THIRD GRADE

Geographical and Historical Studies: People, Places, and Regions

During third grade, teachers capitalize upon students' natural curiosity and their interest in the unfamiliar as geographic information is introduced regarding areas of the United States as well as the world. Students in Grade 3 learn from concrete experiences and benefit from resources such as pictures, graphs, maps, globes, and information technology that help make abstractions more concrete. Instruction of this nature plays a dual role in helping students learn not only to use these geographic tools, but also to learn in real and interesting ways about other people, places, and cultures.

This year-long study focuses on skills necessary for students to organize information about people, places, and environments in a spatial context. Although all four content strands are interwoven into instruction, the greatest emphasis is placed on the geography strand. Content expands upon geographic knowledge acquired by students from kindergarten through second grade to help students establish a firm geographic foundation to build upon throughout life.

Students will:

E	G	H	CG
	✓		

1. Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
    - Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world
    - Using coordinates to locate points on a grid
    - Determining distance between places on a map using a scale
    - Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map
    - Describing the use of geospatial technologies
        Examples: Global Positioning System (GPS), geographic information system (GIS)
    - Interpreting information on thematic maps
        Examples: population, vegetation, climate, growing season, irrigation
    - Using vocabulary associated with maps and globes, including *megalopolis*, *landlocked*, *border*, and *elevation*

E	G	H	CG
	✓		

2. Locate the continents on a map or globe.
    - Using vocabulary associated with geographical features of Earth, including *hill*, *plateau*, *valley*, *peninsula*, *island*, *isthmus*, *ice cap*, and *glacier*
    - Locating major mountain ranges, oceans, rivers, and lakes throughout the world

E	G	H	CG
✓	✓		

3. Describe ways the environment is affected by humans in Alabama and the world.

Examples: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared lands, restocking of fish in waterways

- Using vocabulary associated with human influence on the environment, including *irrigation, aeration, urbanization, reforestation, erosion,* and *migration*

E	G	H	CG
✓	✓	✓	

4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world.

Examples: geographic—flood, hurricane, tsunami
economic—crop failure
historic—disease, war, migration

- Identifying human and physical criteria used to define regions and boundaries

  Examples: human—city boundaries, school district lines
  physical—hemispheres, regions within continents or countries

E	G	H	CG
✓	✓		

5. Compare trading patterns between countries and regions.

- Differentiating between producers and consumers
- Differentiating between imports and exports

  Examples: imports—coffee, crude oil
  exports—corn, wheat, automobiles

E	G	H	CG
✓	✓	✓	✓

6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.

- Identifying examples of cooperation among governmental agencies within and between different geographic areas

  Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)
- Locating areas of political conflict on maps and globes
- Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas

E	G	H	CG
✓	✓		

7. Describe the relationship between locations of resources and patterns of population distribution.

Examples: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops

- Locating major natural resources and deposits throughout the world on topographical maps

- Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources
  Example: present-day practices of using machinery versus human labor to mine coal and harvest cotton and pecans
- Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century

E	G	H	CG
✓	✓		✓

8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.

Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65 (I-65), Natchez Trace Parkway

- Locating the five geographic regions of Alabama
- Locating state and national parks on a map or globe

E	G	H	CG
✓	✓		

9. Identify ways to prepare for natural disasters.

Examples: constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing emergency evacuation routes

E	G	H	CG
		✓	✓

10. Recognize functions of the Declaration of Independence and the Constitution of the United States.

- Describing the process by which a bill becomes law
- Explaining the relationship between the federal government and state governments, including the three branches of government
- Defining governmental systems, including democracy, monarchy, and dictatorship

E	G	H	CG
	✓	✓	

11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.

- Comparing maps of the past to maps of the present

E	G	H	CG
		✓	

12. Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

E	G	H	CG
✓	✓	✓	✓

13. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.

Examples: prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian
historic—Choctaw, Chickasaw, Cherokee, Creek

- Identifying roles of archaeologists and paleontologists