



An Ever-Advancing Nation



Personal computer

Teacher Guide

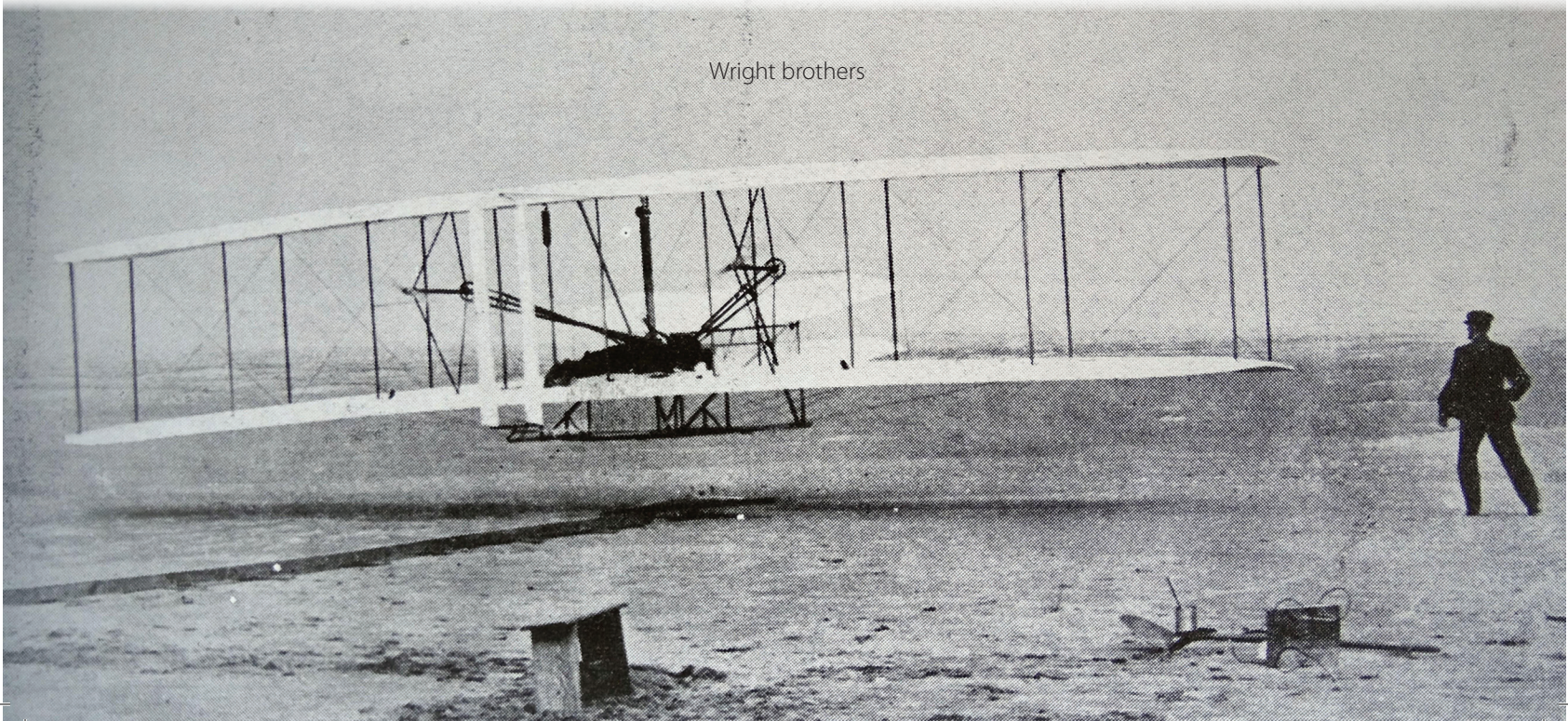
Curiosity rover



Mae Jemison



Wright brothers





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Teacher Guide



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An Ever-Advancing Nation

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An Ever-Advancing Nation
Teacher Guide
Bayou Bridges Louisiana Social Studies, Grade 3

UNIT 7

Introduction

ABOUT THIS UNIT

The Big Idea

Both the Space Race and advancements in digital technology have changed the way Americans live.

Following World War II, the United States engaged in a space race with the Soviet Union. This competition led to innovations in many areas, including flight. Soon, many more breakthroughs altered how Americans lived. These innovations—including the computer, Internet, and cell phone—have brought on a new digital age. During this time, the way people communicate, work, and even shop has changed.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- importance of studying the past
- causes, effects, events, individuals, and geography of the American Revolution
- foundational American documents, including the Declaration of Independence, U.S. Constitution, and Bill of Rights
- principles included in the U.S. Constitution
- events and impacts of George Washington’s presidency
- role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- purpose of separation of powers and checks and balances
- how a bill becomes a law
- division of power between the national government and the states through federalism
- ways to demonstrate civic virtues
- how to become a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions: New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast—and Alaska and Hawaii
- what the Louisiana Purchase was and how it changed the United States
- Lewis and Clark and the Corps of Discovery, including Sacagawea
- how the United States expanded westward over time
- how life in the West differed from life in the East
- the Oregon Trail
- the idea of manifest destiny
- impact of transportation technologies, such as covered wagons, flatboats, steamboats, and railroads, on westward expansion
- the California Gold Rush
- the impact of the Homestead Act
- impact of westward expansion on Native Americans, including relocation and removal, the reservation system, and armed conflict
 - Trail of Tears
 - Crazy Horse and Sitting Bull

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1876 to 1996.

1876	Alexander Graham Bell invents the telephone.
1894	Guglielmo Marconi invents the radio.
1903	The Wright brothers complete the first airplane flight in history.
1927	Philo T. Farnsworth demonstrates his electronic television system.
1945	Microwave technology is developed.
1957	The Soviet Union launches <i>Sputnik</i> , the first human-made object in Earth’s orbit.
1958	Regular transatlantic flights on jet planes begin.
1958	President Eisenhower creates NASA to oversee U.S. space exploration.
1969	U.S. astronauts become the first people to land on the moon.
1970s	The first personal home computers become available.
1981	NASA begins its space shuttle program.
1983	Sally Ride becomes the first American woman in space. Since then, seventy-two women, including Mae Jemison, have gone into space.
1983	The Internet is developed.
1993	Smartphones are invented.
1996	NASA launches the first Mars rover.

- Battle of Little Bighorn
- massacre at Wounded Knee
- how the issue of slavery divided the North and South after the American Revolution
- why the North was suited for an industrial economy
- how manufacturing came to the United States
- how free enterprise benefits business owners
- what prompted urbanization in the North
- why the South had an agricultural economy
- how the North's demand for cotton affected the slave trade in the South
- the difference between plantations and other types of farms
- the difference between importing and exporting
- how supply and demand affect price
- innovations in transportation, such as the turnpike, steam engine, steamboat, and locomotive
- what caused growing opposition to slavery in the North
- Harriet Beecher Stowe and *Uncle Tom's Cabin*
- the names and achievements of notable abolitionists
- what the Underground Railroad was and how it worked
- why Southern states seceded from the Union
- why the Union went to war against the Confederacy
- when the Civil War became about the issue of slavery
- why President Lincoln issued the Emancipation Proclamation
- what the Emancipation Proclamation did
- history behind Juneteenth
- how the Civil War ended
- which rights are protected by the Thirteenth Amendment
- how we honor Abraham Lincoln today
- The Second Industrial Revolution
 - railroads and raw materials
 - inventors and innovations: Alexander Graham Bell (telephone), Thomas Edison (electric power station, electric light bulb), George Washington Carver (agricultural innovations), Henry Ford (Model T, assembly line)
 - growth of big business and monopolies: Andrew Carnegie (Carnegie Steel), John D. Rockefeller (Standard Oil)

- conditions for American workers
- rise of unions
- causes and effects of urbanization
- immigration
- Theodore Roosevelt
 - early life and career
 - conservation efforts as president
 - national parks, landmarks, and sanctuaries
- how movements to expand suffrage and civil rights reflected the principles in U.S. founding documents
- achievements of women’s suffrage movement leaders, including Elizabeth Cady Stanton, Susan B. Anthony, Lucretia Mott, Sojourner Truth, Alice Paul, and Mabel Ping-Hua Lee
- achievements of leaders of the Civil Rights Movement, including Jackie Robinson, Rosa Parks, and Martin Luther King Jr.

What Students Need to Learn

- development of flight and air travel
- notable people and events of the Space Race and later space exploration, including Katherine Johnson, Sally Ride, and Mae Jemison
- importance of early communication technologies like the telephone, radio, and television
- how digital technologies have changed people’s lives

AT A GLANCE

The most important ideas in Unit 7 are:

- In the early 1900s, the Wright brothers launched an era of flight and air travel.
- Early trips into space concentrated on the moon, but exploration has since moved past the moon to Mars and beyond.
- What began as a field dominated by men has transformed to include many women, both as scientists on the ground and as astronauts in space.
- Starting in the late 1800s, communication breakthroughs included the telephone, radio, and television.
- Digital technology allows people to communicate differently and to live and work more efficiently.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

An Ever-Advancing Nation Student Reader—two chapters

Teacher Components

An Ever-Advancing Nation Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *An Ever-Advancing Nation* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 30.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

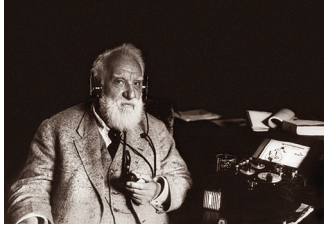
An Ever-Advancing Nation Timeline Card Slide Deck—fifteen individual images depicting significant events and individuals related to the Space Race and the digital age. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1876



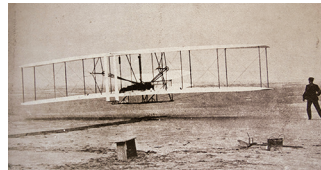
Chapter 2

1894



Chapter 2

1903



Chapter 1

1927



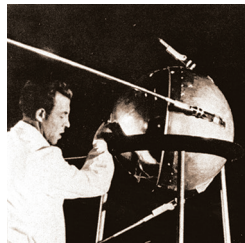
Chapter 2

1945



Chapter 2

1957



Chapter 1

1958



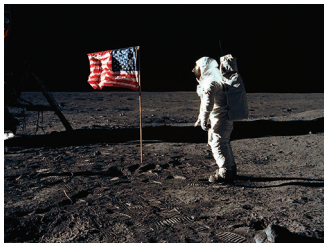
Chapter 1

1958



Chapter 1

1969



Chapter 1

1970s



Chapter 2

1981



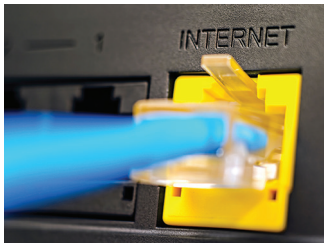
Chapter 1

1983



Chapter 1

1983



Chapter 2

1993



Chapter 2

1996



Chapter 1

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 7 Timeline Cards are in chronological order, and the chapters referenced are mostly chronological as well. Each chapter discusses a different area of technological development from the late 1800s to the present day. Most of these advancements were a natural continuation of the technology or innovation that came immediately before, so both chapters are presented in chronological order.

Understanding References to Time in the *An Ever-Advancing Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the personal computer was developed over the course of the 1970s, while *Sputnik* was launched in the year 1957.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *An Ever-Advancing Nation* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Social Studies Curriculum. A total of fifteen days has been allocated to the *An Ever-Advancing Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in

this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	How did the Space Race impact the United States?
2	How have digital technologies affected Americans?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	aviation, propeller, atmosphere, rivalry, satellite, rover, equation
2	innovation, patent, digital, application, budget, virtual


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 42–45. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Etingoff, Kim. *The Space Shuttle Program*. Vestal, NY: Village Earth Press, 2016.

Green, Sara. *The Internet*. Inventions That Changed the World. Hopkins, MN: Bellwether Media, 2021.

Krull, Kathleen. *The Boy Who Invented TV: The Story of Philo Farnsworth*. Illustrated by Greg Couch. Decorah, IA: Dragonfly Books, 2014.

Maranville, Amy. *The Apollo 11 Moon Landing: A Day That Changed America*. Mankato, MN: Capstone Press, 2021.

McDaniel, Shaelyn. *Hello, Opportunity: The Story of Our Friend on Mars*. Illustrated by Cornelia Li. Kalispell, MT: Page Street Kids, 2022.

Nahum, Andrew. *Flight*. DK Eyewitness Books. London, U.K.: DK Children, 2011.

Roberts, Jillian. *On the Internet: Our First Talk About Online Safety*. Illustrated by Jane Heinrichs. Victoria, BC, Canada: Orca Book Publishers, 2022.

Shetterly, Margo Lee. *Hidden Figures: The True Story of Four Black Women and the Space Race*. Illustrated by Laura Freeman. New York: HarperCollins, 2018.

Slade, Suzanne. *A Computer Called Katherine: How Katherine Johnson Helped Put America on the Moon*. Illustrated by Veronica Miller Johnson. New York: Little, Brown Books for Young Readers, 2019.

Troupe, Thomas Kingsley. *The Wright Brothers' First Flight*. Fly on the Wall History. Illustrated by Jomike Tejido. Bloomington, MN: Picture Window Books, 2017.

Wallmark, Laurie. *Grace Hopper: Queen of Computer Code*. Illustrated by Katy Wu. New York: Union Square Kids, 2017.

AN EVER-ADVANCING NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum
 TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1 **Day 2** **Day 3** **Day 4** **Day 5**

An Ever-Advancing Nation

<p>“The Space Race” Core Lesson (TG & SR, Chapter 1)</p>	<p>“The Space Race” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Primary Source: Excerpt from President Kennedy’s Address on the Space Effort (1962)” (TG & SR, Chapter 1, AP 1.2)</p>	<p>“History of Flight Timeline” (TG, Chapter 1 Additional Activities)</p>	<p>“History of Flight Timeline” (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6 **Day 7** **Day 8** **Day 9** **Day 10**

An Ever-Advancing Nation

<p>“READ ALOUD: Hidden Figures” (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>	<p>“The Digital Age” Core Lesson (TG & SR, Chapter 2)</p>	<p>“The Digital Age” Core Lesson (TG & SR, Chapter 2)</p> <p>Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>“Primary Source: Graph of Cell Phone Ownership in the United States, 2002–21” (TG & SR, Chapter 2, AP 1.2)</p>
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Week 3

Day 11 **Day 12** **Day 13** **Day 14** **Day 15**

An Ever-Advancing Nation

<p>“Technology over Time” (TG, Chapter 2 Additional Activities)</p>	<p>“Digital Literacy: Being a Digital Citizen” (TG, Chapter 2 Additional Activities)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 7 Performance Task Assessment</p>	<p>Unit 7 Performance Task Assessment</p>
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AN EVER-ADVANCING NATION PACING GUIDE

_____ 's Class

(A total of fifteen days has been allocated to the *An Ever-Advancing Nation* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

An Ever-Advancing Nation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

An Ever-Advancing Nation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

An Ever-Advancing Nation

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CHAPTER 1

TOPIC: The Space Race

The Framing Question: How did the Space Race impact the United States?

Primary Focus Objectives

- ✓ Describe the advancement of early aviation technologies. (3.6.a)
- ✓ Understand the achievements of the Soviet Union and the United States during the Space Race. (3.7)
- ✓ Explain the contributions of women to aerospace technology. (3.6.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *aviation, propeller, atmosphere, rivalry, satellite, rover, and equation.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Space Race”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- globe or world map
- National Air and Space Museum diagram of the solar system

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the diagram may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

aviation, n. the operation of aircraft (4)

Example: The field of aviation is popular among those who love to fly.

Variations: aviate (v.), aviator

propeller, n. a device with blades that rotate to make an airplane move forward (4)

Example: The pilot needed to make the propeller spin for the plane to take off.

Variations: propellers, propel (v.)

atmosphere, n. the air surrounding Earth (4)

Example: The spacecraft rocketed up and left the atmosphere.

Variations: atmospheres, atmospheric (adj.)

rivalry, n. competition (5)

Example: Our team has a friendly rivalry with the team down the road.

Variations: rivalries, rival (n.), rival (v.)

satellite, n. an object or vehicle intended to orbit Earth, the moon, or another celestial body (5)

Example: The camera on the satellite took pictures and sent them back to Earth.

Variations: satellites

rover, n. a vehicle used for exploring the surface of the moon or another planet (7)

Example: The rover discovered areas of Mars that humans had never seen.

Variations: rovers

equation, n. a statement showing how the values of two mathematical expressions are equal (8)

Example: *One plus one equals two* is often the first equation students learn.

Variations: equations, equate (v.)

THE CORE LESSON 35 MIN

Introduce the *An Ever-Advancing Nation* Student Reader

5 MIN

Distribute copies of the *An Ever-Advancing Nation* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the Wright brothers' first flight, the Mars rovers, and the fact that women have been a key part of NASA.

Introduce "The Space Race"

5 MIN

Introduce the chapter by asking students if they have ever flown on a plane. Ask if they have ever seen a rocket take off or any type of space vehicle. Explain that in this chapter, students will learn how we got from airplanes to space travel.

Call students' attention to the Framing Question. Tell students to look for ways in which the race to reach space before the Soviet Union impacted the United States.

Guided Reading Supports for “The Space Race”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The First Flight,” pages 2–3

Scaffold understanding as follows:

Read the section on pages 2–3 aloud.

SUPPORT—Explain to students that while the Wright brothers took four years to perfect their design, people had been trying to fly for centuries. Discuss why people would have such a strong desire to develop a flying machine.

After reading the text, ask the following questions:

LITERAL—When and where was the very first flight? (3.6.a, 3.9)

» The first flight was on December 17, 1903, in Kitty Hawk, North Carolina.

INFERENTIAL—What does the fact that Wilbur recorded Orville’s flight show about how the brothers felt about it? (3.2, 3.6.a, 3.9)

» They recognized that it was a historically significant event.

“Flight Evolves,” page 4

Scaffold understanding as follows:

Read the section on page 4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *aviation* and *propeller*, and explain their meanings.

SUPPORT—Point out that only about twenty years passed from the Wright brothers’ very first flight until the time a plane went all around the world. Ask students what this quick change shows about humans’ desire for air travel. (3.2, 3.9)

After reading the text, ask the following questions:

LITERAL—When did the first plane circle the globe? (3.9)

» The first plane to go around the globe took off on April 6, 1924.

EVALUATIVE—How did the jet engine impact how people travel? (3.2, 3.9)

» The jet engine made planes quieter and faster, which helped make air travel more appealing to travelers.

“The Space Race,” pages 4–7


Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 4 aloud.

CORE VOCABULARY—Point out the vocabulary term *atmosphere*, and explain its meaning.

Read the next two paragraphs of the section on page 5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *rivalry* and *satellite*, and explain their meanings.

 **SUPPORT**—Use a world map or globe to point out the location of Russia. Explain that the Soviet Union was once made up of Russia and many of the countries surrounding it. Share that the Soviet Union was formed in 1922 and broke apart in 1991.

Have students read the remainder of the section on pages 5–7 independently.

SUPPORT—Share with students that NASA’s shuttle program lasted from April 12, 1981, to July 21, 2011. In that time, it sent 135 missions into space on five shuttles: *Columbia*, *Challenger*, *Discovery*, *Atlantis*, and *Endeavour*.

TURN AND TALK—Point out to students that the Soviets were the first to send a satellite, a man, and a woman into space, but the Americans landed on the moon first. Have students engage in a Turn and Talk to discuss which country they believe won the Space Race and why. (3.4, 3.4.a, 3.7)

After students read the text, ask the following questions:

EVALUATIVE—Why was the tension between the United States and the Soviet Union called a “cold war”? (3.2)

- » The conflict between the United States and the Soviet Union was a cold war because the countries never attacked each other directly with weapons.

EVALUATIVE—Why was the launch of *Sputnik* surprising to Americans? (3.2, 3.7)

- » Americans were surprised by *Sputnik* because the Soviets had kept their progress quiet.

INFERENCE—Why were the first seven astronauts viewed as heroes? (3.7)

- » Americans were eager to go to space. The astronauts were a sign that this would happen soon. Exploring space was seen as a very brave thing to do.

LITERAL—What was President Kennedy’s bold claim? (3.2, 3.7)

- » He claimed that the United States would land a person on the moon before the end of the 1960s.

“Exploring the Solar System,” page 7

Scaffold understanding as follows:

Invite a volunteer to read the section on page 7 aloud.

SUPPORT—Point out the term *solar system* in the first sentence of the section. Explain that a solar system is made up of a sun and all the planets that orbit around it. Display the National Air and Space Museum diagram of the solar system. Use it to show how Earth shares a sun and solar system with Mercury, Venus, Mars, Jupiter, Saturn, Uranus, and Neptune.

After the volunteer reads the text, ask the following question:

LITERAL—What were the *Mariners*? (3.7)

- » The *Mariners* were small robotic explorers that were the first spacecraft to get close to other planets.

“Mars Rover Missions,” pages 7–8

Scaffold understanding as follows:

Have students read the section on pages 7–8 with a partner.

CORE VOCABULARY—Point out the vocabulary term *rover*, and explain its meaning. Point out the image of *Curiosity* on page 8 as an example of what a rover looks like.

SUPPORT—Explain that *Sojourner* was sent to an area of Mars known as Ares Vallis. People at NASA were interested in this area because they thought it might be the area of an ancient flood. In Ares Vallis, lots of different types of rocks and dirt were pushed into one place, a sure sign of flooding. *Sojourner* took more than 550 pictures and used its instruments to collect information about the rocks and dirt in the area.

After students read the text, ask the following questions:

LITERAL—What do rovers look for? (3.7)

- » They look for signs that a planet can support life, such as water.

EVALUATIVE—How is the surface of Mars similar to the surface of Earth? How is it different? (3.7)

- » Both planets either have or have had water. Both planets can get dusty and stormy. Mars had water before, and Earth has water now.

EVALUATIVE—Examine the image of the Mars rover on page 8 and the image of the Wright brothers’ first aircraft on page 3. How were these innovations similar and different? (3.2, 3.3.c, 3.7, 3.9)

- » Both were great scientific achievements, and both helped humans achieve a goal that had been dreamed about for centuries. One helped humans fly for the first time, while the other helped humans explore a distant planet.

“Women at NASA,” pages 8–10

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 8 aloud.

CORE VOCABULARY—Point out the vocabulary term *equation*, and explain its meaning.

SUPPORT—On the board or chart paper, write $1 + 1 = 2$. Explain that this is an equation. Point out the equal sign in the middle and that each side of the equal sign represents the same amount. This is a simple equation. The equations used in computer programs are sometimes this simple, but they can also be very long and complicated.

Invite volunteers to read the remainder of the section on pages 9–10 aloud.

SUPPORT—Explain to students that the *Challenger* that Sally Ride worked on was a space shuttle. Do not mention what happened to it.

After the volunteers read the text, ask the following questions:

LITERAL—Describe Katherine Johnson’s work at NASA. (3.6.a, 3.7)

- » She was a mathematician who double-checked the calculations for the *Friendship 7* mission.

LITERAL—Describe the significance of Sally Ride’s trip to space. (3.6.a, 3.7)

- » She was the first American woman and youngest American to go into space.

LITERAL—Describe the significance of Mae Jemison’s trip to space. (3.6.a, 3.7)

- » She was the first African American woman in space.

LITERAL—Describe some of the vital roles that women played throughout the history of space exploration. (3.4.a, 3.7)

- » Answers will vary, but students should describe the mathematical skills of Katherine Johnson or the scientific and aerospace accomplishments of Sally Ride or Mae Jemison.

Primary Source Feature: “Excerpt from President Kennedy’s Address on the Space Effort (1962),” page 11

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 11.

Introduce the source to students by reviewing what they read about President Kennedy’s determination to land an American on the moon.

Explain that this source is an excerpt from the speech in which he made that bold claim.

Invite a volunteer to read the introductory text aloud.

Read the excerpt aloud.

SUPPORT—Define *postpone* in this context as to put off to later.

SUPPORT—Explain to students the “other things” Kennedy refers to in this speech. Earlier in the speech, he discussed initiatives that had nothing to do with space, specifically economic development and growth in areas such as agriculture.

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What reasons does President Kennedy give for going to the moon? (3.3.a, 3.7)

- » He says the goal of reaching the moon is hard but it will organize and measure the best of Americans’ energies and skills. This means it will bring out the best in all Americans.

INFERENTIAL—How do you think Americans reacted to this speech? (3.2, 3.4.c)

- » Possible answer: Americans were very excited about the idea of visiting space. They likely reacted with great excitement.

Activity Page



AP 1.2

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.

- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “How did the Space Race impact the United States?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did the Space Race impact the United States?”
 - » Key points students should cite include: humans’ fascination with air travel meant that the technology advanced quickly and significantly; before long, just traveling through the air was not enough, and people began to fulfill a desire to reach outer space; the Space Race occurred during the Cold War, when the United States and the Soviet Union were at odds; the Soviet Union sent the first person to space, but the United States was the first to land people on the moon, as President Kennedy promised they would do; when the moon was no longer a challenge, scientists sent spacecraft to Mars; many rovers have since reached Mars, all looking for signs of life; throughout this history of space exploration, women played vital roles, both on the ground and in space.
- Choose one of the Core Vocabulary words (*aviation, propeller, atmosphere, rivalry, satellite, rover, or equation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Digital Age

The Framing Question: How have digital technologies affected Americans?

Primary Focus Objectives

- ✓ Understand how communication technologies have changed over time. (3.5)
- ✓ Explain the impact of modern technology on the lives of people in the United States. (3.9)
- ✓ Identify some of the financial responsibilities of Americans in the digital age. (3.18)
- ✓ Understand the meaning of the following domain-specific vocabulary: *innovation, patent, digital, application, budget, and virtual.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Digital Age”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- image from the Internet of floppy disks
- image from the Internet of the evolution of cell phones

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

innovation, n. a new idea or product (14)

Example: The wheel was an important early innovation.

Variations: innovations, innovate (v.), innovative (adj.), innovator (n.)

patent, n. a license from the government that gives a person the exclusive right to make, use, or sell an invention (15)

Example: Without a patent, the inventor could not make any money from her idea.

Variations: patents, patent (v.)

digital, adj. describes electronic technology that generates, processes, and stores information (16)

Example: The digital camera could hold thousands of photos.

Variations: digitize (v.), digitally (adv.)

application, n. a computer program that performs a particular task (17)

Example: I downloaded a new application that lets me video chat with my friends.

Variations: applications, app

budget, n. an amount of money available for spending based on a plan for how it will be spent (18)

Example: I set aside twenty dollars each week for my coffee budget.

Variations: budgets, budget (v.), budgetary (adj.)

virtual, adj. existing on a computer or online (19)

Example: Some computer games let users experience a virtual world.

Variation: virtually (adv.)

THE CORE LESSON 35 MIN

Introduce “The Digital Age”

5 MIN

Review what students read in Chapter 1. Explain that flight and space travel are not the only technologies that developed during the 1900s and 2000s. In this chapter, students will learn about the invention and growth of other technologies that shaped the digital age.

Call students’ attention to the Framing Question. Explain to students that the word *digital* refers to any technology that generates, processes, or stores information. Tell students to look for details about how digital technologies have affected Americans as they read the text.

Guided Reading Supports for “The Digital Age”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The First Telephone Call,” pages 12–13

Scaffold understanding as follows:

Read the section on pages 12–13 aloud.

SUPPORT—Note the reference to the 1876 World’s Fair. Explain that a World’s Fair, such as the one at which Bell debuted his telephone, is an

international event that happens once every five years. The fairs exhibit innovations and inventions from different countries, usually showcasing new, groundbreaking technologies. The fairs stay in a host city for about three to six months. The last World's Fair hosted by the United States was held in New Orleans in 1984.

After reading the text, ask the following question:

LITERAL—How did the telephone change communication? (3.2, 3.9)

» It allowed people in different places to speak to each other.

“Radio,” page 14

Scaffold understanding as follows:

Read the section on page 14 aloud.

CORE VOCABULARY—Point out the vocabulary term *innovation*, and explain its meaning.

Note: The name Guglielmo Marconi is pronounced (/goo*lee*el*mo/mahr*koh*nee/). Say the name aloud, and have students repeat it after you.

SUPPORT—Point out the reference to Morse code. Students may recall learning about Morse code and the telegraph in Unit 5. Remind students that Morse code is a system for sending messages, wherein each letter is represented by a series of dashes and dots. The code was initially used to send messages over wires like modern telephone lines. This is why Marconi's invention was so revolutionary—it was the first communication system not to need wires.

After reading the text, ask the following questions:

LITERAL—What method of communication did Marconi try first? (3.9)

» He first sent Morse code messages to someone a half mile away.

LITERAL—How did radios impact family life? (3.2, 3.5, 3.9)

» Radios became a way for families to stay connected and receive news.

“Television,” pages 14–15

Scaffold understanding as follows:

Invite volunteers to read the section on pages 14–15 aloud.

SUPPORT—Highlight the significance of nearly every household in the United States having a television. Explain that while most homes still have a television, the number has been decreasing, in large part because of portable devices like laptops, tablets, and smartphones.

After the volunteers read the text, ask the following questions:

LITERAL—Who invented the television? (3.9)

- » Philo Taylor Farnsworth invented the television.

EVALUATIVE—Which use of television—information or entertainment—had the greatest impact on American life? (3.2, 3.4, 3.4.a, 3.5, 3.9)

- » Answers will vary, but students should make a clear claim and support it with reasons and evidence.

“Microwaves,” page 15

Scaffold understanding as follows:

Have students read the section on page 15 with a partner.

CORE VOCABULARY—Point out the vocabulary term *patent*, and explain its meaning. Note that *exclusive* means limited to one person or group.

SUPPORT—Explain to students that even if someone holds a patent for a groundbreaking invention, they may not become wealthy. Many inventors, including Percy Spencer, work for companies that keep the profits from the invention. Inform students that Spencer made no more than a couple of dollars from the invention of the microwave.

After students read the text, ask the following questions:

LITERAL—How did Percy Spencer invent the microwave? (3.9)

- » He was working with a tool that gave off heat and accidentally melted the candy bar in his pocket. He developed a similar machine that would heat food instead of melt it.

EVALUATIVE—What is one effect microwaves had on people’s lifestyles? (3.2, 3.9)

- » Instead of having to cook every meal from scratch, or without any prepared or processed foods, Americans were able to purchase frozen meals made for microwaves and prepare food more quickly.

“Early Computers and the Digital Age,” page 16

Scaffold understanding as follows:

Read the section on page 16 aloud.

CORE VOCABULARY—Point out the vocabulary term *digital*, and explain its meaning.

SUPPORT—Direct students to the image of an early PC on page 16, and read the caption aloud. Show students an image of floppy disks. Explain that floppy disks were used to save files in a portable format, similar to the way USB or thumb drives are used today. Share with students that the “Save” icon on computers still often looks like a floppy disk.

After reading the text, ask the following questions:

LITERAL—What were the first computers like? (3.9)

» They were huge and could only be used by experts.

LITERAL—What did the spread of computers lead to? (3.2, 3.9)

» The spread of computers led to the digital age, in which information is easily and quickly available.

INFERENTIAL—What are some of the positive and negative effects of having large amounts of information so easily available? (3.2, 3.9)

» People can answer questions more quickly and easily. It takes less time to perform tasks. But personal information is also more easily accessed by others. People may have less privacy than they once did.

“Smartphones and the Internet,” pages 17–18

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 17 aloud.

CORE VOCABULARY—Point out the vocabulary term *application*, and explain its meaning.

SUPPORT—Explain that in 2004, more than 90 percent of American households had a landline. However, since the invention of the smartphone, this number has declined rapidly. In 2022, less than 30 percent of homes had a landline.

Invite volunteers to read the remainder of the section on pages 17–18 aloud.

SUPPORT—Inform students that smartphones were not the first cell phones. Show the image of the evolution of cell phones. Explain that the first mobile phones were invented in the 1970s. This image shows the development of mobile phones from 1992 to 2014. Ask students what they notice about how cell phones have changed over time. (3.5, 3.9)

After the volunteers read the text, ask the following questions:

LITERAL—How have smartphones changed the way people use telephones? (3.2, 3.5, 3.9)

- » Phones that can go anywhere have replaced Bell’s landline phones. Smartphones can take pictures and access the Internet.

INFERENTIAL—How is the military connected to digital innovation? (3.2, 3.9)

- » New digital technology is often invented by the military during times of war.

EVALUATIVE—How did the Internet change the way people live? (3.2, 3.5, 3.9)

- » People can write emails instead of letters, access information more quickly, interact with other people on social media, and do tasks like shopping online. Sometimes technological changes happen so fast that they can divide people, with some people quickly embracing new technologies and others needing time to learn or adapt.

“Smart Decisions,” pages 18–19

Scaffold understanding as follows:

Read the section on pages 18–19 aloud.

CORE VOCABULARY—Point out the vocabulary terms *budget* and *virtual*, and explain their meanings.

After reading the text, ask the following questions:

LITERAL—Why does technology require good budgeting? (3.2, 3.18)

- » New technology is expensive. Budgeting helps people save enough to purchase expensive items.

EVALUATIVE—What are some of the positives of social media? (3.2, 3.9)

- » It allows friends and families who live far apart to stay connected.

EVALUATIVE—What are some of the negatives of social media? (3.2, 3.9)

- » People are not always honest on social media. They can pretend to be someone they are not, use filters that change the way they look, or post pictures and videos that are staged or fake.

Primary Source Feature: “Graph of Cell Phone Ownership in the United States, 2002–21,” page 20

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 20.

Introduce the source to students by explaining that they have previously studied images and texts as primary sources. Inform them that data can also be a primary source. Data is numerical information, which plays an active role in students' lives. The number of days students are absent from school is data. The number of students in a class is data. The minutes each class gets for recess or other recreation time is data. Explain to students that this source shows data on cell phone ownership. It shows what percentage of American adults have owned cell phones over time.

Walk students through the elements of a graph:

- The title at the top tells what the graph is about.
- The x-axis is the horizontal line at the bottom.
- The y-axis is the vertical line on the side.
- Both axes have labels that identify the data that each axis presents. Read the labels aloud.
- The data points on the graph compare information from both axes. Each dot indicates the percentage of adults who owned cell phones in a certain year.

Note: Be prepared to scaffold instruction of the graph thoroughly, as students may not have encountered percentages or this type of chart in mathematics instruction yet.

Help students with an initial reading of the graph. Explain to students that a percentage is a way of talking about parts of a whole, or fractions. *Percent* means out of a hundred. As an example, if the class has ten apples, we call that 100 percent of the class's apples. If we take two apples, we have taken 20 percent of the class's apples. Ask students to identify the percentage of adults who owned cell phones in two or three different years. Ask students to compare ownership across different years.

Guide students through an analysis of the graph. Have students identify the direction in which the line is going. (*up*) Ask students what that demonstrates about cell phone ownership. (*It is increasing.*)

After students have analyzed the graph, ask the following questions:

LITERAL—What percentage of American adults owned a cell phone in 2002? (3.3.a, 3.9)

» Sixty-two percent of American adults owned a cellphone in 2002.

LITERAL—What percentage of American adults owned a cell phone in 2021? (3.3.a, 3.9)

» Ninety-seven percent of American adults owned a cellphone in 2021.

INFERENTIAL—New technologies tend to cost more. As the technology becomes popular, the price often drops. What do you think happened to the price of cell phones over the time shown on the graph? (3.3.a, 3.19)

» The price probably went down.

Activity Page



AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “How have digital technologies affected Americans?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How have digital technologies affected Americans?”
 - » Key points students should cite include: many important inventions in the late nineteenth century and throughout the twentieth century changed the lives of Americans; the telephone, radio, and television revolutionized the way people communicate with others and consume media; personal computers, smartphones, and the Internet increased access to information and social connections; over time, more and more Americans have come to use cell phones; through it all, Americans have had to remain responsible, not only with how they consume new technologies, but also with how they budget for them.
- Choose one of the Core Vocabulary words (*innovation, patent, digital, application, budget, or virtual*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 7

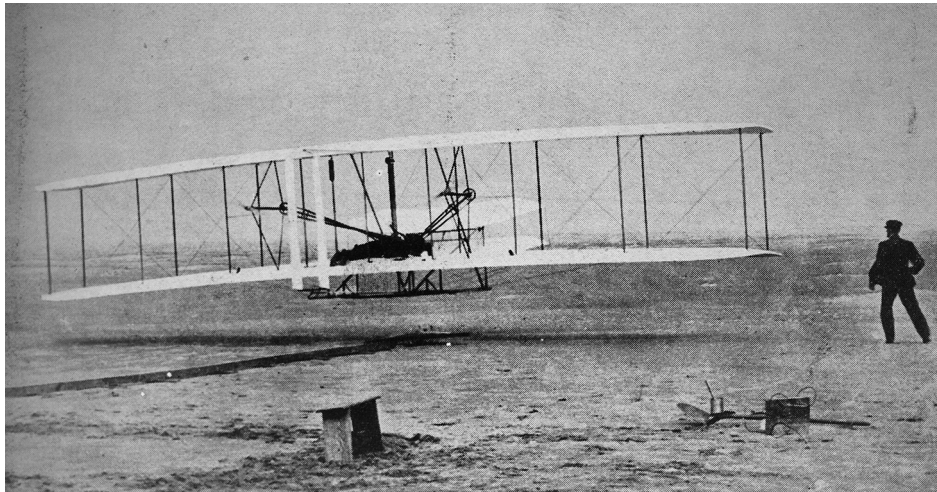
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Assessment: Chapter 1—The Space Race

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the image to answer the question.



The invention shown in the photograph was important to the development of what technology? (3.2, 3.6.a, 3.9)

- a) flight
 - b) Internet
 - c) smartphone
 - d) television
2. What was the first type of airplane engine used? (3.9)
- a) jet engine
 - b) rocket engine
 - c) propeller engine
 - d) gas-powered engine
3. What were the effects of the launch of *Sputnik*? Select the **two** correct answers. (3.2, 3.7)
- a) A human-made object orbited Earth.
 - b) A person traveled to space for the first time.
 - c) American scientists discovered new technologies.
 - d) The Soviet Union was surprised by American progress.
 - e) It seemed the United States was losing the Space Race.
4. What was the United States the first country to accomplish? (3.7)
- a) landing a person on Mars
 - b) sending a person into space
 - c) sending an object into space
 - d) landing a person on the moon

5. Use the image to answer the question.



What was notable about the object shown in the image? (3.7)

- a) It could be used only once.
- b) It could not leave Earth's atmosphere.
- c) It could withstand the harsh conditions of space.
- d) It could spy on other countries during the Cold War.

Use the image to answer questions 6 and 7.



6. Which scientific breakthrough was aided by the vehicle in the photograph? (3.2, 3.7)

- a) the landing of people on the moon
- b) the invention of computers and the Internet
- c) the discovery that Mars once had areas of water
- d) the ability to communicate instantaneously across oceans

7. Which is the main use of the vehicle in the picture? (3.7)
- a) defense
 - b) medicine
 - c) exploration
 - d) transportation
8. What work did Katherine Johnson do for NASA? (3.6.a, 3.7)
- a) She was a computer.
 - b) She was an astronaut.
 - c) She was a lab technician.
 - d) She was an aerospace scientist.
9. Use the image to answer the question.



- What was this woman the first to do? (3.6.a, 3.7)
- a) She was the first American woman to work for NASA.
 - b) She was the first American woman to travel into space.
 - c) She was the first American woman to land on the moon.
 - d) She was the first American woman to pilot a rover to Mars.

10. Use the excerpt to answer the question.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win. . . .

Why was this speech by President Kennedy considered to be bold? **(3.2, 3.3.a, 3.7)**

- a) He gave it in front of a large group of people.
- b) He was not willing to listen to others' viewpoints.
- c) He promised something that seemed impossible.
- d) He would not accept that people did not want to listen to him.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

The United States won the Space Race. Use evidence from the chapter to support or refute this claim. **(3.2, 3.4.a, 3.4.b, 3.4.c, 3.7)**

Assessment: Chapter 2—The Digital Age

A. On your own paper, write the letter(s) that provides the best answer.

1. What did Alexander Graham Bell's invention do? (3.2, 3.9)
 - a) send a wireless communication
 - b) view moving images on a screen
 - c) access information over the Internet
 - d) speak to someone across a great distance
2. What communication technology did Guglielmo Marconi innovate? (3.2, 3.9)
 - a) Internet
 - b) radio
 - c) telephone
 - d) television
3. Use the image to answer the question.



Which historic event were Americans able to view because of the invention in this image?
(3.2, 3.7, 3.9)

- a) the first use of a microwave
- b) astronauts landing on the moon
- c) radio waves traveling over the ocean
- d) Alexander Graham Bell using his telephone

4. Which statements about the microwave are true? Select the **two** correct answers. (3.9)
- a) It was invented by Percy Spencer.
 - b) It could not keep up with cell phone technology.
 - c) It now helps people navigate from place to place.
 - d) It was first shared with the inventor's assistant, Watson.
 - e) It changed the way Americans prepared and consumed food.
5. Use the image to answer the question.



- What global event led to the development of the technology shown in this image? (3.2, 3.5, 3.9)
- a) World War I
 - b) World War II
 - c) the World's Fair
 - d) the moon landing
6. What helped personal computers become smaller, faster, and more affordable? (3.2, 3.9)
- a) the race to reach space
 - b) a need to win a world war
 - c) an exhibition at a World's Fair
 - d) competition among computer companies

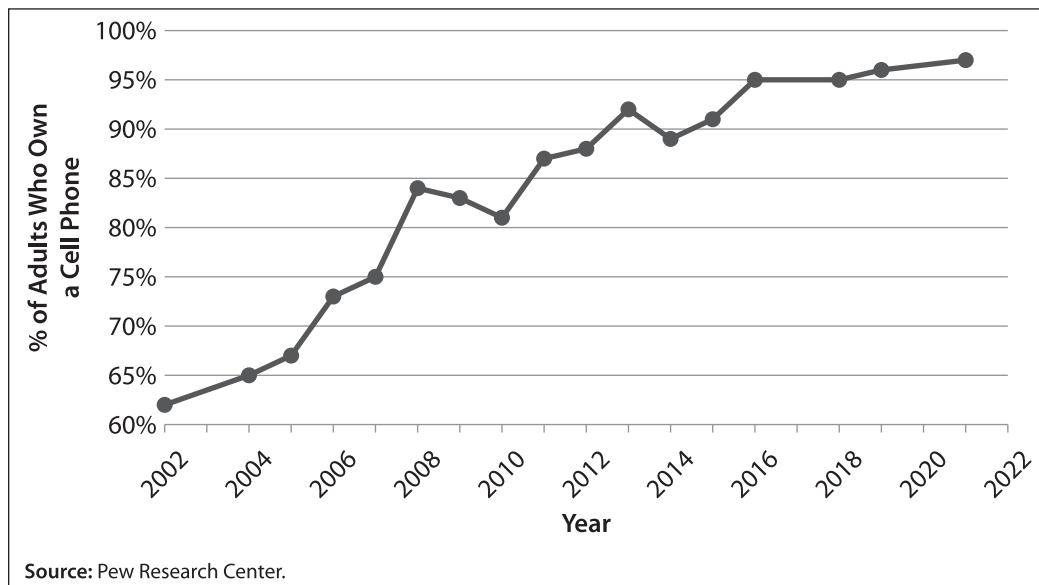
7. Use the image to answer the question.



How has this invention changed the way people live? (3.2, 3.5, 3.9)

- a) People can now talk to people who are far away.
 - b) People can now cook food in a fraction of the time.
 - c) People can now perform tasks over the Internet from anywhere.
 - d) People can now solve mathematical problems with only pen and paper.
8. Why have digital technologies made budgeting important? (3.2, 3.9, 3.18)
- a) Digital technologies are necessary to be able to manage a budget.
 - b) Digital technologies do not work if a person does not have a budget.
 - c) Digital technologies are often poorly made, so they require a budget to repair.
 - d) Digital technologies can be expensive, so a budget is important when purchasing.

Use the graph to answer questions 9 and 10.



9. What percentage of American adults owned a cell phone in the year 2005? (3.3.a, 3.9)
- a) 50 percent
 - b) 67 percent
 - c) 75 percent
 - d) 94 percent
10. Which statement describes what has happened to the percentage of American adults who own a cell phone from 2002 to 2021? (3.3.a, 3.5, 3.9)
- a) It has increased.
 - b) It has decreased.
 - c) It has stayed the same.
 - d) It increased, then decreased.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How has digital technology changed the world? Use evidence from the chapter to support your claim. (3.2, 3.4.a, 3.4.b, 3.4.c, 3.5, 3.9)

Performance Task: An Ever-Advancing Nation

Teacher Directions: Technology has had a great impact on our lives. From airplanes and landline telephones to smartphones and robots that can travel to Mars, technology has changed how we live, work, and play.

Activity Page



AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Of all the technologies you have read about, which technology has had the greatest impact on our lives? (3.2, 3.3.b, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.5, 3.9)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Internet has had the greatest impact on our lives.
Reason:	The Internet not only has affected how we communicate and work but also has impacted many other kinds of technology.
Evidence:	Messages that used to be sent over cables or through the mail can now be written and sent instantly. Instead of visiting libraries to find an answer, people can find just about every answer online. Businesses can operate entirely online, finding customers anywhere. Landline telephones were replaced by smartphones because of their ability to connect to the Internet.
Counterclaim and Answer:	Other technologies, such as flight, have had a greater impact. Flight has allowed people and goods to quickly travel the globe. It has also allowed humans to reach space. But not everyone flies or goes to space. Almost everyone uses the Internet.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated, is focused, and demonstrates strong understanding of the impact of technology; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"> • Telephones changed communications. • Microwaves made cooking faster. • Flight changed travel. • The invention of smartphones allowed for constant Internet access. • Social media changed the way humans interact.
<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the impact of technology, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
<p>1</p>	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the impact of technology, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
<p>0</p>	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the impact of technology. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>



Name _____

Date _____

Performance Task Activity: *An Ever-Advancing Nation*

Which single piece of technology has had the greatest impact on people in the United States? Write an essay using specific examples to support your response.

Use the Claims and Evidence Activity Page (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *An Ever-Advancing Nation*, as well as from the sources and resources in the unit activities.



Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

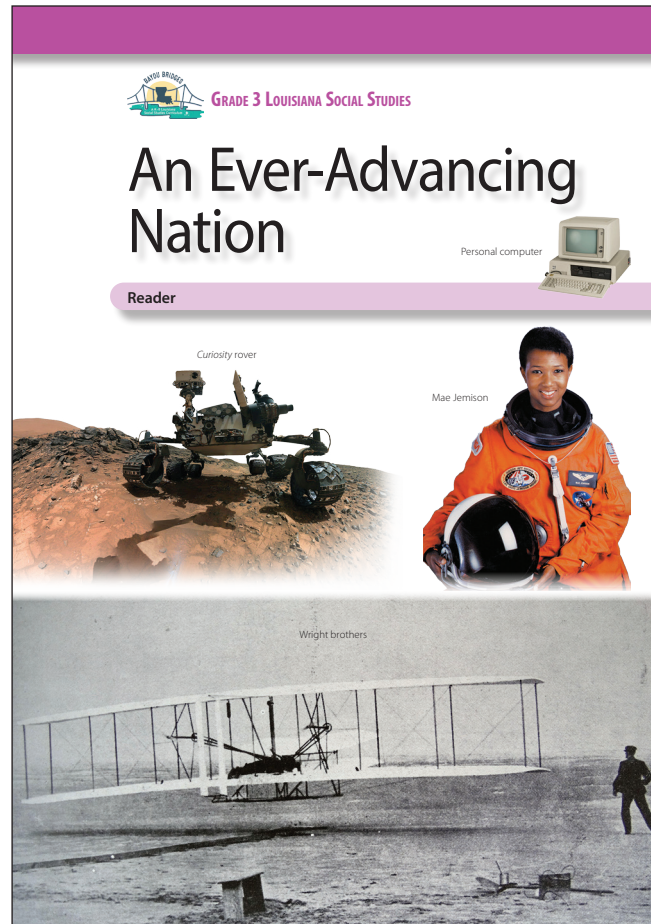
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the Space Race and the digital age. They will learn about technology in the fields of air and space, as well as technology that impacts their everyday lives.

In this unit, students will discover how the race to become the first country into space fueled advancements in aerospace technologies, including humans' arrival on the moon. They will learn about subsequent trips to Mars and other exploration of the solar system. They will also learn about the scientific contributions of women at NASA. Students will investigate technologies that surround them every day, from radios and microwaves to smartphones and computers. They will come to know the origins of these technologies and will be better equipped to manage them as responsible citizens.

As part of their exploration, students will also learn a little bit about modern issues surrounding social media and other digital technologies. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice. The goal is to foster understanding of and respect for beliefs and practices that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

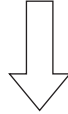
Date _____

Activity Page 1.3

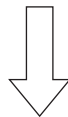
Use with Performance Task

Claims and Evidence

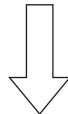
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- | | | |
|-------|-----------------|-------------------------------------------------------------------------------------------------------------|
| _____ | 1. aviation | a) describes electronic technology that generates, processes, and stores information |
| _____ | 2. propeller | b) a device with blades that rotate to make an airplane move forward |
| _____ | 3. atmosphere | c) competition |
| _____ | 4. rivalry | d) a computer program that performs a particular task |
| _____ | 5. satellite | e) an object or vehicle intended to orbit Earth, the moon, or another celestial body |
| _____ | 6. rover | f) a vehicle used for exploring the surface of the moon or another planet |
| _____ | 7. equation | g) existing on a computer or online |
| _____ | 8. innovation | h) a statement showing how the values of two mathematical expressions are equal |
| _____ | 9. patent | i) the air surrounding Earth |
| _____ | 10. digital | j) a new idea or product |
| _____ | 11. application | k) the operation of aircraft |
| _____ | 12. budget | l) an amount of money available for spending based on a plan for how it will be spent |
| _____ | 13. virtual | m) a license from the government that gives a person the exclusive right to make, use, or sell an invention |

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 3

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
- a) Analyze social studies content.
 - b) Explain claims and evidence.
 - c) Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- a) Demonstrate an understanding of social studies content.
 - b) Compare and contrast content and viewpoints.
 - c) Explain causes and effects.
 - d) Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
- a) Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
 - b) Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
 - c) Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
 - d) Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
 - e) Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women’s suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- a)** Describe the process by which a bill becomes law.
 - b)** Describe the responsibilities of the three branches of government.
 - c)** Explain the relationship between the federal government and state government.
 - d)** Compare and contrast representative democracy (republic) and monarchy.
 - e)** Explain how our founding documents protect individuals’ rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- a)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - b)** Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
 - c)** Explain how supply and demand can affect the prices of goods and services.
 - d)** Differentiate between imports and exports.
 - e)** Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

Answer Key: An Ever-Advancing Nation

Chapter Assessments

Chapter 1

- A.** 1. a 2. c 3. a, e 4. d 5. c 6. c 7. c 8. a 9. b 10. c
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as: the United States was the first to send people to the moon; it went on to establish a successful space shuttle program; it has since sent rovers as far away as Mars. Alternately, students could refute the claim by arguing that the Soviet Union was the first to put both an object and a person into space.

Chapter 2

- A.** 1. d 2. b 3. b 4. a, e 5. b 6. d 7. c 8. d 9. b 10. a
- B.** Students should clearly state an accurate claim and support it with relevant evidence, such as: digital technology has brought people close together, even when they live on different sides of the world; it has helped make businesses more successful and run more efficiently; it has allowed for easier access to more information; digital technology has become very expensive; social media can be distracting and harmful. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature

Describe the source: The source is an excerpt from President Kennedy's speech in which he promised to send a human to the moon.

Connect the source to what you know: The United States and the Soviet Union were in the middle of a race to space. When President Kennedy gave this

speech, the Soviet Union had already sent a satellite and a person into space.

Understand the source: The source makes a big promise about what the United States could do. It tries to convince people that a huge promise is possible.

Draw a conclusion from or about the source: The speech probably made the American people very excited. It placed a lot of pressure on scientists to be successful.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Describe the source: The source is a graph of cell phone ownership in the United States.

Connect the source to what you know: Cell phones are a more convenient version of the first telephone. They do not need wires or to be used in a specific place. Modern phones are even able to connect to the Internet.

Understand the source: Cell phones are so convenient that almost everyone has one. The number of people who own a cell phone now is nearly 100 percent.

Draw a conclusion from or about the source: The cell phone is one of the most popular pieces of technology ever. That is why it has affected nearly every part of American life.

Domain Vocabulary: Chapters 1–2 (AP 2.1)

- | | |
|------|-------|
| 1. k | 8. j |
| 2. b | 9. m |
| 3. i | 10. a |
| 4. c | 11. d |
| 5. e | 12. l |
| 6. f | 13. g |
| 7. h | |





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Ilene Goldman

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Subject Matter Expert

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