

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



Grade Three: Introduction to History and Social Science

Board of Education
Commonwealth of Virginia

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Virginia Department of Education
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Richmond, Virginia 23218-2120
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 3.1

The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p> <p>The ancient Greeks and Romans have influenced the lives of people today.</p>	<p>What styles in architecture used today came from ancient Greece and Rome?</p> <p>What principles of government from ancient Greece and Rome are part of our government?</p> <p>What sporting events today came from in ancient Greece?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • contribution: The act of giving or doing something • direct democracy: A government in which people vote to make their own rules and laws • representative democracy: A government in which the people vote for (elect) a smaller group of citizens make the rules and laws for everyone <p>Architecture The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today.</p> <ul style="list-style-type: none"> • Greece: The Parthenon (columns) • Rome: The Colosseum and aqueducts (arches) <p>The arts Mosaics, sculpture, and paintings are displayed on buildings.</p> <p>The government of the United States The government is based on ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> • Greece: Birthplace of democracy (government by the people); a direct democracy • Rome: Republican (representative) form of government; a representative democracy <p>Sports Olympic games of today are modeled after the games of ancient Greece.</p>	<p>Locate and use information from print and nonprint sources.</p> <p>Use resource materials.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.2

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Most of what we know about Mali's history comes from oral accounts that were handed down by Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p>	<p>Why were storytellers so important in the empire of Mali?</p> <p>What do we know about the leaders of the empire of Mali?</p> <p>Why was the empire of Mali so wealthy?</p>	<p>Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali.</p> <p>Many storytellers in Mali passed on stories and traditions from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p>Collect and record information.</p>

STANDARD 3.3

The student will study the exploration of the Americas by

- describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.

Essential Understandings	Essential Questions	Essential Knowledge				Essential Skills															
<p>The first explorers had different motivations, had different sponsors, and met different successes.</p> <p>Due to European explorations, American Indians experienced changes to their cultures and environment.</p>	<p>Who were some of the important European explorers from Spain, England, and France?</p> <p>What were the different motivations of these early European explorers?</p> <p>What were the successes of these early European explorers?</p> <p>What were the effects of European explorations on American Indians?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> explorer: A person who travels seeking new discoveries European: A person from one of the countries in Europe 				<p>Locate and use information from print and nonprint sources.</p> <p>Distinguish between relevant and irrelevant information.</p> <p>Gather, classify, and interpret information.</p>															
		<table border="1"> <thead> <tr> <th>Explorer</th> <th>Country (Sponsor)</th> <th>Reason for Exploring</th> <th>Successes/Achievements</th> </tr> </thead> <tbody> <tr> <td>Christopher Columbus</td> <td>Spain</td> <td>To find a western sea route to Asia</td> <td>First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)</td> </tr> <tr> <td>Juan Ponce de León</td> <td>Spain</td> <td>To discover riches and land to conquer</td> <td>First European to land in Florida (near St. Augustine); gave Spain a claim to Florida</td> </tr> <tr> <td>Jacques Cartier</td> <td>France</td> <td>To colonize the New World</td> <td>Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim</td> </tr> <tr> <td>Christopher Newport</td> <td>England</td> <td>To discover riches; to find a western sea route to Asia; to colonize Virginia</td> <td>Arrived at present day Jamestown; made four additional voyages, bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </tbody> </table>	Explorer	Country (Sponsor)	Reason for Exploring		Successes/Achievements	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain a claim to Florida	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North America claim	Christopher Newport	England
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STANDARD 3.4

The student will develop map skills by

- locating Greece, Rome, and West Africa;
- describing the physical and human characteristics of Greece, Rome, and West Africa;
- explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ancient Greece and Rome were located near the Mediterranean Sea.</p> <p>The empire of Mali was located in the western region of the continent of Africa.</p> <p>People adapt to their environment in different ways.</p>	<p>Where were ancient Greece, ancient Rome, and the empire of Mali located?</p> <p>What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?</p> <p>How did the people of ancient Greece, ancient Rome, and Mali adapt to and/or change their environment to meet their needs?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> characteristics: Different traits <p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> Ancient Greece: Located on a peninsula with many islands, mountains, and hills; surrounded by the Mediterranean Sea; had limited rich soil Ancient Rome: Located next to a river; built on many hills; had limited rich soil Empire of Mali: Located in West Africa near rivers and in a grassland region; had gold mines <p>Human characteristics</p> <ul style="list-style-type: none"> Ancient Greece: Farmers, shipbuilders, traders Ancient Rome: Farmers, road builders, traders Empire of Mali: Farmers, miners, traders <p>Ways people adapted to their environments</p> <ul style="list-style-type: none"> Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small, independent communities developed because of the many mountains. Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. Empire of Mali: Salt was an important natural resource needed in Mali. Gold from Mali was traded for salt. 	<p>Identify and locate features on a map and globe.</p> <p>Locate and use information from print and nonprint sources.</p>

STANDARD 3.5

The student will develop map skills by

- positioning and labeling the seven continents and five oceans to create a world map;
- using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
- locating the countries of Spain, England, and France;
- locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);
- locating specific places, using a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are seven continents and five oceans located in the world.</p> <p>The equator and the prime meridian divide the globe into four hemispheres.</p> <p>The four hemispheres are Northern, Southern, Eastern, and Western.</p> <p>A simple letter-number grid system on maps is used to locate places.</p>	<p>Where are the seven continents and the five oceans located on a world map?</p> <p>What imaginary lines are used to define hemispheres?</p> <p>What are the names of the four hemispheres?</p> <p>On which continents are England, Spain, France, and the United States located?</p> <p>Where are the countries of England, Spain, and France located on a world map?</p> <p>Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Québec, Canada; and Jamestown, Virginia, located on a map?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> hemisphere: Half of a sphere (globe); created by the prime meridian or the equator equator: An imaginary line around the middle of the Earth that divides it into the Northern and Southern Hemispheres prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres regions: Places that have common characteristics <p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be located on a world map.</p> <p>The equator and the prime meridian are used to create the Northern, Southern, Eastern, and Western Hemispheres.</p> <p>England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.</p> <p>San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Québec is located in Canada. Jamestown is located in Virginia.</p> <p>The letter (on the left) and number (at the bottom) coordinates of a grid system identify the approximate location of a place.</p>	<p>Locate places on maps, using a simple letter-number grid system.</p> <p>Identify and locate continents, oceans, and major features on maps and globes.</p> <p>Draw maps of familiar areas.</p>

STANDARD 3.6

The student will read and construct maps, tables, graphs, and/or charts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps, tables, graphs, charts, and pictures can be read and constructed to gather and display information.</p> <p>Maps are used to display information geographically.</p>	<p>What visual aids can be used to gather, display, and classify information?</p>	<p>Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.</p> <p>Parts of a map</p> <ul style="list-style-type: none">• Map title• Map legend• Compass rose <p>Maps may include a compass rose with the intermediate directions of northeast, southeast, northwest, and southwest.</p>	<p>Make and explain bar and pie graphs.</p> <p>Draw maps of familiar objects or areas.</p> <p>Construct and explain simple charts.</p>

STANDARD 3.7

The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods), which they used for transportation (service) in trading.</p> <p>Mali used human and capital resources to mine gold (natural resource).</p>	<p>How do producers use natural, human, and capital resources to produce goods and services?</p> <p>What are some goods and services produced in ancient Greece, Rome, and the West African empire of Mali?</p> <p>What resources (natural, human, and capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • natural resources: Materials that come directly from nature (e.g., water, soil, wood, coal) • human resources: People working to produce goods and services • capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) • producers: People who use resources to make goods and/or provide services • goods: Things that people make or use to satisfy needs and wants • services: Activities that satisfy people’s needs and wants <p>Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</p> <p>Ancient Rome was located next to a river. Rich soil for farming was limited. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</p> <p>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of Mali traded gold for salt.</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusion and make generalizations about data.</p>

STANDARD 3.8

The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People and regions specialize because they cannot produce everything they want.</p> <p>People trade for things they need and want but do not have.</p>	<p>What is specialization?</p> <p>Why do those who specialize have to depend on others?</p> <p>Why do people trade?</p>	<p>Specialization occurs when people focus on the production of selected goods and services.</p> <p>People and regions often specialize in the production of certain goods and services.</p> <p>Specialization encourages trade because people want goods and services that they do not have.</p> <p>People trade when individuals or groups benefit from the trade.</p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD 3.9

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills												
<p>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something else (opportunity cost).</p>	<p>Why does an economic choice involve giving up something else?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • economic choice: The choice of or decision among alternatives or possibilities • opportunity cost: The next best choice that is given up when an economic choice is made <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits.</p> <p>Economic choices</p> <table border="1" data-bbox="947 773 1566 1110"> <thead> <tr> <th>Choices</th> <th>Choice made</th> <th>Choice given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td>Ice cream or popcorn</td> <td>Ice cream</td> <td>Popcorn</td> </tr> <tr> <td>Toy or favorite video</td> <td>Favorite video</td> <td>Toy</td> </tr> <tr> <td>Spend now or save for the future</td> <td>Spend now</td> <td>Save for the future</td> </tr> </tbody> </table>	Choices	Choice made	Choice given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<p>Gather, classify, and interpret information.</p> <p>Make decisions.</p> <p>Explain cause-and-effect relationships.</p>
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STANDARD 3.10

The student will recognize the importance of government in the community, Virginia, and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Government protects the rights and property of individuals.</p> <p>Government exists at the local (community), state (Virginia), and national (United States) levels.</p>	<p>What is government?</p> <p>What are the basic purposes of government?</p> <p>Why is government necessary?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • community: A place where people live, work, and play • rules: What people must or must not do • laws: Important rules written and carried out by government • government: A group of people who makes laws, carries out laws, and decides if laws have been broken <p>The purpose of rules and laws is to keep people safe and maintain order.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p>

STANDARD 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Citizens have worked to defend American principles.</p>	<p>What are some basic principles commonly held by American citizens?</p> <p>How did some American citizens work to defend America's basic principles?</p>	<p>Basic principles</p> <ul style="list-style-type: none"> • Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. • Equality under the law means that all people are treated fairly. <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p>Citizens who defended basic principles</p> <ul style="list-style-type: none"> • George Washington: He was the first president of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation. • Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country. • Abraham Lincoln: He was the United States president when the country was divided over the issue of equality for all people. He helped free African American slaves. • Rosa Parks: She was an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. • Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court. • Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. • Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers. 	<p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.11 (continued)

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Veterans Day is the recognition of and respect for Americans who served in the military</p> <p>Memorial Day is the recognition of Americans who died in wars while they were serving their country.</p> <p>There are many ways that people can serve their community, state, and nation.</p>	<p>Why do we observe Veterans Day and Memorial Day?</p> <p>How can people serve their community, state, and nation?</p>	<p>Days to remember</p> <ul style="list-style-type: none"> • Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. • Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May. <p>Some of the ways that people can serve their community, state, and nation include</p> <ul style="list-style-type: none"> • being a volunteer • getting involved in community projects • serving as a government official • joining the military • voting. 	

STANDARD 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p>	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p>	<p>Terms to know</p> <ul style="list-style-type: none">• Republican form of government: A representative democracy <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Benefits of diversity</p> <ul style="list-style-type: none">• Food• Clothing• Music	<p>Differentiate between points of view by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Make generalizations about data.</p>