

**Civics-Government**

**Third Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
The student: 1. (K) explains the purpose of rules and laws and why they are important in a <i>community</i> . 2. (K) explains the necessity of rules in order to provide public safety in a free and orderly society.	<ul style="list-style-type: none"><li>List rules found in the community: speed zones, traffic lights, no littering, etc. Discuss what happens when people are caught breaking the rules. (1, 2)</li></ul>
<b>Teacher Notes:</b> <i>Community</i> - any group living in the same area or having interests, work, etc. in common.	

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**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
The student: 1. (K) understands that <i>civic values</i> are influenced by people’s beliefs and <i>needs</i> (e.g., need for safety, health, and well-being).	<ul style="list-style-type: none"><li>• Invite a <i>government</i> service provider to visit the class and explain how their work <i>benefits citizens</i>. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Benefit</i> - something that satisfies one’s wants. <i>Citizen</i> - a native or naturalized member of a political community. <i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p>	

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**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>(K) recognizes that <i>citizenship</i> has <i>rights, privileges, and civic responsibilities</i> (e.g., <i>community service, voting, treating others with respect</i>).</li> <li>(K) understands the importance of communicating ideas to community leaders (e.g., <i>expressing the need for a new city park, expressing concern over a landfill, requesting recycling programs</i>).</li> </ol>	<ul style="list-style-type: none"> <li>Write a letter to the city or county commissioner expressing an individual or whole-class view on an upcoming community project or an idea for a new project. (1, 2)</li> <li>Plan to participate in <b>Kids Voting Kansas</b>. (1, 2).</li> </ul>
<p><b>Teacher Notes:</b>  <i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Privileges</i> - a special advantage or benefit not enjoyed by all.  <i>Responsibility</i> - that for which anyone is responsible or accountable; as, the responsibilities of power.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) defines <i>government</i> as people or groups who make, apply, and enforce rules and laws for others within a family, school, or <i>community</i>.</li> <li>2. (K) identifies people or groups who make, apply, and enforce rules or laws within a family, school, or community (e.g., parent/guardian, police, mayor, governor, president).</li> </ol>	<ul style="list-style-type: none"> <li>• Develop a class file of newspaper articles concerning local government. Mid-year, use file to summarize the various activities of local government and identify the leaders involved and the people or groups that would <i>benefit</i> from local government actions. (1, 2)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Benefit</i> - something that satisfies one's wants.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Government</i> - institutions and procedures through which a territory and its people are ruled.</p>	

**Economics**

**Third Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:                      1. ★(K) knows that there are not enough available resources to satisfy all <i>wants</i> for <i>goods</i> and <i>services</i>.</p>	<ul style="list-style-type: none"> <li>• Create a mini-<i>community</i> in the classroom. Decide what goods and services are most important to a community. Make a list and assign jobs. Explain why his/her job is important to the community. Explain how his/her job helps meet the community’s needs. (1) See also: C-GB2I1, C-GB5I2&amp;3</li> <li>• Create a scenario of limited resources. Set up 5 glasses of water in front of the class for only 5 people. Pose question: How should we determine who will get a glass of water? Brainstorm ideas in small discussion groups (first come, first served, lottery, money, contest, etc.). (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ E6B1I1  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Goods</i> - something that you can touch or hold.  <i>Needs</i>- necessities (food, clothing, shelter)  <i>Services</i> - something that one person does for someone else.  <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

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**Economics**

**Third Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 2:** The student understands how the market economy works in the United States.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
The student: 1. ★ (A) identifies and gives examples of markets that occur when buyers and sellers exchange <i>goods</i> and <i>services</i> in the <i>community</i> .	<ul style="list-style-type: none"><li>• Make a list of businesses, stores or services in the community. Discuss what goods and/or services are exchanged. (1) See also: C-GB2I1, C-GB5I1, GB1I6, GB5I1&amp;2, HB2I1</li></ul>
<p><b>Teacher Notes:</b></p> <p>1. ★ H5B2I3</p> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p> <p><i>Goods</i> - something that you can touch or hold.</p> <p><i>Services</i> - something that one person does for someone else.</p>	

**Economics**

**Third Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
The student: 1 (K) - (\$) knows that when <i>borrowing</i> money the <i>consumer</i> is receiving <i>credit</i> that must be repaid.	<ul style="list-style-type: none"> <li>• <i>Lend</i> each student an item (pencil) and collect an item as collateral (shoe) from the student. When the item borrowed is returned, the collateral is returned. (1) See also: C-GB112</li> </ul>
<p><b>Teacher Notes:</b>  <i>Borrowing</i> - promising to repay a given amount of money, often with added interest.  <i>Consumer</i> - a person who buys goods or services to satisfy wants.  <i>Credit</i> - an arrangement for deferred payment for goods and services; money available for someone to borrow.  <i>Lending</i> - to give for temporary use on condition that the same or its equivalent will be returned.</p>	

**Economics**

**Third Grade**

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**Benchmark 4:** The student analyzes the role of the government in the economy.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:                      1. ★ (A) - (\$) lists <i>goods</i> and <i>services</i> in the <i>community</i> that are paid for by taxes (e.g., roads, parks, schools, fire protection).</p>	<ul style="list-style-type: none"> <li>• Prepare cards that say "Paid for by taxes" on it. Tour the school grounds and decide which items in and around the school ground are paid for with taxes (examples: playground equipment, roads, building, desks, parking lots, teacher, custodian, etc ). Tape the "Paid for by Taxes" sign on the object/person and list the items on a piece of paper. Return to the classroom and make a combined list of the items that were found. Go back over the class list and identify each item as a good or service by writing the correct word (good or service) next to it. Perform a service by removing all of the cards and returning them to the classroom. (1) See also: C-GB211, C-GB411</li> <li>• Find several photos/pictures that have goods and services paid by taxes. Identify which pictures are goods and which are services (roads, police, firemen, parks, traffic lights). (1) See also: C-GB211, C-GB411, C-GB513</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ E6B1I1, E5B5I1, H5B3I1  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Goods</i> - something that you can touch or hold.  <i>Services</i> - something that one person does for someone else.</p>	

**Economics**

**Third Grade**

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) - <b>(\$)</b> analyzes how <i>needs</i> and <i>wants</i> are met through <i>spending</i> and saving decisions.</li> <li>2. ★(K) - <b>(\$)</b> identifies consequences of <i>borrowing</i> and <i>lending</i>.</li> <li>3. ★(A) - <b>(\$)</b> gives an example of <i>income</i> and how the money was spent or saved.</li> </ol>	<ul style="list-style-type: none"> <li>• Provide problems such as: Jimmy earns \$1.00 per week by doing chores. How long would he have to save money in order to buy a pair of skates for \$10.00? (1, 3)</li> <li>• Write and illustrate a short story about a time something was borrowed and a time something was loaned. (2)</li> <li>• Discuss ways money can be received: allowances, gifts, chores; discuss ways they have spent that money. Make a class list. (1, 2, 3)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ E5B5I1</li> <li>2. ★ E5B5I1</li> <li>3. ★ E5B5I1</li> </ol> <p><i>Borrowing</i> - promising to repay a given amount of money, often with added interest.  <i>Cost</i> - something that is given up to satisfy your wants.  <i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.  <i>Lending</i> - to give for temporary use on condition that the same or its equivalent will be returned.  <i>Needs</i>- necessities (food, clothing, shelter)  <i>Spending</i> - the use of money to buy goods and services.  <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

**Geography**

**Third Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) applies <i>geographic tools</i>, including grid systems, symbols, <i>legends</i>, <i>scales</i> and a <i>compass rose</i> to construct and interpret maps.</li> <li>2. (A) uses a data source as a tool (e.g., graphs, charts, tables).</li> <li>3. ★(A) identifies and gives examples of the difference between political and <i>physical features</i> on a map.</li> <li>4. ★(K) locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).</li> <li>5. (A) compares characteristics of urban, suburban, and rural areas.</li> <li>6. ★(A) discusses reasons for the particular <i>locations</i> in a <i>community</i> are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).</li> <li>7. ★(K) locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring cities, his/her county seat).</li> </ol>	<ul style="list-style-type: none"> <li>• Cut out simplified outlines of the continents. Fold a piece of blue paper in half. Label the fold line as the equator. Look at the globe as a reference and glue the continents in the relative location. Label the four oceans and seven continents. (4)</li> <li>• Create collages to depict urban, suburban and rural areas. Discuss and compare the characteristics of these areas. (5)</li> <li>• Provide each group with a simple, hand-drawn map that includes various physical features (rivers, hills, forest, plains) and an envelope with assorted cut-out symbols to represent residential, commercial, agricultural, industrial, transportation and recreation areas. Each group arranges these symbols on their map and justifies their choice of locations. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B1I1</li> <li>3. ★ G5B1I2</li> <li>4. ★ G5B1I2</li> <li>6. ★ E6B1I1</li> <li>7. ★ G5B1I2</li> </ol> <p><i>Compass rose</i> - a drawing that shows the orientation of north, south, east, and west on a map.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Geographic tools</i> - reference resources such as almanacs, gazetteers, geographic dictionaries, statistical abstracts and other data compilations used to provide information about the earth’s surface.  <i>Legend</i> - an explanatory description or key to features on a map or chart.  <i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Physical feature</i> - a natural characteristic of a place (elevation, landforms, vegetation).</p>	

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Scale - relative size as shown on a map (1 inch = 100 miles).

**Geography**

**Third Grade**

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**Benchmark 2: Places and Regions:** The student analyzes the spatial organization of people, places, and environments that form regions on the Earth’s surface.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:                      1. ★ (A) identifies the physical characteristics of the local <i>community</i> (e.g., landforms, bodies of water, <i>natural resources</i>, weather, seasons).</p>	<ul style="list-style-type: none"> <li>• Complete a chart listing physical characteristics of the local community. (1) See also: HB211</li> <li>• Draw a sketch map of the community which includes the physical characteristics of the area. (1) See also: HB211</li> <li>• Conduct a survey of students to see how many live near a specified feature: hill, lake, pond, stream, wooded area. Use the results to make a <b>bar graph</b>. (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ G6B2I3, G6B4I2  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.</p>	

**Geography**

**Third Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:                      1. ★ (A) compares various <i>ecosystems</i> in the <i>community</i> (e.g., <i>locations</i> and characteristics of plant and animal life).</p>	<ul style="list-style-type: none"> <li>• Collect samples of components of a local ecosystem and arrange them in a display: plants from yard, park, and schoolyard. (1)</li> <li>• Illustrate a food chain by sequentially ordering pictures of a variety of living things: fungi, insects, plants, animals. (1)</li> <li>• Illustrate or make <b>dioramas</b> of habitats of Kansas wildlife. Map the habitat locations: black squirrels in Marysville, gray bats in the Pittsburg area, wild turkeys in eastern Kansas. (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ H5B1I1  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).</p>	

**Geography**

**Third Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:                      1. ★ (A) examines how people in their <i>community</i> interact with people in other communities in Kansas.</p>	<ul style="list-style-type: none"> <li>• On a map of local and surrounding communities, point out where communities are and explain why people travel between communities: jobs, shopping, sporting events, county fairs. (1) See also: HB211</li> <li>• Have group discussions about what life in the community would be like if transportation or communication between communities were prohibited for three days. (1)</li> <li>• Develop a list of places shown on local television or newspaper articles to demonstrate how the community depends upon the media for information. (1)</li> <li>• Classify the types of communication and transportation which permit places to be linked together. (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ G6B4I2  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p>	

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**Third Grade**

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**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) discusses the consequences of human modifications in their <i>community</i> on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).</li> <li>2. ★(K) identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel <i>consumption</i>, clothing, recreation, jobs, <i>resource</i> availability).</li> </ol>	<ul style="list-style-type: none"> <li>• List examples in changes of land use in the local community: changing from open land to farm land or housing area. Explore possible consequences of these human modifications. (1) See also: C-GB4I2, HB2I2, HB4I2, HB4I4</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B4I2</li> <li>2. ★ E6B1I1</li> </ol> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Consumption</i> - the using up of goods and services by consumer purchasing or in the production of other goods.  <i>Resource</i> - an aspect of the physical environment that people value and use.</p>	

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**Kansas, United States, and World History**

**Third Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student understands the significances of important individuals and major developments in history.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
The student: 1. (A) researches the contributions of historical and current day individuals significant in his/her <i>community</i> .	<ul style="list-style-type: none"><li>• Create a school hall of fame, recognizing individuals who have made contributions to the community. (1)</li></ul>
<b>Teacher Notes:</b> <i>Community</i> - any group living in the same area or having interests, work, etc. in common.	

**Kansas, United States, and World History**

**Third Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>★ (A) compares life in his/her <i>community</i> with another community. (e.g., population/location, jobs, customs, history, natural <i>resources</i>, <i>ethnic groups</i>, local government).</li> <li>★ (A) retells the history of the community using local documents or <i>artifacts</i>.</li> </ol>	<ul style="list-style-type: none"> <li>Use a <b>Venn diagram</b> to compare and contrast your community with another community. (1)</li> <li>Visit a local historical society/museum or public library; ask to view <i>primary source</i> documents, such as letters and diaries that were written by early settlers to your community. (2)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>★ G6B4I2, G6B2I3</li> <li>★ H5B4I1</li> </ol> <p><i>Artifacts</i> - objects that were used by people long ago.  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Ethnic group</i> - people of the same race or nationality who share a distinctive culture.  <i>Natural resource</i> - resources (fields, forests, the sea, and other gifts of nature) used to produce goods and services.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).</p>	

**Kansas, United States, and World History**

**Third Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Christmas, Cinco de Mayo, Hanukkah, Kwanzaa, Lunar New Year, Ramadan, St. Lucia, St. Patrick’s Day).</li> <li>2. (K) locates and explains the importance of landmarks and historical sites within the local <i>community</i> or his/her region of Kansas.</li> <li>3. (A) describes various <i>cultures</i> by studying dance, music, <i>folklore</i>, and arts of <i>ethnic groups</i> within his/her community or <i>region</i> of Kansas.</li> </ol>	<ul style="list-style-type: none"> <li>• Make a pamphlet/brochure describing the customs related to different Kansas cultural holidays and ceremonies. (1)</li> <li>• Make a picture book of important landmarks and historical sites within your community or state. (2)</li> <li>• Attend a local cultural dance or music performance; write a letter to the group telling what was learned about their <i>culture</i> from that presentation. (3)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Culture</i> - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).  <i>Ethnic group</i> - people of the same race or nationality who share a distinctive culture.  <i>Folklore</i> - the traditional beliefs, myths, tales, and practices of a people, passed from person to person orally.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

**Kansas, United States, and World History**

**Third Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 4:** The student engages in historical thinking skills.

Third Grade Knowledge and/or Application Indicators	Third Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★ (A) creates and uses timelines to illustrate a <i>community's</i> history.</li> <li>2. (A) locates information about communities from a variety of sources.</li> <li>3. (A) uses information to frame important historical questions.</li> <li>4. ★ (A) observes and draws conclusions in his/her own words.</li> <li>5. (A) identifies and compares information from <i>primary</i> and <i>secondary sources</i>.</li> <li>6. (A) uses research skills (e.g., selects relevant information, organizes and shares information in his/her own words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information, and records information).</li> </ol>	<ul style="list-style-type: none"> <li>• Create and use personal and historical timelines; make a human timeline – study an historical topic, write an important fact about the topic on a sheet of paper (total of 5-7 facts), give the facts to a small group of students and have them arrange themselves in order along a timeline. (1)</li> <li>• Retell historical stories about the community using a variety of sources: maps, photos, oral histories, newspapers, and letters. (2)</li> <li>• Research a past community problem. How did the people go about trying to find ways to solve the problem? What did they finally decide to do? (3)</li> <li>• Summarize information in a conclusion using own words. (4)</li> <li>• Explain why a source is either primary or secondary. (5)</li> <li>• Develop a research project on a topic under current study. Develop a question about the topic. Gather, organize, and record details in own words that will answer the question. (6)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B4I1</li> <li>4. ★ H6B4I1</li> </ol> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	