Grade 3 History | Teacher Guide

Lesson 1: Read a Map

Review map concepts and model the skill. Read the practice description together. Have students justify answers from the given evidence. Accept accurate alternatives.

1. River Park.

2. A bridge.

3. North.

4. East.

5. The legend or key.

6. No. It is an imaginary practice map.

Extension: Check that the title, key, direction and statement agree with the student's map.

Review map concepts and model the skill. Read the practice description together. Have students justify answers from the given evidence. Accept accurate alternatives.

1. B2.

2. The school at A2.

3. Northeast.

4. South.

5. East.

6. A map may be oriented differently, so the compass shows the actual directions.

Extension: The market is northwest of B2. C1 is southeast of B2.

Review map concepts and model the skill. Read the practice description together. Have students justify answers from the given evidence. Accept accurate alternatives.

1. 4 miles.

2. 12 miles.

3. 8 miles.

4. 20 miles.

5. No. The road bends; the map's straight-line measurement does not establish road distance.

6. The printed map distance may change while the stated measurement does not.

Extension: 3 centimeters, because 30 divided by 10 equals 3.

Review map concepts and model the skill. Read the practice description together. Have students justify answers from the given evidence. Accept accurate alternatives.

1. Montgomery.

2. Tennessee.

3. Georgia.

4. Mississippi.

5. The Gulf of Mexico.

6. Borders, names and settlements can change over time.

Extension: Require two real sources, dates, an observed difference and an acknowledgement that the map alone may not explain the cause.

Review map concepts and model the skill. Read the practice description together. Have students justify answers from the given evidence. Accept accurate alternatives.

1. Source A, the imaginary map made in 1900.

2. Source B, the imaginary 2020 history book.

3. Who made it, when, why, or for whom?

4. No. It offers limited evidence and may omit perspectives.

5. No. Indigenous peoples lived there long before statehood and Indigenous nations continue today.

6. Different sources offer evidence and perspectives that can confirm, complicate or limit a claim.

Extension: Assess actual source information, relevance, respectful use of Indigenous sources, and a specific evidence-based limitation.

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Independent check answers

1. It explains the symbols, including L for library and P for park.

2. East.

3. 12 miles.

4. Tennessee.

5. Montgomery.

6. Yes, provided it is relevant and authentic.

7. They help establish context, purpose and limitations.

8. Indigenous peoples lived in the region long before Alabama became a state.

This check samples map and source skills, not the complete social studies course. Record evidence and support needed. Reteach and reassess as needed.