Minnesota Social Studies

Third Grade: Ancient World

Citizenship and Government

1 **Civic Skills: Apply civic reasoning and demonstrate civic skills for the purpose of informed and engaged lifelong civic participation.** 3.1.1.1

Identify ways that individuals become informed about public issues and diverse viewpoints. Demonstrate how to evaluate a source by distinguishing between fact and opinion.

3 **Rights and Responsibilities: Explain and evaluate rights, duties and responsibilities in democratic society.** 3.1.3.1

Explain the principles of majority rule with minority rights and describe how civil discourse supports respect for diverse viewpoints.

4 **Governmental Institutions and Political Processes: Explain and evaluate processes, rules and laws of United States governmental institutions at local, state and federal levels and within Tribal Nations.** 3.1.4.1

Describe the importance of the services provided by all levels of government and explain how taxes and fees fund government services.

5 **Public Policy: Analyze how public policy is shaped by governmental and nongovernmental institutions. Analyze how people and communities take action to solve problems and shape public policy.** 3.1.5.1

Identify a local public problem and describe ways individuals and groups can take informed action to influence decision makers to make a difference in the civic life of their communities.

6 **Tribal Nations: Evaluate the unique political status, trust relationships and governing structures of sovereign Tribal Nations and the United States.** 3.1.6.1

Locate the 11 Tribal Nations of Minnesota and describe how Tribal Nations interact with local or state government.

Economics

8 **Fundamental Economic Concepts: Analyze how scarcity and artificial shortages force individuals, organizations, communities, and governments to make choices and incur opportunity costs. Analyze how the decisions of individuals, organizations, communities, and governments affect economic equity and efficiency.** 3.2.8.1

Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.

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9 **Personal Finance: Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth.** 3.2.9.1

Identify possible short-term and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.

10 **Microeconomics: Explain and evaluate how resources are used and how goods and services are distributed within different economic systems. Analyze how incentives influence the decisions of consumers, producers, and governments. Evaluate the intended and unintended consequences of these decisions from multiple perspectives.** 3.2.10.1

Explain that consumers have two roles—as sellers of resources and buyers of goods and services. Explain that producers have two roles—as sellers of goods and services and buyers of resources.

Geography

13 **Geospatial Skills and Inquiry: Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.** 3.3.13.1

Interpret a map of a region in the ancient world by asking and answering spatial questions based on the map.

14 **Places and Regions: Describe places and regions, explaining how they are influenced by power structures.** 3.3.14.1

Differentiate physical regions from human regions and identify examples from the past and today.

15 **Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to global scale.** 3.3.15.1

Identify patterns of human populations in relation to access to natural resources in three regions in different parts of the ancient world.

17 **Culture: Investigate how sense of place is impacted by different cultural perspectives.** 3.3.17.1

Describe how different places, including school, the environment or local community, makes one feel.

History

18 **Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant narratives about the past.** 3.4.18.1

Identify various ways that different cultures have expressed concepts of time and space.

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Context, Change, and Continuity: Ask historical questions about context, change and continuity in order to identify and analyze dominant and nondominant

narratives about the past. 3.4.18.2

Compare and contrast family life, buildings and/or technologies from ancient times to today.

19 **Historical Perspectives: Identify diverse points of view, and describe how one's frame of reference influences historical perspective.** 3.4.19.1

Identify and describe daily life for people living in ancient times in at least three different parts of the world.

20 **Historical Sources and Evidence: Investigate a variety of historical sources by: a) analyzing primary and secondary sources; b) identifying perspectives and narratives that are absent from the available sources; and c) interpreting the historical context, intended audience, purpose, and author's point of view of these sources.** 3.4.20.1

Identify what types of historical sources have survived from the ancient world. Ask and answer questions about what we can and cannot know about the ancient world based on these sources.

21 **Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.** 3.4.21.1

Explain how an invention of the past changed life at that time, as well as positive, negative and unintended outcomes.

21 **Causation and Argumentation: Integrate evidence from multiple historical sources and interpretations into a reasoned argument or compelling narrative about the past.** 3.4.21.2

Explain how the environment influenced the movement of ancient peoples in three different regions of the world.

22 **Connecting Past and Present: Use historical methods and sources to identify and analyze the roots of a contemporary issue. Design a plan to address it.** 3.4.22.1

Describe how groups or individuals from ancient times helped shape the world around them, and identify their impact today.

Ethnic Studies

24 **Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.** 3.5.24.1

Identify how various groups have advocated for selfdetermination and a more representative media.