain that, when the pilgrims landed, they were sick and had no food left. They searched for a place that would provide them with what they needed to survive. While searching, they found a village, abandoned by its previous inhabitants. This village had a stream running through it, gardens with fertile soil, and houses built from the trees surrounding it. Its location provided some safety from invaders, too.

Ask your child what natural and man-made resources the pilgrims found as they tried to settle the land. Discuss how finding the village helped them. Then, discuss the hard work they still had to do (plant the gardens, make clothing, gather food for winter, build more houses) and what resources they could've used for these things.

Finally, point out that, though we are given natural resources, it is up to humans to work hard and use these resources correctly. God gave us stewardship, or responsibility over, the earth. This includes water, air, mountains, forests, and land. Walk through your property with your child. As you walk, point out ways that your family works hard to use the natural resources you have. Ask your child why this work is important. What would happen if you didn't trim the trees, pull the weeds from the garden, or fertilize your plants? What if you poured poison in the ground, where it could enter the water? What if you allowed all the trees

to die and they no longer could provide fresh, clean air? Remind your child that it is important to work hard and care for what we have been given.

Lesson 14: Today's Settlements

Unlike ancient people, we live in modern communities known as towns or cities. These areas usually settled and planned out already. Getting water to your house is as easy as turning on the faucet and most of your food probably comes from the store. Technology allows us to protect ourselves, move materials around for building homes and businesses, and learn from and communicate with those far away.

However, today's settlements still rely on the natural resources of the area. The pipes do not create the water you use, they must get them from a natural resource. An underground stream, river, or lake may still give your town the water it needs. Much of the food in your store was probably grown on land surrounding the buildings of your city. The meat you eat may have come from a field nearby. The wood in your home may have been cut from the forest up the mountain by your house.

Today, many of the cities and towns we see are in the same places on the map as those that existed in the past. This is because the needs of humans have not changed. No matter what time period we live in, humans need water, food, and shelter.

Ask your child to find 5 major U.S. cities on a map. Then, ask them to point out the natural resources that surround those cities. Point out that big cities usually have more abundant natural resources. Places with less

natural resources cannot sustain a large population and fewer people live there because their needs cannot be met. Point out a few of these areas on the map, too, and discuss the challenges of living there with your child.

Lesson 15: Human Change

Briefly review the previous lesson with your child, reminding them that, even today, we rely on natural resources to sustain life. Point out that humans have found ways to change the world around them, however, to use these natural resources in more efficient ways.

Ask your child to name some of the things they use in everyday life that come from natural resources. This may be water, clean air, fertile soil, plants and animals, or shelter built from natural materials. Then, discuss how these things were changed by humans to make life easier. Talk about the benefits and disadvantages of these changes. Discuss any ideas your child may have to make your community more respectful of conserving and using natural resources more responsibility. The following examples may helpful in this discussion:

Fruits and Vegetables: Different areas throughout the world are known for growing different types of foods. Utah, for example, is perfect for corn, wheat, barley, apples, peaches, and cherries. These plants don't grow well in warmer areas or areas with less water. Pineapples grow great in Hawaii where it is humid and hot year round, but would not do well in Hawaii. However, even here in Utah, you can buy a pineapple. Why?

Humans have changed how we provide food for ourselves. Through technology, we can transport food from around the world to each other. Plants have been bred to grow food that lasts longer, can grow in new places, and that produces more fruit so that we can grow a pineapple in Hawaii, ship it to Utah, and place it in the store for you to eat. These technologies allow for crops that usually wouldn't survive in the desert to use less water, plants that usually would die in the cold to be hardier and survive, and people in America to enjoy foods from as far away as China.

It also means that humans need to be better stewards of what they have. The ability to transport foods has made us reliant on other places for our survival. Many people could not grow their own foods if they needed to. What if something happened and trucks could not travel to your city? Would your family be able to grow and store the food you need to live?

Water: Though your city may use the same natural resources as settlers did in the past for water, the way it is used is much different. Many cities have created a system of underground pipes, which allows for less evaporation and more convenient delivery to homes. In the past, this water likely had to be brought into houses by buckets, now you can just turn on the faucet. Many people used to have their own wells or access to their own streams, now in most cases it is **extracted** by government entities and provided to the people as a service and at a fee.

The pipes also allow waste water to travel to a central location to be cleaned and reused. Many cities were **developed** (or planned and

built) to provide water to the residents through this location. Here, water is cleaned using chemicals (which, if not cared for correctly, can harm the land) and sent back to homes for use.

Plants and Animals: Search online for images of your town or city. Include images from the past and more current ones. Point out that your city probably has far less open land now than it did in the past. This means that there is less room for plants and animals. It also probably means that the plants and animals that were present in the past are not the same (or in the same population proportion) as those that are present now. Discuss the plants and animals that naturally grow in your area. Talk about how those living things are adapted to the ecosystem's unique aspects and survived without human interaction for years. Then, ask your child if they've seen any of these plants or animals in your area recently. Where were they? How healthy were they? Were they planted or naturally growing? Discuss how each of those organisms affected the ecosystem and how it may have changed as humans decided where to build structures, yards, and landscaped areas.

Next, discuss agriculture in your area. Talk about what foods and livestock are grown locally. Discuss how these aspects of human change have made good use of the fertile land and water. Talk about methods local farmers use to preserve the natural resources that provide you with what you need: natural pest predators, fertilization through animal manure, efficient watering techniques, crop yield boosts (through growing methods or crop breeding), animal breeding and correct husbandry, humane

butchering and hunting (and its effect on animal population), etc.

Shelter: Your home is likely a combination of wood, concrete, sheetrock and other man-made materials. No longer are humans required to make their homes only from the wood, clay, or animal pelts they can find on the land. Now, materials are moved throughout the world and homes are safer, more insulated, and more comfortable than any other time in history. We have heaters and air conditioners to keep us at the right temperature. We have electric lighting and running water. We are able to stay clean and relatively safe within the walls of our own homes.

However, humans still rely on natural resources for protection from the elements, and from each other. Mountains, for example, give us a natural boundary that can protect us from invaders. The oceans surrounding our country also make it difficult for other countries to harm us. Forests and groves provide us with privacy and even rose vines growing on a fence can help keep us safe from animals or people who may want to come onto our land.

Discuss some of the natural boundaries on your property with your child. Then, point out that there are also man-made boundaries. In your home, this may be each person's bedroom. Point out that each person has their own space, usually marked out by walls and doors. This space is for them and others rarely come into it without invitation. Explain that this same idea works for property lines, sometimes marked with a fence, and borders between states and countries (point these out on a map). These man-made boundaries, along with natural

ones, help us to understand that we each have our own space, which we are responsible for, and others don't have control over.

Discuss some of the reasons that it may be necessary to protect ourselves from weather, animals, or other humans. Make this discussion age-appropriate, but honest. Ask your child to point out some tools they see in their daily life that keep them safe.

Lesson 16: Human Adaptation

In addition to tools, planning, and technology, humans also have found other ways to survive in areas with different natural resources. Humans, like plants and animals, have adaptations, both through nature and through behavior.

Natural adaptations: Humans bodies may change based on where they live. Those who live in very cold places, for example, have thicker blood than those in warmer climates. They also tend to have a higher BMI (body mass index), or amount of fat in their body. This allows their body to conserve heat and energy. Humans who live in sunny places usually have darker skin than those who live where it is cloudy all the time. This allows their skin to be out in the sun with less damage (like sunburns). You may see this adaptation happen when you tan after a long day outside.

Behavioral adaptations: Humans also change their behavior based on where they live. For example, where it is very cold, humans may only work outside during the warmest part of the day. They may preserve food in the warm season so that they can eat it when little is growing. In contrast,

humans in warmer climates may work in the early morning or evening, when it is coolest and spend more time conserving water than food, as food is likely to grow for longer seasons. Humans may engage in different activities, even in **recreation** (sledding in the snow, swimming on the tropical coast, or playing games inside in the desert).

Another human behavioral adaptation is **economic development**. With technology that allows us to transport goods and services around the world, many humans now plan their time around how they can make money by providing others with something they want or need. A farmer in Hawaii can provide pineapples to a family in Utah. In this way, the farmer can get money to buy his own family the things they need. In the past, economies used to focus only on local sells, with most goods and services staying relatively close to where they were. Now we can trade almost anything with anyone in the world. This has allowed humans to learn from and compete with each other, giving us a chance to better use and preserve natural resources. Though we have better quality food, water, air, shelter, and medical care in many parts of the world, not everyone believes that economic development should help others. Some humans (and companies) get greedy and simply want more money. This leads them to make decisions that may harm the environment or move needed resources away from a certain area where people are living. It is important to remember that we are commanded to use the resources of the earth, but to also help and serve those around us. We are told in the scriptures that the earth has everything we need, but through the greed of man, some people don't have access to it.

Ask your child to think of and carry out a method for helping others get natural resources you have an abundance of (i.e. selling at a local market for a lower price, donating to a food bank, working to conserve water, etc).

Lesson 17: Human Preservation and Conservation

Remind your child of ways we use natural resources today. Ask them to point out some changes humans have made to the ecosystem that may help and ones that may hinder or harm it. Then, remind them your child that God has given us natural resources and trusted us to use them as He would.

Discuss the ideas found there.

Then, discuss the following examples of good stewardship with your child:

Preservation (the act of maintaining something in its original state):

In some areas of the world, humans have made the choice to preserve the natural environment as much as possible. This may be a rainforest, wetland, forest, or body of water. People have committed to not settle in or use the natural resources in that area and leave them for the plants and animals that naturally grow there. Preservation may mean that dry wood is cleared from a forest to prevent a fire, farm land is kept free from buildings, ocean life is protected through laws against pollution, or rules preventing rainforests to be cut down. Preservation can also include breeding programs to help animals affected by the choices of others. For example, in China, giant pandas have seen their population decrease due to

harvesting of their favorite food (bamboo), cutting down of forests, and hunting. Some people have worked hard to protect and care for pandas, even helping babies to thrive and boosting the population. In this way, humans are helping pandas (and other animals) to **recover** from the greedy actions of others.

Conservation (the conscience actions that prevent the waste of something):
Acts of conservation can be seen in everyday life.

One popular tool of conservation is the phrase: reduce, reuse, recycle.

This tells us that we need to reduce the amount of resources we use to only what we need. Turning off the faucet while brushing our teeth to use less of our clean water is one example of reducing. Turning off the lights when we leave a room is another. Buying quality clothing and using it until it wears out and cannot be repaired anymore is another.

Reuse is a term that means we can use an item again and again. The use of this item may change, but we are putting giving it a new purpose rather than throwing it away to be buried in the ground with other trash. An old water bottle may become a pot for a plant to grow in, a microwave that was replaced may go to a new home where others can use it, or a t-shirt that no longer fits may be given to a younger friend. By reusing, people can reduce how many resources they use simply by throwing away less. Reusing also allows humans to be creative and think of new ways to use everything items.

Recycle means to convert something that we cannot use in another way into a new material. Metal is a material that is recycled often. A metal soda can, for example, can be melted down and turned into a new can, tin foil for cooking, or even a necklace. A water bottle could melted and formed into clothing. Wood from a torn-down and unsafe house may be used to build a table or other furniture. Many items that can be recycled have this [image](#) on them. Ask your child to go through some of the items in your kitchen, searching for the recycle sign.

Finally, ask your child how they can reduce, reuse, or recycle something they use today. Help them look for ideas to use less (e.g. stainless steel straws instead of plastic ones, washable cups instead of paper ones), reuse old items (e.g. create an art project from scrap papers, plant a new flower in a bucket) or recycle (visit your recycling plant or research the options available in your area). Then, help them to carry out their plan over the next week.

Lesson 18: My City Settlement: Field Trip

Drive through your town with your child. Discuss the natural resources you see. Visit an area where you can find water, food, and clean air in abundance. Discuss how these things affect life in your city.

Then, discuss the changes and adaptations humans have made in order to live in your town. Discuss memories of what it used to look like and point out how much it has changed. Point out how these changes are good and how they are bad for your ecosystem and community. Discuss economic development and its impact.

Finally, discuss efforts within your community to preserve and/or conserve resources you have there. Are there events or places you and your child can visit to see this in action? Is there someone your child can interview? Is there a non-profit that focuses on one area of preservation that your child may be able to help out?

Encourage your child to be a good steward. Remind them that God Father has given us these things to use, but that it is also our responsibility to care for them. Ask your child to name at least one way they can be a good steward of their bedroom, home and property, neighborhood, city, state, and country. Help your child write down this plan and decorate it. Hang this paper somewhere in your child's daily sight and empower them to make the world a little better simply by caring for the things they can.

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Unit 3: Community Culture

**Standards Taught: 3.SS.2, 3.SS.2.1, 3.SS.2.1.a,
3.SS.2.1.b, 3.SS.2.1.c, 3.SS.2.1.d, 3.SS.2.1.e,
3.SS.2.1.f**

Unit Project: Visit and/or participate in a community event or tradition with your child.

Lesson 19: My Community Culture

Briefly review the previous lessons about your community with your child. Remind them of the history of the people who settled it and the natural resources it provides. Review any celebrations, traditions, or customs that may still be a part of your city's culture today. Point out how these tie to the first settlers.

Next, discuss a few of your city's newer **traditions** and **customs**. Does your city have any festivals, parades, **markets**, or unique stories? How does your city celebrate the holidays? Does it have any holidays that are unique to it?

Next, ask your child to describe some of the people in your community. What do they look like? What do they wear? What kinds of activities do they enjoy? What **languages** are spoken within your city? What **religions**, or beliefs are celebrated and followed?

Point out that there is likely a diverse gathering of people within your city. If your child did not mention a certain demographic, point out examples of this part of your community and how your child interacts with them. Explain that, though our community works together, we are free to believe, dress, speak, learn, and celebrate differently. Point out that these different ideas and cultures create a city that is respectful of differences and celebrates and learns together. Without these differences, your city would be boring and unable to learn new things from others. Give a few examples of how these different cultures teach and help each other to create a unique, but united community within your city.

Give an example of a time when people from all different backgrounds came together to serve within your community.

Next, ask your child to name some pieces of art within your city community. You may want to visit a gallery, art museum, or statue park. Point out that the art within your city is diverse, just like the people. Explain that art can reflect the culture, beliefs, or feelings of a community and help them to find things they have in common with each other.

Finally, discuss the **economic specialization** within your community. Is your city known for a certain export? Is it agricultural or industrial? How does that export help others in faraway communities? How do those communities help yours through imports? How does this **exchange system** help shape the culture of your community?

Ask your child to create a work of art reflecting the culture of your community. This may show history, economy, religion, dress, language, traditions, and/or cooperation within your community. Praise your child for their representation and respect of community culture and remind them they can continue to work to help, serve, and improve their community.

Lesson 20: My Community Culture Changes

Briefly review Lesson 15 with your child, asking them to discuss ways technology has changed since the founding of your city. Remind them that the natural resources likely have not changed much since then, but the tools, machines, and methods of using them have. Together, research some of the ways your city is improving the use of

natural resources in your area. Discuss the new technologies (this is a great time to add a video or two) that help your city maintain its ability to sustain life, preserve or change culture, and come together as a united community.

Lesson 21: My Community Culture Comparison 1

Briefly review the previous lesson with your child. Then, choose another city in the United States that you and your child can compare to your own. Help your child research the history, customs, markets, economy, languages, dress, religions, and art within that city. As you learn together, take time to compare the new city with your own. Discuss what these two cities, though they are far apart, have in common and what is different. Remind your child that differences can allow for learning and growth and help make the world a more beautiful place.

Lesson 22: My Community Culture Comparison 2

Review what your child has learned about their city so far this year. Then, choose a city that is far away from, but in the same type of ecosystem as, your own. Point out this shared ecosystem to your child and discuss the natural resources that can be found in both areas. Research the history, customs, markets, economy, languages, dress, religions, and art within the new city with your child. Compare and contrast this city with your own, pointing out how the ecosystem and available resources create commonalities between the cities, though they are far apart.

Lesson 23: My Community Culture Comparison 3

Ask your child to review the previous comparisons of your city to others. Discuss the differences and similarities you've both noted and how the ecosystem, history, and culture affects these differences.

Then, choose a city in **Europe** to research and compare with your own city. Ask your child to point out similarities and differences between these two communities. Discuss history, customs, markets, economy, languages, dress, religions, and art within each city. Point out that distance can create diversity of culture as the communities are not as closely connected. Finally, point out that, no matter their culture, everyone on earth is a child of God and should work to help those around them. Explain that, though communities may be different, we all have things in common and we all should serve one another.

Unit 4: Civic Responsibility

**Standards Taught: 3.SS.3, 3.SS.3.1, 3.SS.3.1.a, 3.SS.3.1.b,
3.SS.3.1.c, 3.SS.3.2, 3.SS.3.2.a, 3.SS.3.2.b, 3.SS.3.2.c, 3.SS.3.3,
3.SS.3.3.a, 3.SS.3.3.b, 3.SS.3.3.c**

**Unit Project: Help your child think of a meaningful way to serve their community, plan,
and carry out their project. (see lesson 24)**

Lesson 24: My Community: My Responsibility

Briefly review what a community is and what you've learned about your own community so far with your child. Ask them to tell you what they remember and fill in any blanks.

Next, remind your child of the word **stewardship**. Remind them that stewardship means that we have been given things by God and it is our **responsibility** to use those things given to us in the ways He would want us to. Remind your child of their example of stewardship from lesson 12, pointing out ways your family uses their stewardship over your property in good ways (i.e. conservation, care of plants and/or animals, home and/or lawn maintenance, etc). Point out that your family works very hard to care for your home, property, and blessings. Explain that your neighbors do the same, citing a few specific examples your child may have seen. Then, tell your child that all around your city, state, and nation there are people working hard to care for those things that are their responsibility. Therefore, we should always respect the private property and work of others.

Ask your child how they would feel if they spent all morning cleaning their room and then someone else in the family went in and threw everything on the floor. Point out that it would likely make your child sad or angry. Ask your child why they would feel that way. Explain that they had worked hard on a clean room and someone just ruined all that work and misplaced all their special things. Point out that this is how someone else may feel if we move, harm, or mess up their yard, home, or things. Discuss the

word **respect** and explain why it is so important in a community that lives and works together. Briefly talk about how people in a community may have different ideas and beliefs and how respect allows them to work together to protect everyone's rights and learn from each other.

Next, point out that every community has rules. Discuss a few family rules and point out how they protect the safety and/or property of others. Point out that your family doesn't have rules just to make things difficult, but that the rules ensure that everyone is protected fairly.

Explain that communities such as cities, states, or even the entire nation also has rules. We call them laws. Like the rules in our family, these laws are to protect everyone fairly, ensuring that rights (i.e. the right to life, liberty, and property) are protected. Briefly discuss a few city laws, state laws, and the U.S. Constitution. Ask your child what would happen if these laws were violated. How would the victim feel? What would the outcomes be? Point out that if we respect the stewardship and hard work of others, it is difficult to ever break these laws.

Finally, point out that there is one more responsibility that every community member bears. Remind your child that a community helps each other to achieve a goal. Ask your child to tell you of a time when someone in their community helped them. Point out that, like in a family community, we should serve others around us when they are in need of help. Discuss some ways your child could serve in their community. Some ideas may include: shoveling snow for a neighbor, smiling at someone who looks sad, speaking

up when they see something wrong, picking up litter at a park, or teaching others about something they are good at. Encourage your child to provide service to someone in your community.

Remind your child as they interact in their various communities, or their responsibilities and the rights of others and praise them for their hard work to respect others.

Lesson 25: My State: My Responsibility

Briefly review responsibilities your child within their smaller communities such as family, groups of friends, activities, neighborhood, and city communities.

Next, ask your child what responsibilities a citizen (or person who belongs within) of a state have. Ask your child to tell you which state you live in. Review how a state runs, discussing elected representatives, lawmaking, the justice system, and taxes. Point out that many of the same responsibilities from the previous lesson (respecting others, creating and following laws, and service) also apply to the state community.

Take your child to see city hall and, if possible, the state capitol. You can also use an image from online if needed. Explain that it is within these buildings that elected officials make, enforce, and review laws. These men and women are put into their positions through an election, where citizens (aged 18 and older) vote for who they think would do the job best.

Some positions, such as the state legislature, allow them to make new laws or get rid of

old ones that make no sense anymore. They do this with the help of citizens who speak up at meetings and through letters, telling their elected officials what they think. Other positions, like the highway patrol, work to enforce the laws by giving out warnings, citations, or making arrests when a law is broken. Others, like judges and people serving on jury duty ensure that the laws and punishments are fair and that a person accused of a crime has a trial where they can present evidence, proving that they did or did not do it. Briefly discuss jury duty and the judicial system. Emphasize the fact that each of these elected officials works according to the will of the citizens of the state, making it a responsibility for everyone within the community to get to know the people, policies, and issues facing the state. Give a specific example where you were involved in **civic** duties and how it helped you understand why each citizen is important.

Elected officials are representatives of the people within the state. They are supposed to speak up and act in accordance with the will of the people (or, what the citizens want) so long as their ideas and policies protect the Constitutional **rights** of everyone. Briefly review that a right is something given to each person by God and protected from others taking it through the Constitution (e.g. life, freedom, property).

Depending on which job they are elected to, officials listen to the citizens to learn what needs the community has. They work to organize money collected from taxes (money paid to the **government** from what each citizen earns), to provide services to the community (e.g. police force, snow plowing, etc).

As a member of the state community, it is our responsibility to learn about, speak about, and vote for elected representatives, laws, and spending that we feel is best for our community.

Ask your child to make a list of traits that they would look for in order to vote for someone (e.g. honesty, courage, etc).

Lesson 26: My Nation: My Responsibility

Review the previous lesson with your child, discussing elected officials and the responsibilities of state citizens. Then, ask your child to identify your city and state on a map. Finally, ask your child to identify the whole nation of the United States.

Explain that one of the biggest communities your child belongs to is the American nation. Ask your child to tell you what they know about America and why it is such a special place. Remind them that Americans are free to live, believe, and act according to their conscience. They can choose their own jobs, where to live, which beliefs they have, and what they do with their time. They have rights, such as the right to speak up, the right to go to any church or no church at all, the right to defend themselves, the right to protect themselves in court, the right to information, the right to keep their property, and others. All of these things are protected by the U.S. Constitution, a document written long ago, telling the government what they cannot take away, and must protect for all people in the American community. Due to the fact that Americans are blessed with protected rights, they also have responsibilities. The right to speak up, for example, comes with the responsibility of learning and listening to others, even if they

disagree with our own ideas. The right to choose our own beliefs means that we have a responsibility to allow others to believe differently from ourselves and protect their right to live according to their beliefs. The rights outlined by the Constitution allow our national community to live, have protected rights, and work together, even if we don't always agree.

Like in a neighborhood, city, or state, Americans also elected representatives, discuss and influence laws, vote, pay taxes, and provide service to others. Discuss a few examples of times when you have done each of these things, pointing out the work and effort it takes to fulfil your national responsibilities and how thankful you are that American citizens work together to protect the life, liberty, and property of all.

Ask your child to fold a piece of paper in half. On the top of one side of the paper, ask them to write *Rights and Blessings*. On the other, ask them to write *Responsibilities*. Help your child list some of the rights (or things given by God that no one should take away) and blessings they enjoy. Then, on the opposite side of the paper, ask them what responsibilities come with each right or blessing they list. An example of this may be: because they were blessed with the ability to go to church, they should allow others to choose their own beliefs, while teaching what they believe, too.

Lesson 27: Government Services

Briefly review the previous lessons with your child from this unit. Ask your child to discuss what they've learned so far about personal, community, city, state, and national rights and responsibilities. Remind

them of the definition of respect and how it plays a role in a healthy community.

Then, ask your child to remind you what money paid to the government in exchange for services is called (taxes). Discuss some of the services you've already covered that are paid for by tax-payer money. Then, point out that, because people work very hard to earn this money, it should be spent only on the things that are needed and that benefit everyone.

With your child, research some of the recent spending in your city, state, and within the nation. Ask them to point out ways that this spending may help everyone, why it may be needed, and how it helps make the community better.

Then, remind your child of the government's role: to protect the rights of each citizen. Ask your child if each of these types of spending fulfil this role (i.e. sending soldiers to protect use when bad guys threaten us, paying police officers, or helping trials to be organized).

Then, ask your child to discuss ways that this spending does not fulfil this role, but may go beyond it (e.g. paying for wants of select people). How else might that need be filled? Is that the government's job? Could regular citizens provide that service on their own without taxes?

Point out that, sometimes, the government oversteps its power and spends tax money (or makes laws) that it should not. The Constitution (with checks and balances) and the fact that all Americans can vote and speak up, were meant to protect us from this. Compare the American government to a

king. Point out that a king can take whatever he wants from his citizens and do what he wants with it. Ask your child to explain why our government is not allowed to do the same and how we can work together as a community to protect each other's' rights.

Ask your child to draw two images on a paper: one of a crown to represent a king and one of the American flag to represent a constitutional republic. Ask your child to brainstorm and list ways that the two are different, including what services they provide and what they take from the people. Then, discuss which type of government your child would rather live under, what their reasons are for their choice, and what services are appropriate for the government to provide.

Lesson 28: Rights and Responsibilities Symbolism

Briefly review the previous lessons with your child. Ask them to name a few **symbols** of their national community, the United States. If needed, review this [video](#). Discuss why each symbol is important and what it stands for. Discuss correct etiquette for certain symbols (e.g. standing for the flag and national anthem). Point out that these symbols represent the ideas of the American community such as freedom, justice, and protection of rights for all. These symbols are important to Americans and greatly respected because of the ideals they stand for.

Discuss what it means to be **patriotic**, or loyal to and proud of the ideals that your country stands for. Explain that one way to show your patriotism is to display national

symbols. Others are to fulfil your responsibilities to your national community, to celebrate national holidays (e.g. 4th of July), to show gratitude to those who serve (e.g. soldiers, elected representatives), and to work to protect the rights of everyone around you. Point out ways your family shows that they are patriotic and share your gratitude for life in this country.

Finally, ask your child to make an 8.5x 10” collage of American symbols and explain the importance of each one. They may want to draw each symbol, print an image and cut it out, or use paint and other mediums to create their collage. Encourage your child to include as many symbols as possible and display their work in a prominent place when they are finished.

Lesson 29: Respecting Differences, Protecting Rights: Current Events Conversation

Ask your child to review some of their rights, blessings, and responsibilities in each of their communities. Point out that no community has a group of people who agree on everything. Each of us had our own ideas, thoughts, and beliefs. That is what makes a community, especially our national community so great.

Point out a few ways that your family members differ. Ask your child how your family community would be different if you

all agreed and were exactly the same. Point out that it is our differences that make us strong, help us be willing to grow and learn, and create a place where everyone is able to help each other.

Next, ask your child to point out an issue they disagree with someone about. Maybe they don't like a family rule, don't agree with a teacher, or disagree with a recent policy that affects them. Ask your child to openly discuss why they do or do not like the topic discussed with someone who has the opposite point of view. Model good discussion habits with for your child, asking them to speak respectfully, clearly explain their viewpoints and reasons, and honestly listen to what the opposite point of view is. Allow your child to defend their beliefs, but point out that the other person's right to have their own thoughts is just as important. Point out that this discussion is not about winning an argument, but about allowing each person to defend their beliefs.

At the end of the conversation ask your child if they felt their ideas and thoughts were listened to. Did they learn anything? Did they change their mind, even if just a little bit? Did the other person learn anything from them?

Point out that, in a community, it is important to speak up and to listen to each other. This is one way we work together and make our communities a better place.

Unit 5: Native American Cultures

**Standards Taught: 3.SS.2, 3.SS.2.2,
3.SS.2.2.a, 3.SS.2.2.b, 3.SS.2.2.c**

Unit Project: Chose an aspect of Native American cultures that interests you (e.g. hunting, weaving, beading, living off the land, pottery) and learn how to do it or take a field trip to learn more about it

Lesson 30: Indigenous Peoples and Cultures

Ask your child to remind you what they've learned this year about human adaptations and changes to environments, settlements, and natural resources. Remind your child that all humans need the same things: food, water, shelter, and air. Humans often live in areas that provide these things. Briefly review some of the settlements covered in Unit One with your child (e.g. Mesopotamia, ancient Egypt, their own home, and other modern settlements). Point out that each of these groups of people lived or live near natural resources that help(ed) them survive.

Finally, tell your child that there were also groups of people who settled on the American continents in ancient times. Point out North and South America on a map and explain that long ago, before Columbus and George Washington, there were people living across the Americas. Records and artifacts from their cultures can be found in archeology and through oral and written histories. These groups are known as **Indigenous**, or **Native, Americans**. Indigenous and native simply mean that something or someone was living in an area first. Sometimes they are also called **American Indians**.

Ask your child to share what they know about Native Americans and their **culture**. Point out that there were many tribes of people who lived at different times and places throughout the Americas. Each tribe was unique with different **languages** (or methods of communication), **customs** (traditions and daily life), clothing, houses, **artistic expressions** (statues, music,

paintings), and religious beliefs. Not all American Indians lived in teepees, made totem poles, or hunted buffalo. The cultures of different tribes was usually shaped by adaptations to their surroundings, traditions of their ancestors, and religious beliefs.

Tribes that lived in the same area, or type of ecosystem, often had similar cultures as their survival depended on the same things. Native Americans in the artic, for example, all wore fur clothing and lived in homes built partially underground because it was so cold. In the desert, tribes all learned how to move water so it would water their crops. In forested areas, homes were built with wood while in the plains they lived in teepees or tents made from animal skin.

Check out a book about different Native American tribes from your local library and let your child explore and learn about different cultures on their own. Answer any questions they may have.

Lesson 31: Eastern Woodlands: Life and Culture- Part 1

Print the map [here](#) and save it for the next few lessons

Show your child the map, explaining that this map shows where different Native Americans lived. Point out that it does not show states, as states hadn't been created yet. Instead, it shows where Native Americans live in groups based on the type of ecosystem they survived in.

Point out the Eastern Woodlands area on the map. Explain that this part of the continents had several forests and lakes in it. The Native Americans who settled here are

known as the Eastern Woodlands Tribes. These tribes included those of the Iroquois Nation, the Algonquin, Cherokee, and Shawnee tribes, among others.

Ask your child to describe a forest ecosystem. How would humans live in that type of ecosystem? Where would they find food? Would they be able to pick edible plants, grow crops, or hunt? What types of animals do you think would live there? What natural resources would they use to make their homes?

Explain that many tribes settled into villages near water, planted crops, fished, and hunted. They built homes called wigwams, small dome-shaped huts (see image [here](#)) and longhouses (see image [here](#)). Men were expected to hunt and build to provide for their families while the women cared for children and the home. Families worked together to tend crops.

Finally, discuss how culture of Eastern Woodlands tribes were similar to or different than your child's life today.

Lesson 32: Eastern Woodlands: Life and Culture- Part 2

Briefly review the previous lesson with your child, reminding them of the cultural aspects of Eastern Woodlands tribes.

Then, remind your child that several unique tribes lived within this area and share the following information.

One such group was the Iroquois Nation, an alliance between five different tribes: the Cayuga, Mohawk, Oneida, Onondaga, and Seneca. These tribes settled together around

the Great Lakes, and worked to protect each other from attacks, share and trade food, and maintain peace between the tribes. They even created a government much like what is in place in the United States today.

The Algonquin tribes spoke a different language than the Iroquois. They lived in wigwams, shared stories to keep their history, and lived as independent clans, or groups. Known for their totem poles, (see image [here](#)) these large statues carved of wood showing animals that represented different clans.

The Cherokee lived in villages, usually relatively independent and spread far apart from each other, though roads were created to connect them. These roads were used for trade and travel to celebrations and tournaments between the tribes. Each tribe had their own chief but the tribes within the Cherokee Nation lived in peace. One of the best-known events in the history of the Cherokee is the Trail of Tears. When Europeans began to settle the land, many Native Americans were forced from their homes. In this instance, the Cherokee were forced to leave, taking a dangerous route in the middle of winter. Many of them died and all of them lost precious possessions and their homes.

The Shawnee peoples also lived in the Eastern Woodlands. The Shawnee had five main clans: the Chillicothe, Kispogogi, Spitotha, Piqua, and Hathawekela. The Shawnee are best known for their elaborate beading, pottery, and woodcarving skills.

Lesson 33: Plains: Life and Culture – Part 1

Ask your child to share what they've learned about the Eastern Woodlands tribes and point out where they lived on the map from lesson 32. Then, point out the Plains Indians area.

Review with your child what a plains ecosystem looks like. It is flat with grasslands but not many trees. There are several animals that live there, though the winter is cold and the summer is very dry. Briefly discuss some of the challenges humans would face living there, the adaptations they would have to make, and the natural resources they would have available. Then, share the following information with your child.

In the center of the United States, stretching north to what is currently Canada and south into Texas, lived the Plains Tribes. Some of these tribes were the Sioux, Cheyenne, Crow, Blackfoot, Comanche, and Pawnee. Archeologists used to believe that these tribes were always nomadic and followed game such as bison, elk, antelope, and deer. However, villages and settlements have been discovered along the rivers in the area, showing that they probably also settled and learned to grow crops over time. Hunting groups were sent out from settlements to gather meat. They lived in teepees made of animal hide (see image [here](#)) while following herds. When Spanish explorers arrived, Plains tribes learned how to tame and ride horse, increasing their ability to travel and hunt.

Lesson 34: Plains: Life and Culture- Part 2

Review what life was like for the Plains Indians with your child. Then explain that, like in the Eastern Woodlands, different tribes lived in the area, each with their own culture. Finally, share the following information with your child.

The Sioux tribe covered a vast amount of land from Minnesota to the Rocky Mountains. They were mostly nomadic, following herds throughout their land and adjusting their location according to the season. They would live in one place during the summer and, when it got cold, they would move to another location where food could be stored and water would still be available. The Sioux nation had several languages, and were known for their skills in fishing, hunting, fighting, and artwork such as beadwork for ceremonial clothing and clay pottery.

The Cheyenne tribe is one of the most well-known Native American tribes now. The Cheyenne clans, were known for their brave warriors, intelligence, and resilience. They fought hard to keep their lands and were very strong.

Another nomadic tribe was the Crow tribe. Also known for their warriors and courage, the Crow had no permanent villages and lived in teepees, which were easy to move. The Crow were recognized by their long hair, which they never cut except in times of grief for the dead, and for wearing birds or headdresses made of feathers on their heads during battles and ceremonies.

The Blackfoot tribes had much in common with the Crow and Cheyenne. They were nomadic and lived in teepees, following the herds of bison. They lived in small groups which gathered together only occasionally and were led by the strongest and bravest.

The Comanche, who lived further south, were fierce and, sometimes cruel to those around them. They were known for stealing and kidnapping from other tribes. The group became so large that it split into clans, sometimes even warring with each other. They were likely the first Native Americans to learn to ride horses, which gave them a faster way to travel and increased their ability to battle against others.

The Pawnee tribes were divided into four bands, built permanent structures, and had teepees that supported a nomadic lifestyle. The Pawnee had a language unlike those of surrounding tribes and lived in large groups. Women were charged with caring for crops, building homes, and caring for children. Men hunted, protected, and provided medical treatment to others in the tribe. The Pawnee were known for being very religious and worshipping multiple gods.

Lesson 35: Great Basin: Life and Culture-Part 1

Show your child the map from lesson 32 and ask them to remind you what they've learned about the Eastern Woodlands and Plains tribes. Ask your child to point out some similarities and differences between the different groups.

Then, ask your child to find the Great Basin area on the map. Explain that the Great Basin is shaped like a bowl with mountains

surrounding valleys. Some of this area is desert, other areas have mountains, and others have lakes. Discuss the challenges in finding natural resources in a place like that. Then, share the following information with your child.

In the Great Basin lived the Shoshone, Goshute, and Ute tribes. With warm summers and cold winters, these tribes took advantage of movement across the area based on season. These travels would take them across valleys, mountains, and deserts. The warm deserts provided a safe place during the winter while the cooler climates in the north allowed them to grow and store food and supplies during the summer. Many tribes had a summer home and a winter home, hunted small and large game, gathered nuts, berries, and roots that grew naturally in the land, fished, and farmed. Much of their history was passed down through oral stories or depictions in art forms such as cave drawings, pottery, woven baskets, and jewelry. The tribes in this area had their own languages but each was closely related to the others.

Lesson 36: Great Basin: Life and Culture-Part 2

Ask your child to remind you what is unique about the ecosystem in the Great Basin and how that helped the Native Americans living there weather through the seasons. Then, explain that there were several tribes that lived in the Great Basin and share the following information with your child.

The Shoshone tribes, who lived in present-day Idaho, Nevada, Wyoming, Montana, Utah, and California, were split into several groups. Each group had a specific area that

they would occupy in different seasons. Once a year, the groups would come together to trade and prepare for the last hunt before winter. They lived in teepees when they traveled or houses made of the native long grasses in the area. Men responsible for hunting, battles, and making decisions for the tribe. Responsibilities of women were homemaking, crops, food preservation, and childcare.

The Goshute tribes spoke a language similar to the Shoshone and lived in the southwestern desert of present-day Utah. They were hunter-gathers and lived in family units which included immediate and extended family members but sometimes gathered together for a large hunt.

The Utes, who claimed land near the Great Salt Lake, in Colorado, and in New Mexico, were a more fierce and violent tribe than their neighbors. Though the Utes traveled with the seasons like the tribes around them, they were known for raiding surrounding tribes and taking captives as slaves. However, the Utes also cared greatly for their children. The entire tribe was responsible for teaching and caring for each child and children spent most of their time working alongside adults, learning how to survive off the land. Like other tribes, clothing was made from animal skin and jewelry was made of bones or small beads.

Lesson 37: Southwestern: Life and Culture- Part 1

Briefly review with your child what they learned about the Great Basin tribes. Ask them to point out similarities and differences between their own life and the live of the Native Americans.

Then, ask your child to point out the area labeled Southwestern on the map from lesson 32. Explain that these tribes lived in the hot desert. Discuss some of the challenges and adaptations that would be a part of desert life. Then share the following information with your child.

Southwestern tribes lived in what is now Arizona, New Mexico, and southern Colorado. Most of the tribes in this area were farmers and settled down in villages near a water source. The desert climate meant that these tribes had to be very careful with their most precious natural resource: water. Most Southwestern tribes did not travel, allowing them to get very good at pottery, clothing making, basket weaving and carving. They often used turquoise, a blue stone believed to bring health and good fortune.

Lesson 38: Southwestern: Life and Culture- Part 2

Briefly review the previous lesson with your child. Point out that there were distinct tribes in this area, as well. Then, share the following information.

The Navajo tribe of the Southwest lived in houses called hogans (see image [here](#)). These homes were partially underground, allowing the earth to cool the inside, even in warm weather, and built from clay and wood. Villages of hogans were built around a water source, where Navajo would grow crops like corn, beans, squash, and sunflower. The Navajo also kept herds of domesticated sheep and goats, giving them wool for blankets and clothing. The Navajo practiced animism, much like other tribes, believing that all things on earth had a spirit

that was to be honored and respected. These spirits were watched over by a Great Spirit, who controlled life on earth. The Navajo are known for their petroglyphs (see [here](#)) and sand paintings as well as for having a language so unique that it was used as a code for U.S. soldiers during WWII and was never broken.

The oldest Native American tribe, the Pueblo, settled near present-day Four Corners (where Utah, New Mexico, Arizona, and Colorado meet). The Pueblo people included several tribes, and each tribe lived in their own area, but had a common language with those around them. The Pueblo built permanent houses from adobe (clay, sun-dried bricks) or carving their homes out of the cliffs in the areas (see images [here](#)). The canyons protected them from the weather as well as from invaders. The Pueblo are thought to be the first to plant crops and domesticate livestock in the desert. These tribes are also known for their pottery, storytelling and their unique religion, Kachin. Though they believed in a Great Spirit, they also believed that there were hundreds of divine beings that acted as messengers between man and God. They created kachina dolls for children, believing that these dolls represented the elements of nature and carried their own spirits upon completion.

Another Southwestern group, the Apache consisted of several different groups with a common language. This language shared many aspects with the Navajo language, which led to trade and alliances between the two groups. Some Apache settled down and began to farm while others were nomadic. The Apache were known for their fierce warriors. Though many of the battles they

fought were to protect their own lands and families, they also participated in raids of other tribes and settlers. The Apache valued strength and bravery so the strongest warrior in the band was the chief and made decisions for the group.

Lesson 39: Artic: Life and Culture- Part 1

Briefly review the previous lessons from this unit with your child. Ask them to discuss the differences in natural resources and way of life for tribes of Native Americans throughout the U.S. Then, point out that there were also ingenious people living in present-day Canada, Greenland, Mexico, and South America. Point out Canada and Greenland on a map and explain that the environment here was very cold and icy. Discuss some of the challenges that the people living there may face. Then share the following information with your child.

Further north, Native Americans faced some of the harshest and coldest climates on earth. Life was difficult and relied on using natural resources to the best of their ability. With the ground frozen most of the year, little would grow. The tribes in this area relied on hunting and fishing to supply most of their food. Depending on the location, they ate seal, walrus, fish, whales, caribou, polar bears, and musk-oxen. In the short summers, they would forage for berries, nuts, and other plants, storing the extra for winter. Travel was difficult and was usually done on foot with snowshoes, by dog sled, or in kayaks. Homes were another challenge, with little wood. Most homes were built from driftwood that washed up onto the shore. This wood was then covered with the hides of animals for warmth. Hides were

also used to create warm clothing, including parkas and boots.

Lesson 40: Artic: Life and Culture- Part 2

Briefly review the previous lesson with your child, asking them to describe what they think life would've been like for natives in the northern part of the Americas. Point out that, even here, there were different tribes. Share the following information with your child.

Though many know them as Eskimos, the Inuit peoples consider this to be a rude term and prefer their tribal name. The Inuit are thought to be some of the people who crossed the Bering Land Bridge into North America. From there, they traveled upwards and settled on the western and northern coasts of the Bering Sea and Arctic Ocean. Here, they built igloos (see image [here](#)), some large enough to house twenty people. They also built teepee-like tents to use during hunts. Villages also had karmaks, large, single room dwellings, which were built around the skeleton of a whale and then covered in earth, making it warm inside.

The Yupik peoples settled along the shores of what is now Alaska. These tribes were nomadic and had seasonal camps based where natural resources were more abundant. They lived in family groups and each village had a qasgiq, a house where all the men slept and lived and where community events were held, as well as an ena, a house where the women all slept and cooked. Children stayed with their mothers. When boys were old enough, they moved to the qasgiq. A person's responsibility in the village depended upon their skills and the

people worked together to survive. Usually, the best hunter was the leader of the group.

The Aleut tribes are also believed to have crossed the Bering Land Bridge. The Aleut name was given to them by settlers later and these tribes preferred their own name: the Unangax. They settled in the southwestern portion of Alaska and along the Aleutian Islands, a chain of islands in the Bering Sea (see map [here](#)). The land here was cold and barren, but experienced volcanos, earthquakes, and rainfall. The Aleut people were semi-nomadic, moving with the seasons but also having permanent structures. Structures, called barabaras, (see image [here](#)) were partially underground and offered shelter for several families. Small areas were built into the sides and covered with reed mats to provide privacy. The Aleut relied on fish and other animals from the sea for food and lived relatively isolated lives until Russian explorers came.

Lesson 41: Incan: Life and Culture- Part 1

Review what your child has learned so far about Native Americans. Then, remind them that there were also natives (like those in the scriptures) that lived in South America. Ask your child to point out the South American continent on a world of the map. Then share the following information with your child.

Near present-day Peru (point out this area on a map), the Incas began to rise to power around 1400 B.C. The Incans were known for their ability to adapt to different climates (the empire covered plains, mountains, jungles, and deserts) and create powerful and beautiful structures from stone using

natural landscapes. The stones fit together so perfectly that no mortar was used and buildings were strong enough to withstand earthquakes that were common in the area. Roads, buildings, and entire settlements used the natural curve of the land rather than cutting into it. One such city was Machu Picchu (see image [here](#)).

Use sugar cubes to build an Incan building with your child, testing it for earthquake stability and point out how difficult it would've been to build entire cities that were as safe as the ones the Incans built

Lesson 42: Incan: Life and Culture- Part 2

Briefly review the previous lesson with your child. Then share the information below.

The Incas believed in many gods. Each of these gods controlled a part of their lives and they worshipped them through sacrifices, building temples, and daily life. They also held religious ceremonies when they were very happy or in need of something from the gods. Like in Egypt, pyramids were built and the dead were mummified.

The Incas also had a government, a capital city, and collected taxes that paid to build roads and a beautiful capital city. The city was said to have buildings and roads paved in gold and silver. Only the very richest people could live there.

Most families lived in groups and farmed land, growing food for the king, nobles, and themselves. Incans also used plants and minerals as medicines and may have had doctors and hospitals.

Ask your child to draw and color a picture of what they think the Incan capital, Cusco, may have looked like. Display this picture in your home and ask your child to teach others what they've learned.

Lesson 43: Aztec: Life and Culture- Part 1

Point out Mesoamerica, or Central America, on a map for your child (present-day southern Mexico area). Explain that one tribe that lived in this area was the Aztecs. The Aztecs lived around the same time as the Incas, but the two likely never met.

Share the following information with your child.

The Aztecs farmed, fished, and traded in order to support themselves, were known for their architecture, had fierce warriors who conquered neighboring tribes, and had a religion that required temples, sacrifices, and ceremonies. They had a rich culture and flourished in the arts. The Aztecs were known for their skills in metalworking, wood carving, and stone sculpting. They often added precious gems, gold, silver, and colorful feathers to their art. They also created great mosaics, or pictures made of different colors of tile put together. (see image [here](#))

The Aztec warriors wore armor, carried shields, and had weapons made of obsidian, bone, and stone. They were cruel and feared by those around them, and often took captives.

The capital city of the Empire was Tenochtitlán. Here, people from across the

area met to trade goods such as gold, cotton, cacao beans, tobacco, slaves, and weapons.

In the Aztec Empire there were kings, who ruled the people, nobles, who helped the kings, craftsmen, who were good at an important job, and peasants, who were very poor and usually farmed.

Give your child a blank piece of cardstock and different colored pieces of construction paper. Ask them to rip the construction paper into small pieces and create a mosaic

Lesson 44: Aztec: Life and Culture- Part 2

Briefly review the previous lesson you're your child and then share the following information.

The Aztecs were very smart and studied astronomy (the stars and planets), science, math, and language. They even created a form of hieroglyphics, or language written in pictures, like the Egyptians.

One of the things the Aztecs were best known for was their calendar. They created a calendar that could predict planting and harvesting times, keep track of religious holidays, and tell time over long periods.

Help your child create a calendar for the rest of the year, adding important dates to it. Then, add celestial events such as full moons and meteor showers. Point out that the Aztecs did all this without computers

Lesson 45: Mayan: Life and Culture- Part 1

Ask your child to review what they've learned about the Incas and the Aztec peoples. Then, explain that there was another group of people who lived near the Aztecs. Share the following with your child.

The Mayans, settled in Central America in the areas now known as southern Mexico, Guatemala, Belize, and Honduras (point out these areas on a map). The Mayans are known for their powerful empire, their mathematical and scientific discoveries, their art, their community life, and their religion.

Mayans lived in the middle of a rainforest. With its hot, humid days and fertile land, they were able to grow their own crops and enjoy the native fruits. Their empire stretched from coast to coast, giving them access to two oceans, a savannah, and various different climates and allowing them to fish and travel quickly, plant crops, and move resources from place to place.

At the center of every Mayan city was a great plaza, an area where the people gathered for celebrations, religious ceremonies, announcements, and protection. Around the plaza were the most prominent buildings. Great pyramids, temples, and palaces were built of limestone. Further out, and surrounding the central plaza and important buildings, were the homes of common people. Cities were carefully fortified and protected.

Mayans were fierce warriors, able to protect their cities from other tribes or conquer them if they wanted. They had better weapons

than others and often took captives during battle which they enslaved or sacrificed to their gods.

Like the Aztecs, Mayans had an elaborate calendar. Though they lived long ago, the Mayan calendar tracked days all the way to the year 2012.

Mayans also practiced the study of astronomy, or the movement of celestial bodies. They had their own mathematical system which allowed them to calculate numbers far greater than other cultures of the time and included the number zero. They created their own language and even wrote books.

Life in the Mayan civilization was much like ancient cultures around the world. The men were expected to work and provide for their families. Women's primary role was homemaking and childcare. However, Mayan women were sometimes allowed to work outside of the home and even rule.

Mayans were polytheists, believing in many gods. They believed that the world was flat and four gods held up the edges.

Ask your child to use playdoh or clay to create a model of the earth as we know it now. Then, ask them to create model of the world as the Mayans saw it (a flat square) and compare the differences

Lesson 46: Mayan: Life and Culture- Part 2

Briefly review with your child what they've learned about the Mayans so far. Then, share the following information with your child.

Mayan culture was rich in art. They decorated important buildings with complex architecture and even put glitter on temples.

Statues were carved from stone, often depicting gods and goddess or telling stories. Statues were also built of great leaders and rulers.

Mayan clothing was woven, dyed, and sewn with colorful patterns. Mayans worked in stone, shell, bone, wood, silver, gold, and other precious metals to create elaborate jewelry, mirrors, portraits, and pottery. They took pride in and often decorated their homes with these works and their bodies with piercings and tattoos.

Ask your child to decorate your home for an upcoming holiday. Point out that the things they used had to be made and the Mayans would've made decorations on their own, without stores. Ask your child to describe why we decorate and how it makes us feel.

Lesson 47: Learning from Each Other: The Bad

Review what your child has learned about the people who inhabited the ancient American continent. Remind them of the diversity and the things they had in common. Allow your child to share their favorite facts.

Then, explain that the American continents were hidden from the rest of the world for a time. No one knew that they existed unless they already lived on them. However, explorers eventually created ships and technology that would allow them to travel far enough to discover the Americas. Christopher Columbus is one example of

such explorers. After his visits to the Americas, others from **Europe** came.

This meant that the Native Americans now had people using the natural resources they relied upon. Food and water became scarcer and battles broke out between the newcomers and the natives. Nomadic tribes sometimes came back to seasonal lands to discover others had built settlements on it. At other times, settlers and natives grew too big to share the area. Often, it was the Native Americans who lost these battles. Europeans had stronger weapons, such as guns, and the Indians couldn't protect themselves.

The new settlers also brought another threat to Native Americans. Disease that natives had never experienced before were brought to their lands on ships. The natives' bodies did not know how to fight these diseases and many of them died.

As settlers from the New World began to create nations, Native Americans were lied to and forced off their lands. Many died trying to protect their homes. Those who lived were told they could only live in a small portion of the area they once called home.

Lesson 48: Learning from Each Other: The Good

Ask your child to review some of the difficult things that Native Americans faced when settlers came from Europe. Discuss these truths honestly, but in an age-appropriate way and answer and questions your child may have.

Then, explain that not all interactions between settlers and natives were bad. Often, these two groups were able to learn from each other, trade, and help each other survive.

One example of this is the pilgrims on the Mayflower. When the pilgrims arrived, they were sick and starving to death. They found a settlement built by Native Americans, but completely empty. The natives that once lived there had died and, fearing it was cursed, others had not moved in. The one surviving member of the tribe that had built it gave the village to the pilgrims, taught them how to grow crops in the new land, and helped to protect them from others who wanted to attack. In return, the pilgrims traded the things they had brought with them, shared the food they grew, and helped to protect their friends from dangerous tribes around them.

Across the Americas, different settlers came to different areas. Some were hostile and angry, wanting to conquer the natives. Others, however, established a relationship with them. The two groups worked in harmony, trading with, learning from, and helping each other.

Ask your child to describe a time when they had to work with someone who was different than them. How did it go? What could they have done better?

Lesson 49: Living Together Today

Ask your child to review the previous two lessons about the interactions between European settlers and Native Americans. Discuss what went wrong and what they did right.

Finally, point that we now live in a country that includes people who look, talk, and live differently. Each family, like the tribes of the past, has their own culture. They like different foods, celebrate different days, believe in different gods, and share different stories.

Explain that we have the same choice as those who lived before us. We can choose to see others as not as smart or advanced as us and try to fight them, or we can choose to see them as brothers and sisters and find ways to work together. Point out that fighting or trying to force others to do what we do often only helps one group while working together benefits both.

Ask your child to share a time when they helped someone that they may not have wanted to help. How did they feel afterwards?

Encourage your child to serve and befriend others, even if they are different in some way. Remind them that God wants us to live together and help one another.

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