



Grade Three:
*Introduction to History and
Social Science— Focus on
Ancient World Cultures*

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Waynesboro Public Schools

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***History and Social Science Standards of Learning
Curriculum Framework 2015***

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *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 standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

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.

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.

Introduction to History and Social Science - Focus on Ancient World Cultures SOL 3.1 Skills

ALL YEAR

- 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.

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;

Essential Understandings

Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions.

An artifact is an object or tool that tells us about people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Experiences may include but are not limited to the following:

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.
- Create and share stories with classmates in order to understand how the people of Mali passed on stories and traditions from one generation to the next.
- Use images of the regions of ancient China, Egypt, Greece, Rome, and the West African empire of Mali to predict what goods and services might have been produced in each region.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- b) using geographic information to support an understanding of world cultures;

Essential Understandings

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.

Geographic information can be gathered using some of the following tools:

- Variety of historical and cultural maps
- Satellite images
- Images/photographs
- Physical and political maps
- Digital maps

Experiences may include but are not limited to the following:

Ask questions and draw conclusions about world cultures, using information found on a map. Sample sources of geographic information include the following:

- Variety of historical and cultural maps
- Satellite images
- Images/photographs
- Physical and political maps
- Digital maps
- Use a simple world map to identify where ancient civilizations (ancient Egypt, China, Greece, Rome, and the West African empire of Mali) were located.
- Use current images/photographs of a 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 ancient people and how they adapted to their environment.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;

Essential Understandings

Interpretation involves using information found in 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

Experiences may include but are not limited to the following:

- Gather information about how students in the class demonstrate good citizenship. Create a class chart to show examples of good citizenship in each month of the school year.
- Conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.
- 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 connections among and distinctions between world cultures.
- Survey family members to determine ways they help their community, country, and world. Create a web or a 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 these resources in the ancient world cultures.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- d) summarizing points and evidence to answer a question;

Essential Understandings

Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

Asking a variety of questions extends learning and deepens understanding.

Summarizing points and evidence involves assembling information to construct an answer to a question

Experiences may include but are not limited to the following:

- When reading about ancient world cultures, support thinking with evidence from the text. Evidence can include observations from images, articles, books, and reputable Web sites.
- 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 a 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. Support answers with specific observations from the images.
- Generate questions about change over time by examining both maps of ancient cultures and satellite images of modern-day Egypt, China, Greece, Rome, and Mali. Support answers with specific observations from the maps and images..

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;

Essential Understandings

Comparing and contrasting examines 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.

Experiences may include but are not limited to the following:

- 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 geographic features of two ancient cultures.

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- f) determining relationships with multiple causes or effects;

Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

Relationships can have multiple causes and effects.

Experiences may include but are not limited to the following:

- Explain the relationship between the economic activities and physical characteristics of ancient Greece (e.g., many mountains led to farming on hillsides and the development of small, independent communities).
- Explain the impacts to the community of being a good citizen and encouraging others to be good citizens.
- Draw conclusions about why ancient civilizations traded with each other.

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- g) explaining connections across time and place;

Essential Understandings

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 us understand the present and make decisions about the future.

Experiences may include but are not limited to the following:

- Create a chart comparing the use of a human, natural, or capital resource in ancient China, Egypt, Greece, Rome, or the West African empire of Mali to today.
- Use maps and images to make connections between the geography of China and the geography of 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 our culture today.

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- h) using a decision-making model to make informed decisions;

Essential Understandings

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

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.

Experiences may include but are not limited to the following:

- 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

Decision to be made:

Benefits	Costs

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities

Essential Understandings

Good citizens

- collaborate to achieve shared goals
- compromise to reach an agreement
- participate in classroom activities to demonstrate respect for rules.

Experiences may include but are not limited to the following:

- Participate in classroom activities to demonstrate respect for community rules and laws.
- Make an economic choice (e.g., the best project materials to use or purchase) by comparing the opportunity and monetary costs of various choices with the benefits of those choices.
- Work in groups to determine an action the class can take to serve the community, state, or nation.
- Participate in class simulations of direct and representative democracies while studying ancient Greece and Rome.

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- j) accessing a variety of media, including online resources.

Essential Understandings

Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about world cultures.

Accessing a variety of media involves locating information in the classroom, the school, the community, and on the Internet.

Experiences may include but are not limited to the following:

- Explain the relationship between the environment and the resources in different parts of the world, using economic vocabulary (e.g., specialization; natural, human, and capital resources; producers, goods, and services).
- Use images of an ancient world culture to create a picture book to describe the geography of an 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 and then illustrate the list.

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.

Essential Understandings

Government protects the rights and property of individuals.

Government exists at the local (community), state (Virginia), and national (United States) levels.

Essential Knowledge

Terms to know

- community: A place where people live, work, and play
- laws: Important rules written and carried out by government
- government: A group of people that makes laws, carries out laws, and decides if 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. as equality under the law.

Refer to Standard 3.1 Skills:

3.1: c. i

Essential Understandings from 3.1c:

Interpretation involves using information found in 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

3.1c Experiences may include but are not limited to the following:

- Survey family members to determine ways they help their community, country, and world. Create a web or a simple bar graph to show the results.

3.1i Experiences may include but are not limited to the following:

- Participate in classroom activities to demonstrate respect for community rules and laws.
- Work in groups to determine an action the class can take to serve the community, state, or nation.

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 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 sharing the basic principles of the republican form of government.

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

Essential Knowledge

Term to know

republican form of government: A representative democracy

The American people have different ethnic origins and come from different countries but are united as Americans by the basic principles of a republican form of government, including the individual rights to life, liberty, and the pursuit of happiness as well as 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.

Refer to Standard 3.1 Skills:

3.1: j

3.1j Experiences may include but are not limited to the following:

- Listen to guest speakers discuss food, clothing, and music from their culture. Create a photo story about the benefits of diversity.

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 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 and laws.

Essential Understandings

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

Essential Knowledge

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.

Refer to Standard 3.1 Skills:

3.1: c, f, i, j

3.1c Experiences may include but are not limited to...

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.

3.1f Experiences may include but are not limited to...

Explain how being a good citizen and encouraging others to be good citizens impact the community.

Essential Understandings from 3.1i:

Good citizens:

- Collaborate to achieve shared goals.
- Compromise to reach an agreement.
- Participate in classroom activities to demonstrate respect for rules.

Essential Understandings from 3.1j:

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.

3.1j Experiences may include but are not limited to...

Create a list outlining the characteristics of a good citizen. Use images of classmates demonstrating the characteristics of good citizens.

RESOURCES AND ACTIVITIES

TEACHER NOTES

Five Ponds Press – Our World Far and Wide:
Pg 62-67 and 92-99.

Enhanced Scope and Sequence:
Pg 107-119, 120-147 (3.11, 3.12),

Enhanced Scope & Sequence Grade 2
p.16-19

Enhanced Scope & Sequence – Grade 2
p.3-15, 90-101 (review)

Books:

<http://fivepondspresbooks.com/index.html>

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

- 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.

Essential Knowledge

Major rivers, mountain ranges, and other geographic features of 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

Major rivers, mountain ranges, and other geographic features of 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

Major rivers, mountain ranges, and other geographic features of 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

Major rivers, mountain ranges, and other geographic features of 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

Major rivers, mountain ranges, and other geographic features of 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

Refer to Standard 3.1 Skills:

3.1: b. e. g. j

Essential Understandings from 3.1b:

Using geographic information helps develop an awareness of the relationship between time and place.

Using geographic information involves asking questions and drawing conclusions about information found on a map. a map.

Geographic Information

- Variety of historical and cultural maps
- Satellite images
- Images/photographs
- Physical and political maps
- Digital maps

3.1b Experiences may include but are not limited to the following:

Ask questions and draw conclusions about world cultures using information found on a map. Sample sources of geographic information include the following:

- Variety of historical and cultural maps
- Satellite images
- Images/photographs
- Physical and political maps
- Digital maps
- Use a simple world map to identify where ancient civilizations (ancient Egypt, China, Greece, Rome, and the West African empire of Mali) were located.
- Use current images/photographs of a 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 ancient people and how they adapted to their environment.

3.1e Experiences may include but are not limited to the following:

- Create a T-chart that compares the geographic features of two ancient cultures.

3.1g Experiences may include but are not limited to the following:

- Use maps and images to make connections between the geography of China and the geography of Egypt.

3.1j Experiences may include but are not limited to the following:

- Use images of an ancient world culture to create a picture book to describe the geography of an area.

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.

Essential Understandings

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

Essential Knowledge

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.

Refer to Standard 3.1 Skills:

3.1:

RESOURCES AND ACTIVITIES

TEACHER NOTES

Class Globes and Maps of Virginia, the United States, and the World

Continent Song

Review Enhanced Scope & Sequence Grade 2 p.20-43
Explorer's Rap Song (Barbara Willis)

Case of the Missing Trunks – Project related to explorers at
www.fcps.k12.va.us/kingsparkes/technology/webquests/explorers/index.htm

Books:
<http://fivepondspresbooks.com/index.html>
www.superteacherworksheets.com

Google Earth

K.3 –K.5, 1.4-1.6, 2.4-2.6

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

Essential Understanding

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

Essential Knowledge

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

Refer to Standard 3.1 Skills:

3.1: b

Essential Understandings from 3.1b:

The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment.

3.3 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

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..

Essential Knowledge

Terms to know

- 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

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 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.

Refer to Standard 3.1 Skills:

3.1: a, c, d, e, g, i

Essential Understands from 3.1a:

Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions. An artifact is an object or tool that tells us about people from the past. A primary source is an artifact, document, image, or other source of information that was created during the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

3.1a Experiences may include but are not limited to the following:

Use images to make observations, ask questions, and draw conclusions about the contributions of ancient Greece and Rome.

3.1c Experiences may include but are not limited to the following:

- Conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.
- 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 connections among and distinctions between world cultures.

Essential Understandings from 3.1d:

Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

Asking a variety of questions extends learning and deepens understanding.

Summarizing points and evidence involves assembling information to construct an answer to a question

3.1d Experiences may include but are not limited to the following:

- When reading about ancient world cultures, support thinking with evidence from the text. Evidence can include observations from images, articles, books, and reputable Websites.
- 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 a 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. Support answers with specific observations from the images.
- Generate questions about change over time by examining both maps of ancient cultures and satellite images of modern-day Egypt, China, Greece, Rome, and Mali. Support answers with specific observations from the maps and images.

Essential Understandings from 3.1e:

Comparing and contrasting examines 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.

3.1e Experiences may include but are not limited to the following:

- 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.

Continued...

Essential Understandings from 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 us understand the present and make decisions about the future.

3.1g Experiences may include but are not limited to the following:

- 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 our culture today.

3.1i Experiences may include but are not limited to the following:

- Participate in classroom activities to demonstrate respect for community rules and laws.
- Participate in class simulations of direct and representative democracies while studying ancient Greece and Rome.

3.4 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 by Mali storytellers.

Mali was ruled by rich and powerful kings.

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

Essential Knowledge

Africa was the home of several great empires. One of the most prosperous was the early West African empire of Mali.

Many storytellers in Mali passed on stories and traditions 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.

Refer to Standard 3.1 Skills:

3.1: a, c

3.1a Experiences may include but are not limited to the following:

Create and share stories with classmates in order to understand how the people of Mali passed on stories and traditions from one generation to the next.

3.1c Experiences may include but are not limited to the following:

- Conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.
- 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 connections among and distinctions between world cultures.

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.

Essential Understandings

Ancient people made contributions that affect the present world.

Essential Knowledge

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, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock
Architecture	Great Wall	Pyramids

Many inventions of ancient China and Egypt are still used today.

Refer to Standard 3.1 Skills:

3.1: c

3.1c Experiences may include but are not limited to the following:

- Conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results.
- 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 connections among and distinctions between world cultures.

RESOURCES AND ACTIVITIES

TEACHER NOTES

Great visit from Children's Art Network – craft projects, hands-on projects for Greece, Rome, and Mali

Barbara Spillman Lawson Books on Greece, Rome, and Mali

Step Up To Writing Prompts - Greece and Rome

Text p.394-395, 411

What If (trade book)

Field trip Frontier Culture Museum (Ancient Mali)

Books:
<http://fivepondspresbooks.com/index.html>

Videos: Greece: Parthenon – Past and Present, how the look has changed
<https://www.youtube.com/parthenon>

Greece: 3D travel in Ancient Greece
<https://www.youtube.com/ancientgreece>

Rome: Guide to Gladiator Fight Training – BBC History
<https://www.youtube.com/gradiator>

Rome: Roman's Aqueducts
<https://www.youtube.com/aqueducts>

Rome: The Roman Roads
<https://www.youtube.com/romanroads>

Rome: History of the Roman Colosseum
<https://www.youtube.com/colosseum>

Rome: Ben-Hur Chariot Race
<https://www.youtube.com/chariot>

Mali: Intro to Mali; with Uptown Funk Song
<https://www.youtube.com/Mali-funk-sing>

Mali: Salt Mines National Geographic
<https://www.youtube.com/saltmines>

Mali: Mansa Musa
<https://www.youtube.com/mansamusa>

Egypt: Intro to Egypt
<https://www.youtube.com/egypt>

Egypt: Nile River
<https://www.youtube.com/nile>

Egypt: Animated history of Egypt
<https://www.youtube.com/animatedegypt>

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.

Essential Understanding

Resources are used to produce goods and services.

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

Essential Knowledge

Terms to know

- natural resources: Materials (e.g., water, soil, wood, coal) that come directly from nature
- 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
- 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.

Refer to Standard 3.1 Skills:

3.1: a, c, g, j

3.1a Experiences may include but are not limited to the following:

- Use a map of trade routes to determine the importance of human, natural, and capital resources in ancient Greece.
- Use images of the regions of ancient China, Egypt, Greece, Rome, and the West African empire of Mali to predict what goods and services might have been produced in each region.

3.1c Experiences may include but are not limited to the following:

- 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 these resources in the ancient world cultures.

3.1g Experiences may include but are not limited to the following:

- Create a chart comparing the use of a human, natural, or capital resource in ancient China, Egypt, Greece, Rome, or the West African empire of Mali to today.

3.1j Experiences may include but are not limited to the following:

- Explain the relationship between the environment and the resources in different parts of the world, using economic vocabulary (e.g., specialization; natural, human, and capital resources; producers, goods, and services).

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.

Essential Understandings

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

People trade for things they want but do not have.

Essential Knowledge

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.

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

People trade when individuals or groups benefit from the trade.

Refer to Standard 3.1 Skills:

3.1: f

Essential Understandings from 3.1f:

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. Relationships can have multiple causes and effects.

3.1f Experiences may include but are not limited to the following:

- Explain the relationship between the economic activities and physical characteristics of ancient Greece (e.g., many mountains led to farming on hillsides and the development of small, independent communities).
- Draw conclusions about why ancient civilizations traded with each other.

3.10 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).

Essential Knowledge

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 decision making requires comparing the opportunity and monetary costs of various choices with the benefits of those choices.

Economic choices

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

Refer to Standard 3.1 Skills:

3.1: h

Essential Understandings from 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 a want.

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.

3.1h Experiences may include but are not limited to the following:

- 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.

Sample Decision-Making Model

Decision to be made:	
Benefits	Costs

3.1i Experiences may include but are not limited to the following:

- Make an economic choice (e.g., the best project materials to use or purchase) by comparing the opportunity and monetary costs of various choices with the benefits of those choices.

RESOURCES AND ACTIVITIES

TEACHER NOTES

Five Pond –Social Studies Text
Civilizations – Pages 16-43
Economy – Pages 48-59, 69-78

Frontier Culture Museum – Everyday
Living

JMU GEM fair

What Do People Do All Day
On Market Street
The Mitten
The Lorax (Dr. Seuss)
Curious George Takes a Job
Pancakes, Pancakes
Mike Mulligan and His Steam Shovel
Just Shopping With Mom
A Chair for My Mother
Something Special for Me
Ana's New Coat