

Grade 3 Social Studies Standards

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STANDARD 3.2– Ancient China & Egypt

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

ESSENTIAL UNDERSTANDINGS

Ancient people made contributions that **affect the present world**.

Terms to know

- **Ancient:** Long ago
- **Architecture:** The design of buildings
- **Contribution:** The act of giving or doing something

Contributions of Ancient China and Egypt		
	China	Egypt
Written Language	Characters, symbols	Hieroglyphics
Inventions	Kite; Compass; Silk; Cloth; Fireworks	Paper made from papyrus; 365-day calendar; Clock
Architecture	Great Wall	Pyramids

STANDARD 3.3 – 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

- **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 the rules and laws **for everyone**.

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)**

The Arts

Mosaics, sculpture, and paintings are displayed on buildings in ancient Greece and Rome.

- **Greece: Pottery**
- **Rome: Mosaics**

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**

Sports

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

STANDARD 3.4 - Mali

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

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.

- 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.
- 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.
- Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold mines of West Africa.
 - For the people of the desert, salt was a valuable natural resource.
 - People used salt for health reasons 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 3.5 – Locations of Cultures Change Over Time

The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

- a) at the beginning of their culture;
- b) during their period of greatest influence; and
- c) today.

ESSENTIAL UNDERSTANDINGS

The sizes and locations of ancient world cultures have changed over time.

Viewing maps of ancient civilizations during different time periods helps students begin to understand changes in relationships among peoples, places, and environments.

Location of ancient world cultures at the beginning of their culture

- Ancient China was located in eastern Asia centered on the Huang He River.
- Ancient Egypt was located along the Nile River in northeast Africa.

- Ancient Greece was located on a peninsula with many islands, surrounded by the Mediterranean Sea.
- Ancient Rome was located by a river on a peninsula in the Mediterranean Sea.
- The West African empire of Mali was located by a river in a grassland region in west Africa.

Location of ancient world cultures during their period of greatest influence

- Ancient China spread southward to the Yangtze River.
- Ancient Egypt spread southward along the Nile River and eastward and westward along the Mediterranean coast.
- Ancient Greece spread throughout the eastern Mediterranean region.

- Ancient **Rome spread** throughout the Mediterranean region and most of western Europe.
- The West African empire of **Mali** spread westward to the Atlantic coast and northward into the Sahara desert.

Location of ancient world cultures **today**

- **China** includes **most of East Asia** westward into the deserts of Central Asia.

- **Egypt** is located in the **northeastern corner** of Africa along the Nile River.
- **Greece** is located on a **peninsula** with many **islands**, surrounded by the Mediterranean Sea.
- **Rome** is a **city** located in present-day Italy.
- **Mali** is a **country** located in West Africa.

STANDARD 3.6 - Major Geographic Features

The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of

- a) Africa;
- b) Asia;
- c) Europe;
- d) North America; and
- e) South America.

ESSENTIAL UNDERSTANDINGS

The continents of Africa, Asia, Europe, North America, and South America have unique geographic features.

Africa

- **Nile River:** The **longest river** in the world
- **Atlas Mountains:** Separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert
- **Sahara Desert:** The **largest hot desert** in the world

Asia

- **Huang He** River: Flows through much of China
- **Himalaya Mountains:** Home to some of **highest peaks** on Earth
- **Gobi Desert:** Asia's largest desert

Europe

- **Mediterranean Sea:** An **intercontinental sea** situated between Europe to the north, Africa to the south, and Asia to the east

- **Alps Mountains:** The **largest mountain system** in Europe
- **Italian Peninsula:** A **boot-shaped peninsula** in southern Europe extending into the Mediterranean Sea

North America

- **Mississippi River:** One of the **longest** rivers in North America
- **Rio Grande:** Marks part of the **boundary** between Mexico and the United States
- **Rocky Mountains:** Located in western North America and extend from **Canada to New Mexico**
- **Appalachian Mountains:** Located in **eastern** North America and extend from Canada to Alabama
- **Great Lakes:** A series of **interconnected freshwater lakes** located in northeastern North America

South America

- **Amazon River:** The **second longest river** in the world
- **Andes Mountains:** The **longest** continental mountain range in the world
- **Amazon rainforest:** The **largest tropical rainforest** in the world; includes many types of plants and animals

STANDARD 3.7– Ancient Cultures Adapt to Environment

The student will describe how people in ancient world cultures adapted to their environment

ESSENTIAL UNDERSTANDINGS

People in ancient world cultures **adapted to their environment** in different ways.

Human activities develop in **response to physical environments**. When the environment does not meet human needs, **people adapt** to meet those needs.

Ways people in ancient world cultures adapted to their environments

Ancient China:

- **Farmed** in fertile soil along the rivers
- **Fished** in the rivers and seas
- **Mined** natural resources

Ancient Egypt:

- **Farmed** in fertile soil along the Nile River
- Created **irrigation** systems
- **Traded** along the Mediterranean coast

Ancient Greece:

- Limited farming due to mountains
- **Traded** across the Mediterranean Sea
- **Built ships** to fish in and **trade** across the Mediterranean Sea

Ancient Rome:

- Limited farming due to mountains
- **Traded** across the Mediterranean Sea
- **Built roads** to connect to land in western Europe and Africa

West African empire of Mali:

- **Mined** gold
 - **Traded** gold for salt from the Sahara Desert
 - **Farmed** and raised animals on the grasslands
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STANDARD 3.8 –Cultures and Resources

ESSENTIAL UNDERSTANDINGS

Resources are used to produce goods and services.

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

Terms to know

- **Natural resources:** Materials (e.g., water, soil, wood, coal) that come from nature (water, soil, wood, coal)
- **Human resources:** People working to produce goods and services
- **Capital resources:** Goods (e.g., machines, tools, buildings) 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 wants
- **Services:** Activities that satisfy people's wants

Ancient China was located on a **large land mass**.

- The land consisted of **forests, hills, mountains, and deserts**.
- The people of ancient China **farmed, fished, mined, made pottery, and traded** goods.

Ancient Egypt was located along the **Nile River** in northeast Africa.

- Most of the land was **desert**.
- There was **rich soil** along the Nile River.
- The people of ancient Egypt **farmed, fished, made crafts, and traded** goods.

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**.

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**.

The West African empire of **Mali** was located in Africa.

- **Gold** was a natural resource.
- The people of Mali **traded gold for salt**.

STANDARD 3.9 - Specialization & Trade

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best 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.

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

STANDARD 3.10 – 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 else (**opportunity cost**).

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

Terms to know

- **Economic choice:** The choice that is made among alternatives or possibilities
- **Opportunity cost:** The next best choice that is given up when an economic choice 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 3.11– Good Citizens

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.
- f) describing the purpose of rules.

ESSENTIAL UNDERSTANDINGS

A **good citizen** has a variety of responsibilities that contribute to society as a whole.

Terms to know

- **rules:** Guidelines for how people should act or behave
- **laws:** Important rules written and carried out by government

Responsibilities of a good citizen

- Respecting and protecting the **rights and property** of others
- Taking part in the **voting process** when making classroom decisions
- Describing actions that can **improve** the school and community
- Demonstrating **self-discipline** and **self-reliance**
- Practicing **honesty** and **trustworthiness**

The purpose of **rules and laws** is to keep people **safe** and maintain **order**.

STANDARD 3.12 – Government

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

- a) explaining the purpose of 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.

Terms to know

- **Community:** A place where people live, work, and play
- **Laws:** Important rules written and carried out by the government
- **Government:** A group of people who makes laws, carries out laws, and decides laws have been broken

The purpose of **laws** is to keep people **safe** and maintain **order**.

The purposes of **government** are to **make** laws, **carry out** laws, and decide if laws have been **broken**.

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

STANDARD 3.13 – Diverse but United

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, and 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.

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

Terms to know

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

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.

Benefits of diversity

- Food
- Clothing
- Music

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**