

SOCIAL STUDIES – GRADE 3

Grade: 3

Academic Standard: 3.1

Academic Standard Indicator: 3.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Explain why and how the local community was established and identify its founders and early settlers.

Suggestion for Integrating International Content: Have students consider why settlers came from various countries and where they have settled in Indiana. Using maps, have them identify who (Germans, Swiss, Latinos, etc.) settled where and why (economic reasons, religious or political freedom, educational opportunities). Pinpoint areas on a map of Indiana that have higher concentrations of diverse international cultures. Create a timeline of when various immigrants brought their cultures to Indiana. *Example:* German settlement in Oldenburg, IN starting in the 1830s.

Differentiated Instruction- Special Needs Accommodations: Have students color code a map of Indiana to identify where settlers from various countries settled.

Differentiated Instruction- Highly Able Accommodations: Have students create line graphs showing how Indiana's demographics have changed over time, reflecting race, ethnicity, and countries of origin.

Grade: 3

Academic Standard: 3.1

Academic Standard Indicator: 3.1.5

Core Standard: Yes

Standard Description (Academic or Indicator): Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research. Create simple timelines that identify important events in various regions of the state.

Suggestion for Integrating International Content: Have students create a timeline of who settled Indiana, where in the world they came from, and what traditions they brought with them.

Grade: 3

Academic Standard: 3.4

Academic Standard Indicator: 3.4.3

Core Standard: Yes

Standard Description (Academic or Indicator): Give examples of trade in the local community and explain how trade benefits both parties.

Suggestion for Integrating International Content: When identifying the world in spatial terms, have students identify where their clothes came from by examining the labels. Have students complete a tally chart, representing each respective country. This activity could be expanded to labels on electronics, school supplies, toys, and other consumer products.

Grade: 3

Academic Standard: 3.4

Academic Standard Indicator: 3.4.4

Core Standard: Yes

Standard Description (Academic or Indicator): Define interdependence, and give examples of how people in the local community depend on each other for goods and services.

Suggestion for Integrating International Content: Have students check the labels of their clothes to determine where their clothing came from, or look at objects around the classroom and read where they were manufactured. Create a tally chart identifying the countries of origin and graph the results on a bar or pie chart. Alternatively, have students bring in fruit labeled with its country of origin and create a "Friendship Fruit Salad" from their contributions. All fruit, prior to being added to the bowl, can be tallied by country or region and a graph can be made to show how interdependent we are on other countries. Other recipes, such as pizza, salsa, or snacks, may also be used in this activity.

Differentiated Instruction- Highly Able Accommodations: Have students consider the short-term consequence or long-term impact of a particular agricultural crop becoming extinct. *Example:* The impact of farmers no longer being able to grow cotton, including how the loss of

this crop impacts people on a global level and individually. **Extension:** Have students learn how to use technology to design bar graphs and pie charts. **Suggested resource:** <http://nces.ed.gov/nceskids/createagraph/>.
