

### 3<sup>rd</sup> Grade: Alaska History and Geography Unit 4– CULTURE

#### Big Ideas:

1. Discuss how cultural elements reflect the customs and diversity of the times.
2. Compare and contrast Alaska's cultures and how natural resources affect their identity.
3. Identify state symbols including the state flag, flower, tree, bird, insect, mineral, song and mammal.

#### Essential Student Questions:

1. How have cultures changed over time?
2. How do resources in a region influence culture?
3. What unique symbols represent Alaska?

Literacy Standards	Content Standards
<b>LA.RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	<b>H.A.6</b> Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.
<b>LA.RL.3.7</b> Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>CS.A.6</b> Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.
<b>LA.W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>CS.B.1</b> Acquire insights from other cultures without diminishing the integrity of their own.
	<b>CS.C.1</b> Perform subsistence activities in ways that are appropriate to local cultural traditions;
	<b>CS.D.1</b> Acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders.
	<b>CS.D.2</b> Participate in and make constructive contributions to the learning activities associated with a traditional camp environment.
	<b>CS.D.3</b> Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.
	<b>GY.B.5</b> Describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty.

#### Vocabulary:

**Location** - Lower 48, Contiguous U.S., City, State, Capital, Pacific Region, Bering Land Bridge, Region

**Geography** – Landform, Local, Latitude/longitude, Navigation

**Government** - Permanent Fund, Statehood, Native Corporation, Homesteading, territory

**Other** - Natural resources, Exploration, Culture, Agriculture