

Grade 3

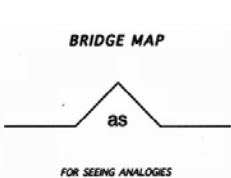
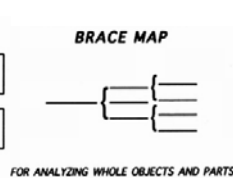
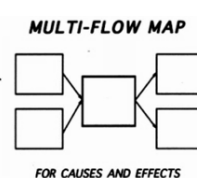
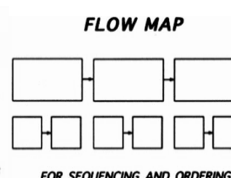
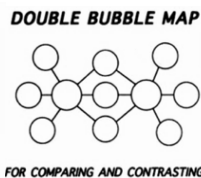
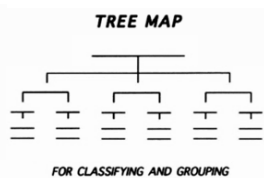
Introduction to History and Social Science: Focus on Ancient World Cultures

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, customs, traditions, and perspectives.

Skills

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in world cultures;
 - b) using geographic information to support an understanding of world cultures;
 - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
 - d) summarizing points and evidence to answer a question;
 - e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
 - f) determining relationships with multiple causes or effects;
 - g) explaining connections across time and place;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) accessing a variety of media, including online resources.

Thinking Map Images for Copying and Pasting



| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
|---|---|---------------------------|------------------------------------|
| <p>SOL 3.6: The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of</p> <p>a) Africa; b) Asia; c) Europe; d) North America; and e) South America.</p> <p>The continents of Africa, Asia, Europe, North America, and South America have unique geographic features.</p> <p>(SOL 3.6 - 5 weeks)</p> | <p>Major rivers, mountain ranges, and other geographic features of Africa</p> <ul style="list-style-type: none"> - Nile River The Nile River is the longest river in the world. - Atlas Mountains The Atlas Mountains separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert. - Sahara Desert The Sahara Desert is the largest hot desert in the world. <p>Major rivers, mountain ranges, and other geographic features of Asia</p> <ul style="list-style-type: none"> - Huang He River The Huang He River flows through much of China. - Himalaya Mountains The Himalaya Mountains are home to some of highest peaks on Earth. - Gobi Desert The Gobi Desert is Asia's largest desert. <p>Major rivers, mountain ranges, and other geographic features of Europe</p> <ul style="list-style-type: none"> - Mediterranean Sea The Mediterranean Sea is an intercontinental sea situated between Europe to the north, Africa to the south, and Asia to the east. - Alps Mountains The Alps are the largest mountain system in Europe. - Italian Peninsula The Italian Peninsula is a boot- | | Geography Resources and Activities |

shaped peninsula in southern Europe
extending into the Mediterranean Sea.

Major rivers, mountain ranges, and other
geographic features of North America

- Mississippi River/Rio Grande
The *Mississippi River* is one of the
longest rivers in North America.
The *Rio Grande* marks a part of the
boundary between Mexico and the
United States.
- Rocky Mountains/ Appalachian
Mountains
The *Rocky Mountains* are located in
western North America and extend
from Canada to New Mexico.
The *Appalachian Mountains* are
located in eastern North America and
extend from Canada to Alabama.
- Great Lakes
The Great Lakes are a series of
interconnected freshwater lakes
located in northeastern North
America.

Major rivers, mountain ranges, and other
geographic features of South America

- Amazon River
The Amazon River is the second
longest river in the world.
- Andes Mountains
The Andes Mountains are the longest
continental mountain range in the
world.
- Rainforest
The Amazon rainforest is the largest
tropical rainforest in the world and
includes many types of plants and
animals.

| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
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| <p>SOL 3.8: The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.</p> <p>Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>SOL 3.9: 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.</p> <p>People and regions specialize because they cannot produce everything they want. People trade for things they want but do not have.</p> <p>SOL 3.10: The student will identify examples of making an economic choice and will explain the idea of opportunity cost</p> | <p>SOL 3.8: 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 wants - Services: Activities that satisfy people's wants <p>SOL 3.9: 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>SOL 3.10: Terms to know:</p> <ul style="list-style-type: none"> - Economic choice: The choice of or decision among alternatives or possibilities | | <p>Economics Resources and Activities</p> |

| <p>(what is given up when making a choice).</p> <p>People make choices because they cannot have everything they want. All choices require giving up something else (opportunity cost).</p> <p>(SOL 3.8, 3.9, & 3.10 - 4 weeks)</p> | <ul style="list-style-type: none">- 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><tr><th>Choices</th><th>Choice made</th><th>Choice given up (opportunity cost)</th></tr><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></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 | | |
|--|--|------------------------------------|-------------|------------------------------------|----------------------|-----------|---------|-----------------------|----------------|-----|----------------------------------|-----------|---------------------|--|--|
| 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 | | | | | | | | | | | | | |

Second Nine Weeks

| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
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| <p>SOL 3.2: 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.</p> <p>Ancient people made contributions that affect the present world.</p> | <p>SOL 3.2: Terms to know:</p> <ul style="list-style-type: none"> - Ancient: Long, long ago - Architecture: The design of buildings - Contribution: The act of giving or doing something <p>Contributions of ancient China and Egypt</p> | <p>SOL 3.1 a-h;j (Refer to end of this document for understandings and experiences) The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) identifying artifacts and primary and secondary</p> | <p>Ancient China Resources and Activities</p> <p>Ancient Egypt Resources and Activities</p> |

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.

SOL 3.7:
The student will describe how people

| | <u>China</u> | <u>Egypt</u> |
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| <u>Written language</u> | <u>Characters, symbols</u> | <u>Hieroglyphics</u> |
| <u>Inventions</u> | <u>Kite, silk cloth, compass, fireworks</u> | <u>Paper made from papyrus, 365-day calendar, clock</u> |
| <u>Architecture</u> | <u>Great Wall</u> | <u>Pyramids</u> |

SOL 3.5:
Viewing maps of ancient civilizations during different time periods provides an introduction to understanding the changes in the relationship between peoples, places, and environments.

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

- Ancient Egypt spread southward along the Nile River and east and west along the Mediterranean coast.
- Ancient China spread southward to the Yangtze River.

- Egypt is located in the northeastern corner of Africa along the Nile River.
- China includes most of East Asia westward into the deserts of Central Asia.

- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
- d) summarizing points and evidence to answer a question;
- e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
- f) determining relationships with multiple causes or effects;
- g) explaining connections across time and place;
- h) using a decision-making model to make informed decisions; and
- j) accessing a variety of media including online resources.

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| Concurrent | Embed within 3.2, 3.5, and 3.7 |
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| <p>in ancient world cultures adapted to their environment.</p> <p>People in ancient world cultures adapted to their environment in different ways.</p> <p>(SOL 3.2, 3.5, & 3.7 - 9 weeks)</p> <p>Reinforce: SOL 3.6 a&b: The continents of Africa and Asia have unique geographic features.</p> | <p>SOL 3.7: Human activities develop in response to physical environments. When the environment does not meet human needs, people adapt to meet those needs.</p> <p>Ways people in ancient world cultures adapted to their environments</p> <p>Ancient Egypt:</p> <ul style="list-style-type: none"> - Farmed in fertile soil along the Nile River - Created irrigation systems - Traded along the Mediterranean coast <p>Ancient China:</p> <ul style="list-style-type: none"> - Farmed in fertile soil along the rivers - Fished in the river and seas - Mined natural resources <p>SOL 3.6 a&b: Major rivers, mountain ranges, and other geographic features of Africa</p> <ul style="list-style-type: none"> - Nile River The Nile River is the longest river in the world. - Atlas Mountains The Atlas Mountains separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert. - Sahara Desert The Sahara Desert is the largest hot desert in the world. <p>Major rivers, mountain ranges, and other geographic features of Asia</p> <ul style="list-style-type: none"> - Huang He River The Huang He River flows through much of China. - Himalaya Mountains | | |
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| <p>Reinforce: SOL 3.8: Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Reinforce: SOL 3.9: People and regions specialize because they cannot produce everything they want. People trade for things they need and want but do not have.</p> | <p>The Himalaya Mountains are home to some of highest peaks on Earth.</p> <ul style="list-style-type: none"> - Gobi Desert The Gobi Desert is Asia's largest desert. <p>SOL 3.8 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.</p> <p>Ancient Egypt was located along the Nile River in northeast Africa. Most of the land was desert. Rich soil was along the Nile River. The people of ancient Egypt farmed, fished, made crafts, and traded goods.</p> <p>SOL 3.9: 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> | | |
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| Third Nine Weeks | | | |
| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
| SOL 3.3: The student will explain how the | SOL 3.3: Terms to know | SOL 3.1 a-h;j (Refer to end of this document) | Ancient Greece Resources and Activities |

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| <p>contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.</p> <p>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.</p> <p>SOL 3.5: The student will develop map skills and an understanding of change over</p> | <ul style="list-style-type: none"> - 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 to 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> <ul style="list-style-type: none"> - Greece: Pottery - Rome: Mosaics <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 <i>direct democracy</i> - Rome: Republican (representative) form of government; a <i>representative democracy</i> <p>Sports Olympic games of today are modeled after the games of ancient Greece.</p> <p>SOL 3.5: Viewing maps of ancient civilizations during different time periods provides an</p> | <p>for understandings and experiences) The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) identifying artifacts and primary and secondary sources to understand events in world cultures; b) using geographic information to support an understanding of world cultures; c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures; d) summarizing points and evidence to answer a question; e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures; f) determining relationships with multiple causes or effects; g) explaining connections across time and place; h) using a decision-making model to make informed decisions; and j) accessing a variety of media, including online resources. <p>Concurrent Embed within 3.3, 3.5, and 3.7</p> | <p>Ancient Rome Resources and Activities</p> |
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| <p>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.</p> <p>The size and location of ancient world cultures has changed over time.</p> <p>SOL 3.7: The student will describe how people in ancient world cultures adapted to their environment.</p> <p>People in ancient world cultures adapted to their environment in different ways.</p> <p>(SOL 3.3, 3.5, 3.7 - 9 weeks)</p> | <p>introduction to understanding the changes in the relationship between peoples, places, and environments.</p> <p>Location of ancient world cultures at the beginning of their culture:</p> <ul style="list-style-type: none"> - 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. <p>Location of ancient world cultures during their period of greatest influence:</p> <ul style="list-style-type: none"> - Ancient Greece spread throughout the eastern Mediterranean region. - Ancient Rome spread throughout the Mediterranean region and most of western Europe. <p>Location of ancient world cultures today:</p> <ul style="list-style-type: none"> - Greece is located on a peninsula with many islands surrounded by the Mediterranean Sea. - Rome is a city located in present day Italy. <p>SOL 3.7: Human activities develop in response to physical environments. When the environment does not meet human needs, people adapt to meet those needs.</p> <p>Ways people in ancient world cultures adapted to their environments</p> <p>Ancient Greece:</p> <ul style="list-style-type: none"> - Limited farming due to mountains - Traded across the Mediterranean Sea - Built ships to fish and trade in the Mediterranean Sea | | |
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| <p>Reinforce: SOL 3.6 c: The continent of Europe has unique geographic features.</p> <p>Reinforce: SOL 3.8: Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Reinforce: SOL 3.9: People and regions specialize because they cannot produce everything they</p> | <p>Ancient Rome:</p> <ul style="list-style-type: none"> - Limited farming due to mountains - Traded across the Mediterranean Sea - Built roads to connect to land in western Europe and Africa <p>SOL 3.6 c: Major rivers, mountain ranges, and other geographic features of Europe</p> <ul style="list-style-type: none"> - Mediterranean Sea The Mediterranean Sea is an intercontinental sea situated between Europe to the north, Africa to the south, and Asia to the east. - Alps Mountains The Alps are the largest mountain system in Europe. - Italian Peninsula The Italian Peninsula is a boot-shaped peninsula in southern Europe extending into the Mediterranean Sea. <p>SOL 3.8: 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>SOL 3.9: Specialization occurs when people focus on the production of selected goods and services.</p> <p>People and regions often specialize in the</p> | | |
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| want. People trade for things they need and want but do not have. | 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 | | |
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Fourth Nine Weeks

| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
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| <p>SOL 3.4: The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.</p> <p>Most of what we know about Mali's history comes from oral accounts that were handed down by Mali storytellers. Mali was ruled by rich and powerful kings. Early Mali was a wealthy trading empire before Columbus sailed to America.</p> | <p>SOL 3.4: 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</p> | <p>SOL 3.1 a-h;j (Refer to end of this document for understandings and experiences) The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) identifying artifacts and primary and secondary sources to understand events in world cultures; b) using geographic information to support an understanding of world cultures; c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures; d) summarizing points and evidence to answer a question; e) comparing and contrasting</p> | <p>Ancient Mali Resources and Activities</p> |

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| <p>SOL 3.5: 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.</p> <p>The size and location of ancient world cultures has changed over time.</p> | <p>containing Greek and Roman books.</p> <p>SOL 3.5: Viewing maps of ancient civilizations during different time periods provides an introduction to understanding the changes in the relationship between peoples, places, and environments.</p> <p>Location of ancient world cultures at the beginning of their culture:</p> <ul style="list-style-type: none"> - The West African empire of Mali was located by a river in a grassland region in west Africa. <p>Location of ancient world cultures during their period of greatest influence:</p> <ul style="list-style-type: none"> - The West African empire of Mali spread westward to the Atlantic coast and north into the Sahara desert. <p>Location of ancient world cultures today:</p> <ul style="list-style-type: none"> - Mali is a country located in West Africa. | <p>ideas and perspectives to better understand people or events in world cultures; f) determining relationships with multiple causes or effects; g) explaining connections across time and place; h) using a decision-making model to make informed decisions; and j) accessing a variety of media, including online resources.</p> <p>Concurrent Embed within 3.3, 3.5, and 3.7</p> |
| <p>SOL 3.7: The student will describe how people in ancient world cultures adapted to their environment.</p> <p>People in ancient world cultures adapted to their environment in different ways.</p> <p>(SOL 3.4, 3.5, 3.7 - 4 weeks)</p> | <p>SOL 3.7: Human activities develop in response to physical environments. When the environment does not meet human needs, people adapt to meet those needs.</p> <p>Ways people in ancient world cultures adapted to their environments</p> <p>West African empire of Mali</p> <ul style="list-style-type: none"> - Mined gold - Traded gold for salt from the Sahara Desert - Farmed and raised animals on the grasslands | |
| <p>Reinforce: SOL 3.6 a:</p> | <p>SOL 3.6: Major rivers, mountain ranges, and other</p> | |

| <p>The continent of Africa has unique geographic features.</p> <p>Reinforce: SOL 3.8: Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources.</p> <p>Reinforce: SOL 3.9: People and regions specialize because they cannot produce everything they want. People trade for things they need and want but do not have.</p> | <p>geographic features of Africa</p> <ul style="list-style-type: none"> - Sahara Desert The Sahara Desert is the largest hot desert in the world. <p>SOL 3.8 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>SOL 3.9: Specialization occurs when people focus on the production of selected goods and services. 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> | | |
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| Essential Understandings | Essential Knowledge | Skill Focus and Exemplars | Resources |
| <p>Civics</p> <p>SOL 3.11: 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</p> | <p>SOL 3.11: Terms to know:</p> <ul style="list-style-type: none"> - Rules: Guidelines for how people should act or behave - Laws: Important rules written and carried out by government | <p>SOL 3.1 i (Refer to end of this document for understandings and experiences) The student will demonstrate skills for responsible</p> | <p>Civics Resources and Activities</p> |

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| <p>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; and f) describing the purpose of rules.</p> <p>A good citizen has a variety of responsibilities that contribute to society as a whole.</p> <p>SOL 3.12: The student will recognize the importance of government 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; and c) explaining that government protects the rights and property of individuals.</p> <p>Government protects the rights and property of individuals. Government exists at the local (community), state (Virginia), and national (United States) levels.</p> <p>SOL 3.13: The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles</p> | <p>Responsibilities of a good citizen:</p> <ul style="list-style-type: none"> - 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 <p>The purpose of rules and laws is to keep people safe and maintain order.</p> <p>SOL 3.12: Terms to know:</p> <ul style="list-style-type: none"> - Community: A place where people live, work, and play - 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 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>SOL 3.13: Terms to know:</p> <ul style="list-style-type: none"> - Republican form of government: A representative democracy | <p>citizenship by</p> <p>i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.</p> <p>Embed within 3.11, 3.12, and 3.13</p> | |
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| <p>of a republican form of government and respect for individual rights and freedoms.</p> <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>There are many ways that people can serve their community, state, and nation.</p> <p>(SOL 3.11, 3.12, 3.13 - 3 weeks)</p> | <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>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 | | |
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| SOL 3.1a-j Ideas for Implementing Understandings and Experiences | |
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| Essential Understandings | Ideas for Experiences may include but are not limited to... |
| <p>SOL 3.1a:</p> <ul style="list-style-type: none"> - Identifying includes viewing and using information sources to draw conclusions. - An artifact is an object or tool that tells us about the people from the past. - A primary source is an artifact, document, image, or other source of information that was created at the time under study. - A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. | <p>SOL 3.1a:</p> <ul style="list-style-type: none"> - Use images to make observations, ask questions and draw conclusions about the contributions of ancient Greece and Rome. - Use a map of trade routes to determine the importance of human, natural, and capital resources in ancient Greece. - Use storytelling (oral traditions) to determine how people of Mali passed on stories and traditions from one generation to the next. - Use images of the regions of ancient China, ancient Egypt, ancient Greece, ancient Rome, and the West African empire of Mali to predict what goods and services might have been produced. |

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| <p>SOL 3.1b:</p> <ul style="list-style-type: none"> - Using geographic information helps develop an awareness of the relationship between time and place. - The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment. - Using geographic information involves asking questions and drawing conclusions about information found on a map. | <p>SOL 3.1b:</p> <ul style="list-style-type: none"> - Ask questions and draw conclusions about world cultures using information found on a map. <p>Geographic Information</p> <ul style="list-style-type: none"> - Variety of historical and cultural maps - Satellite images - Images/photographs - Physical and political maps - Digital maps <p>Use a simple world map to identify where ancient civilizations were located (ancient Egypt, ancient China, ancient Greece, ancient Rome, and the West African empire of Mali).</p> <ul style="list-style-type: none"> - Use images/photographs of the present day country to predict where people lived in ancient times. - Construct a map with a legend to show trade routes between ancient civilizations. - Describe how geography had a direct impact on the lives of the ancient people and describe how they adapted to their environment. |
| <p>SOL3.1c:</p> <ul style="list-style-type: none"> - Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. - Close examination and interpretation of data and images are essential to making informed decisions. | <p>SOL 3.1c:</p> <ul style="list-style-type: none"> - Gather information about how students in the class demonstrate good citizenship. Create a class chart to show examples in each month of the school year. - Have students conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results. - Have students illustrate the land and contributions of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Use these pictures to create a chart or diagram that shows distinctions and connections between world cultures. - Survey family members to determine ways they help their community, country, and world. Create a web or simple bar graph to show the results. - Gather information about the natural, human, and capital resources of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Create a graphic organizer to illustrate the location of the resources in the ancient world culture. |

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| <p>SOL 3.1d:</p> <ul style="list-style-type: none"> - Asking questions involves making observations about the world and framing them as inquiries to solve a problem. - Asking a variety of questions takes learning further and deepens our understanding. - Summarizing points and evidence involves assembling information to craft an answer to a question. | <p>SOL 3.1d:</p> <p>When reading about ancient world cultures, have students support their thinking with evidence from the text.</p> <p>Evidence can include observations from images, articles, books, and reputable Web sites.</p> <ul style="list-style-type: none"> - Generate a question about the relationship between the physical environment and economic activities in ancient Egypt or China. Summarize evidence to answer the question in a multimedia presentation or museum exhibit. - After viewing images of modern buildings featuring arches and columns, generate questions about the influence of ancient Greek and Roman architecture on buildings in America. Have students support their answers with specific observations from the images. - Examine maps of ancient cultures. Generate questions about change over time by viewing satellite images of modern-day Egypt, China, Greece, Rome, and Mali. Have students support their answers with specific observations from the images. |
| <p>SOL 3.1e</p> <ul style="list-style-type: none"> - Comparing and contrasting examine similarities and differences among people, places, or events. - Being able to compare and contrast helps us to understand important similarities and differences between people or events. | <p>SOL 3.1e</p> <ul style="list-style-type: none"> - Create a Venn diagram to show the similarities and differences between two ancient cultures. - Compare and contrast an ancient community in Greece with a local community. - Create a T-chart that compares the different geographic features of two ancient cultures. |
| <p>SOL 3.1f</p> <ul style="list-style-type: none"> - A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). - Relationships can have multiple causes and effects. | <p>SOL 3.1f</p> <ul style="list-style-type: none"> - Explain the relationship between economic activities and physical characteristics of ancient Greece, i.e., many mountains led to farming on hillsides and the development of small, independent communities. - Explain how being a good citizen and encouraging others to be good citizens impact the community. - Draw conclusions about why ancient civilizations traded with each other. |

SOL 3.1g

- Everyday life in the world today is different from everyday life long ago.
- Time and place affect how people live.
- Knowledge of the past helps one understand the present and make decisions about the future.

SOL 3.1g

- Explain how life was different for the people in the ancient world cultures of China, Egypt, Greece, Rome, and the West African empire of Mali based on the human, natural, and capital resources available to them.
- Explain how contributions from ancient cultures have impacted life today.
- Use maps and images to make connections between the geography of China and Egypt.
- Use digital media, storyboards, or flow charts to show how ancient Greece influenced ancient Rome, and how both cultures influence the United States today.
- Use images to compare the architecture in selected ancient world cultures. Use photographs of modern architecture to discuss how ancient architecture influences us today.

SOL 3.1h

- All decisions involve costs and benefits.
- A cost is what you give up when you decide to do something.
- A benefit is what satisfies your wants.
- Choices involve getting more of one thing by giving up something else.
- Students make better choices when they consider the costs and benefits of their decisions.
- Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.

SOL 3.1h

- Use a decision-making model to weigh the costs and benefits of the following: everyone keeps their own supplies or everyone shares their supplies, decisions made by characters in children's literature related to the ancient civilizations.
- Work in small groups to decide whether to plan a class trip to Egypt or China.

Sample Decision-Making Model

| <u>Decision to be made:</u> | |
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| <u>Benefits</u> | <u>Costs</u> |
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SOL 3.1i

Good citizens: collaborate to achieve shared goals, compromise to reach

SOL 3.1i

- Participate in classroom activities to demonstrate respect for

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| <p>an agreement, participate in classroom activities to demonstrate respect for rules.</p> | <p>community rules and laws.</p> <ul style="list-style-type: none"> - Make an economic choice (such as the best project materials to use or purchase), comparing both the opportunity cost and the monetary cost of choices with the benefits (compromising). - Work in groups to determine an action the class can take to serve the community, state, or nation (collaborating). - Participate in class simulations of direct and representative democracies while studying ancient Greece and Rome (practicing good citizenship skills while participating in classroom activities). |
| <p>SOL 3.1j</p> <ul style="list-style-type: none"> - Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about world cultures. - Accessing a variety of media involves locating information in the classroom, the school, the community, and on the Internet. | <p>SOL 3.1j</p> <ul style="list-style-type: none"> - Use economic vocabulary such as specialization; natural, human, and capital resources; and producers, goods, and services to explain the relationship between the environment and resources in different parts of the world. - Use images of ancient world cultures to create a picture book to describe the geography of the area. - Listen to guest speakers discuss food, clothing, and music from their culture. - Create a photo story about the benefits of diversity. Create a list outlining the characteristics of a good citizen. Use images of classmates demonstrating the characteristics of good citizens. |