

**Torn From Home and The NC Standard Course of Study
For 3rd Grade**

Third Grade Social Studies Connections and Lesson Ideas	
2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.	Children can compare their own social roles with those of children living in refugee camps around the world
2.02 Analyze similarities and differences among families in different times and in different places.	Children can compare and contrast the role of family in their community and in refugee camps around the world
2.03 Describe similarities and differences among communities in different times and in different places.	Children will compare how life has changed for children living in refugee camps compared to how they lived before being forced to leave their homes.
3.01 Analyze changes, which have occurred in communities past and present.	Children can examine changes in communities – what happens when people are forced to leave their communities – when and where has this happened throughout the world
4.01 Distinguish between various types of maps and globes. 4.02 Use appropriate source maps to locate communities.	Students will be able to locate countries where refugee camps exist past and present.
4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.	Children will examine how people in refugee camps adapt and modify the physical environment to meet their needs of survival (make toys to play, find food etc.)

Third Grade Language Arts Connections and Lesson Ideas

<p>3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.</p>	<p>After visiting the exhibit, students could read an account from individual refugees from different camps and will be able to identify similarities and differences in the refugee experience.</p>
<p>3.03 Use text and own experiences to verify facts, concepts, and ideas.</p>	<p>Students can brainstorm what they know about refugees before and after visiting the exhibit and can use a K-W-L to examine what they have learned (metacognition)</p>
<p>3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).</p>	<p>Students can compare and contrast refugee camps around the world using maps. Charts and graphs.</p>
<p>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>Students can be given research topics around the theme of refugees and can conduct research before during and after a visit to the exhibit.</p>
<p>4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).</p>	<p>Students can make presentations about their visit to the exhibit and after they have conducted their research about refugees in the world today.</p>
<p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p>	<p>Students can compose a draft of their research project about refugees.</p>
<p>4.10 Explore technology as a tool to create a written product.</p>	<p>Students can create power point presentations about the exhibit and their understanding of refugees after visiting the exhibit.</p>