

2008 Curriculum Framework

Grade Three Social Studies

Standards

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~~crossout~~ indicates content cut from 2008 revision

STANDARD 3.1 – Greece & Rome

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

ESSENTIAL UNDERSTANDINGS

The ancient **Greeks and Romans** were two groups of people who made **significant contributions** to society in terms of **architecture, government, and sports**.

The ancient Greeks and Romans have influenced the lives of **people today**.

Terms to know

STANDARD 3.2 - Mali

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

Most of what we know about **Mali's history** comes from oral accounts that were handed down from Mali **storytellers**.

Mali was ruled by **rich and powerful kings**.

Early Mali was a **wealthy trading empire** before Columbus sailed to America.

*Why were **storytellers** so important in the empire of Mali?*

Africa was the home to several **great empires**. One of the most prosperous was the **empire of Mali**.

Many **storytellers** in Mali passed on **traditions** and stories from one generation to the next.

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 people vote for (elect) a smaller group of citizens to make their the rules and laws for everyone.

*What styles in **architecture** used today came from **ancient Greece and Rome**?*

Architecture

The architects of ancient Greece and Rome used **columns** and **arches** in the construction of their buildings. Ancient examples still exist today:

- Greece—The **Parthenon (columns)**
- Rome—The **Colosseum** and **aqueducts (arches)**

Art

Mosaics, sculpture, and paintings are displayed on buildings.

*What **principles of government** from **ancient Greece and Rome** are part of our government?*

The Government of the United States is based on the ideas developed in ancient Greece and Rome.

- **Greece: Birthplace of democracy** (government by the people); a **direct democracy**
- **Rome: Republican (representative)** form of government; a **representative democracy**

*What **sporting events** today came from **ancient Greece**?*

Sports

Olympic games of today are modeled after the games of ancient Greece.

Most of what we know about **Mali's history** comes from **oral accounts** that were handed down from Mali storytellers.

*What do we know about the **leaders** of the empire of Mali?*

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**.

*Why was the empire of **Mali** so **wealthy**?*

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 natural resource. People used **salt** for their **health** and for **preserving foods**.

Miners found **gold** in Western Africa. Therefore, **salt was traded for gold**.

Timbuktu was an important city in Mali. It had a famous **university** with a **large library** containing Greek and Roman books

STANDARD 3.3 - Explorers

The student will study the exploration of the Americas by
a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
b) identifying **reasons for exploring**, the information gained, and the results of the travels, **and the impact of these travels on American Indians**.

ESSENTIAL UNDERSTANDINGS

The first explorers had different motivations, had different sponsors, and met different successes.

Due to European explorations, American Indians experienced changes to their cultures and environment.

What were the effects of European explorations on American Indians?

Impact of European exploration on American Indians:

- **Deadly diseases** were introduced
- Exploration later led to **settlement**.
- The settlements led to **relocation** of the American Indians from their homeland.

Terms to know

Explorer: A person who travels seeking new discoveries

European: A person from one of the countries in Europe

<i>Who were some of the important European explorers from Spain, England, and France?</i>		<i>What were the different motivations of these early European explorers?</i>	<i>What were the successes of these early European explorers?</i>
Explorers	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 (New World) 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 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 American claim
Christopher Newport	England	To discover riches ; To find a western route to Asia; To colonize Virginia	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

STANDARD 3.4–Greece, Rome, Mali

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

*Where were **ancient Greece**, **ancient Rome**, and the **empire of Mali** located?*

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**.

ESSENTIAL UNDERSTANDINGS

Ancient Greece and **Rome** were located near the **Mediterranean Sea**.

The **empire of Mali** was located in the **western** region of the continent of **Africa**.

People **adapt** to their environment in **different ways**.

What were the **physical** and **human characteristics** of ancient Greece and Rome and West Africa (Mali)?

Physical characteristics

- **Ancient Greece:** Located **on a peninsula with** many islands, mountains and hills, surrounded by **Mediterranean Sea** and **limited rich soil**
- **Ancient Rome:** Located **next to a river**; city built on **many hills**; **limited rich soil**
- **Empire of Mali:** Located in **West Africa**; near **rivers**; **desert-like conditions**; **gold mines**

Human characteristics

- **Ancient Greece:** Farmers, shipbuilders, and traders
- **Ancient Rome:** Farmers, road builders, and traders
- **Empire of Mali:** Farmers, miners, and traders

How did the people of ancient Greece, ancient Rome, and Mali **adapt** to and change their environment to meet their needs?

Ways they adapted to their environments

- **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 for people in the desert; salt was **traded for gold**.

Terms to know

Characteristics: Different traits

STANDARD 3.5 – The Globe

The student will develop map skills by

positioning and labeling the **seven continents** and **five** ~~four~~ **oceans** to create a world map;

using the **equator** and **prime meridian** to identify **the Northern, Southern, Eastern, and Western** ~~four hemispheres~~ **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

There are **seven continents** and **five** **oceans** located in the world.

The **equator** and the **prime meridian** divide the globe into **four hemispheres**.

The **four hemispheres** are **Northern, Southern, Eastern, and Western**.

A simple letter-number **grid system** on maps is used to locate places.

Where are the **seven continents** and the **five oceans** located on a world map?

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, and Pacific and Southern**) may be identified on a world map.

What **imaginary lines** are used to create **hemispheres**?

The **equator** and the **prime meridian** are used to create the **Northern, Southern, Eastern, and Western Hemispheres**.

On which **continents** are **England, Spain, France, and the United States** located? Where are the countries of **Spain, England, and France** located on a world map?

England, Spain, and France are located on the continent of **Europe**. The United States is located on the continent of **North America**.

Where are the regions (general areas) of **San Salvador** in the Bahamas; **St. Augustine, Florida**; **Québec, Canada**; and **Jamestown, Virginia** located on a map?

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**.

How is a simple letter-number **grid system** used to locate places on maps?

The letter (left) and number (bottom) coordinates of a grid system identify the ~~exact~~ **approximate** location of a place.

What are the names of the **four hemispheres**?

The four hemispheres are **Northern, Southern, Eastern, and Western**.

Terms to know

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 the globe into the northern and southern hemispheres

Prime meridian: An imaginary line that divides the globe into the eastern and western hemispheres

Regions: Places that have common characteristics

STANDARD 3.6 - Maps

The student will **read and construct** ~~interpret~~ geographic information from **maps, tables, graphs, and/or charts**.

ESSENTIAL UNDERSTANDINGS

Read and construct **maps, tables, graphs, charts,** and pictures to classify gather and display information.

Maps are used to display information geographically.

*What visual aids are used to **gather, display, and classify** information?*

Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.

Parts of a map:

- **Map title**
- **Map legend**
- **Compass rose**

●—Distance scale

Maps may include a compass rose with intermediate directions of northeast, southeast, northwest, and southwest.

STANDARD 3.7 – Resources of Greece, Rome & Mali

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.

The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

ESSENTIAL UNDERSTANDINGS

Resources are used to produce goods and services.

Producers of goods and services are influenced by natural, human, and capital resources.

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**.

Mali used human and capital resources to mine **gold** (natural resource).

*How do **producers** use natural, human, and capital **resources** to produce goods and services?*

*What **resources** (natural, human, capital) were used to produce **goods and services** in ancient Greece, Rome and the West African empire of Mali?*

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**.

Ancient Rome was located next to a **river**. The **soil was limited** for farming. A variety of **trees** grew in ancient Rome.

The West African empire of **Mali** was located in Africa. **Gold** was a natural resource.

*What are some of the **goods and services** produced in ancient Greece, Rome, and the West African empire of Mali?*

The people of ancient **Greece** **built ships, fished,** made pottery, and farmed.

The people of **ancient Rome** **built ships, fished,** made pottery, and farmed.

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**.

The people of the West African empire of Mali traded gold for salt.

Terms to know

- **Natural resources:** Materials that come from nature (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

STANDARD 3.8 - Specialization & Trade

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

People and regions **specialize** because they cannot produce everything they want.

People **trade** for things they need and want but do not have.

*What is **economic specialization**?*

*Why do those who specialize have to **depend on others**?*

Specialization occurs when **people focus** on the production of selected kinds of goods and services.

People and regions often specialize in the production of certain goods and services.

Specialization encourages **trade** because people want goods and services that they do not have.

Why do people trade?

People trade when individuals or groups **benefit** from the trade.

Economic specialization and interdependence existed in the production of goods and services in the past and exist in our present-day communities.

What is economic interdependence?

How did economic specialization and interdependence exist in ancient Greece, ancient Rome, and the empire of Mali?

Does economic interdependence exist in our present-day community?

Terms to know

- **Economic specialization:** Focusing on one product or service
- **Economic interdependence:** Two or more people depending on each other for goods and services

Economic specialization and interdependence of communities in the past

- Ancient Greece and Rome both focused on building ships, farming, and making pottery. (Specialization)
- Greeks and Romans traded their goods with Egypt and other nearby communities. (Interdependence)
- In the empire of Mali, some people specialized in protecting the empire, while others specialized in growing food for the empire. (Specialization)
- The people of Mali traded (gold for salt) with other people. (Interdependence)

Economic specialization and interdependence in the present

- Virginia is known for its expertise in shipbuilding. (Specialization)
- Virginia sells its coal to other countries but depends on other countries for oil. (Interdependence)

STANDARD 3.9 – Choices & Opportunity Cost

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

People make **choices** because they cannot have everything they want.

All choices require giving up something (**opportunity cost**).

*Why does an **economic choice** involve **giving up something else**?*

Economic decision-making requires **comparing** both the **opportunity cost** and the **monetary cost** of choices with benefits.

Terms to know

- **Economic choice:** The choice of or decision among alternatives or possibilities
- **Opportunity cost:** The next best choice that is given up when a decision is made

Economic Choices

Choices	Choices made	Choices 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

STANDARD 3.10 – Government

The student will recognize the importance of why government is necessary 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

Governments protect the rights and property of individuals.

Governments exist at the local (community), state (Virginia), and national (United States) levels.

What is government?

Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken

What are the basic purposes of government?

The purpose of government is to make laws, carry out laws, and decide if laws have been broken.

The purpose of rules and laws is to keep people safe and maintain order. ~~Let people know how they should act or behave.~~

Why is government necessary?

Governments are necessary because they develop the laws and protect the rights and property of individuals.

Terms to know

- **Community:** A place where people live, work, and play
- **Rules:** What people must or must not do
- **Laws:** ~~Rules people live by~~ Important rules written and carried out by the government
- **Government:** A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken

STANDARD 3.11 – Basic Principles; Important People

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

describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;

identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr. ; , and César Chávez;

recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;

describing how people can serve the community, state, and nation.

ESSENTIAL UNDERSTANDINGS

Some basic principles held by American citizens include the right to life, liberty, and the pursuit of happiness; and equality under the law.

Citizens have worked to defend American principles.

Veterans Day is the recognition of and respect for Americans who served in the military.

Memorial Day is the recognition of Americans who died in wars while they were serving their country.

There are many ways that people can serve their community, state, and nation.

What are some basic principles commonly held by American citizens?

Basic principles

- 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.

How did American citizens work to defend American principles?

Many people worked to defend the basic principles that formed the foundation of a republican form of government.

Citizens who defended basic principles

- **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 is 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**.
- **César Chávez:** He was a **Mexican American** who worked to **improve conditions for farm workers**.

Why do we recognize Veterans Day and Memorial Day?

Days to remember

- **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**.

How do people serve their community, state, and nation?

Some of the ways that people can serve their community, state, and nation include:

- Being a **volunteer**
- Getting **involved** in community projects
- **Serving** as a government official
- Joining the **military**
- **Voting**

STANDARD 3.12 – Diverse but United

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

The American people come from **diverse** ethnic and national origins and are united as Americans by basic American principles.

Being an American is defined by the shared basic principles of the republican form of government.

What unites the people of the United States?

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.

*What are some **benefits of diversity** in the United States?*

Benefits of diversity

- Food
- Clothing
- Music

Terms to know

- **Republican** form of government: A **representative democracy**