



Indiana Department of Education

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# Indiana Academic Standards Resource Guide

## Social Studies

### 3<sup>rd</sup> Grade

Created October 2021

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# APPENDIX A – TEACHER RESOURCE GUIDE

## 3<sup>rd</sup> Grade Social Studies

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This Teacher Resource Guide has been developed to provide supporting materials to help educators successfully implement the social studies standards. These resources are provided to help you in your work to ensure all students meet the rigorous learning expectations set by the Academic Standards. Use of these resources is optional – teachers should decide which resource will work best in their school for their students.

This resource document will be continually updated. Please send any suggested links and report broken links to:

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**Standard 1: History:** Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

**3.1.1:** Identify and describe how Native Americans impacted the development of the local communities

**Examples:** *Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi, and Wyandotte;*  
[Conner Prairie's Native Americans in Indiana](#)

### Resources

[Conner Prairie](#)

[Miami](#)

[Shawnee](#)

[Kickapoo](#)

[Algonquian](#)

[Delaware](#)

[Potawatomi](#)

[Wyandot](#)

- 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.

**Resources**

[Society of Indiana Pioneers](#)  
[Indiana History and Genealogy](#)  
[Origins of Indiana County Names](#)

- 3.1.3 Describe the role of the local community and other communities in the development of the state's regions.

**Examples:** Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.

**Resources**

[Indiana History](#)  
[History of Ft. Wayne](#)  
[History of Capital of Indiana](#)  
[History of Evansville](#)

- 3.1.4 Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.

**Examples:** Developments in transportation, such as the building of canals, roads and railroads, connected communities, and caused changes in population or industry.

**Resources**

[Indiana History](#)

**Chronological Thinking, Historical Comprehension, and Research**

- 3.1.5 Create simple timelines that identify important events in various regions of the state.

**Resources**

[Creating a Timeline](#)  
[Notable Hoosiers](#)  
[Major Indiana Events](#)

- 3.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture.

**Examples:** Libraries, museums, county historians, chambers of commerce, Web sites, digital newspapers, and archives.

**Resources**

[Indiana- History and Culture](#)

[Indiana History, Language and Culture](#)

- 3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

**Examples:** Compare fictional accounts of the exploits of George Washington and John Chapman (Johnny Appleseed) with historical accounts; Compare a piece of historical fiction about Abraham Lincoln or Harriet Tubman with a primary source.

**Resources**

[Tips for Teaching Fiction/Non Fiction](#)

- 3.1.8 Describe how one's local community has changed over time and how it has stayed the same.

**Examples:** Shawnee villages in Southern Indiana and Conner Prairie settlement

**Resources**

[Conner Prairie](#)

- 3.1.9 Define immigration and explain how immigration enriches community.

**Examples:** *We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War; [E pluribus unum \(out of many, one\)](#); [Ellis Island](#) was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) .*

**Resources**

[Immigration Facts for Kids](#)

[Ellis Island](#)

[Brief History of US Immigration Laws Over the Years](#)

<p><b>Standard 2 Civics and Government:</b> Students explain what it means to be citizens of their community, state, and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state, and national governments; and demonstrate understanding of democratic principles and practices.</p>
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- 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.

**Examples:** Governments provide community services such as fire and police protection, trash and snow removal, and safe drinking water.

**Resources**

[Short History of Governments](#)

[Services Provided by the Government](#)

**3.2.2** Identify and know the significance of fundamental democratic principles and ideals.

**Examples:** The right to life, liberty, and the pursuit of happiness, including the five foundations of democracy (social equality, majority rule, minority rights, freedom, and integrity)

**Resources**

[Civics Lesson](#)  
[Center for Civic Education](#)

**3.2.3** Identify and explain the duties of and selection process for local and state government officials who make, implement and enforce laws.

**Resources**

[Running for Office in Indiana](#)  
[Indiana Elected Officials](#)  
[Indiana Legislative Process](#)

**3.2.4** Explain that the United States has three levels of government (local, state, and national) and that each level has special duties and responsibilities.

**Resources**

[Relationship between States and the Federal Government](#)  
[Federalism in the United States \(Video\)](#)

**3.2.5** Explain the importance of being a responsible citizen of your community, the state, and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.

**Examples:** Being respectful, trustworthy, practicing tolerance and working with others to solve problems

**Resources**

[Notable Hoosiers](#)  
[Citizenship Defined](#)  
[What's A Good Citizen Lesson](#)  
[What Makes A Good Citizen \(Video\)](#)

**3.2.6** Explain the role citizens have in making decisions and rules within the community, state and nation such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way.

**Resources**

[Role of Citizens](#)  
[Citizen Participation](#)

- 3.2.7 Use information from a variety of resources to demonstrate an understanding of local, state and regional leaders, and civic issues.

**Resources**

[AIM Indiana](#)  
[Indiana Federal Elected Officials](#)  
[Indiana Governors](#)

**Standard 3:** Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, explain the geographic relationships between their own community and the state and other states within the region, and compare the geographic characteristics of their own community with communities in other parts of the world/country.

- 3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.

**Resources**

[World Atlas](#)  
[National Geographic](#)  
[World Maps](#)

- 3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.

**Resources**

[States in the Midwest Quiz Game](#)  
[Map of the Midwest](#)  
[Midwest Study Guide](#)  
[Physical Maps of the Midwest](#)

- 3.3.3 Identify the local and regional communities, including Indiana and other Midwestern states on maps using simple grid systems.

**Resources**

[Latitude and Longitude](#)  
[Using a Map Grid \(Video\)](#)

- 3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another on a variety of maps and globes.

**Resources**

[Cardinal Directions](#)  
[Cardinal Directions \(Video\)](#)  
[Continents Video](#)  
[Hemispheres](#)  
[Oceans Video](#)

**3.3.5** Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.

**Examples:** States with a coastline on the Great Lakes are part of the Great Lakes region. The same states are also considered part of the Midwest because of their location relative to other states.

**Resources**

[National Geographic- United States Regions](#)

**3.3.6** Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.

**Resources**

[Geography of Indiana](#)

**3.3.7** Compare the cultural characteristics of the local community with communities in other parts of the world.

**Resources**

[Culture of Indiana](#)

[World Cultures](#)

**3.3.8** Identify the major climate regions of the United States and explain their characteristics.

**Resources**

[Climate Regions of the United States](#)

**3.3.9** Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.

**Examples:** Growing seasons, types of crops grown, and animal hibernation and migration

**Resources**

[Vegetation Geography](#)

[Indiana Geography](#)

**3.3.10** Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.

**Examples:** Identify patterns of rural, urban and suburban development, including population demographics.

**Resources**

[Indiana Population Map](#)

[Indiana Population and Diversity](#)



**3.3.11** Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.

**Resources**

[Conner Prairie](#)

[Hoosiers and the American Story](#)

**3.3.12** Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.

**Resources**

[EPA- Indiana](#)

**3.3.13** Identify and describe how human systems and physical systems have impacted the local environment.

**Examples:** List examples of changes in land use in the local community.

**Resources**

[Indiana Geography](#)

**Standard 4: Economics:** Students explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

**3.4.1** Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.

**Resources**

[Opportunity Cost Defined](#)

[Opportunity Cost Video](#)

**3.4.2** Give examples of goods and services provided by local business and industry.

**Resources**

[Goods and Services](#)

[Social Studies for Kids Goods and Services](#)

**3.4.3** *Give examples of trade in the local community and explain how trade benefits both parties.*

**Resources**

[Indiana Trade Statistics](#)

- 3.4.4 *Define interdependence and give examples of how people in the local community depend on each other for goods and services.*

**Resources**

[Economic Interdependence](#)

- 3.4.5 *List the characteristics of money and explain how money makes trade and the purchase of goods easier.*

**Resources**

[Money Lesson Plans](#)

[Economics for Kids: Needs and Wants \(Video\)](#)

[History of Money Used in Indiana](#)

[History of US Money](#)

- 3.4.6 *Explain that buyers and sellers interact to determine the prices of goods and services in markets.*

**Resources**

[Supply and Demand](#)

- 3.4.7 *Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.*

**Examples:** *When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.*

**Resources**

[Cost Analysis Lesson Plan](#)

- 3.4.8 *Gather data from a variety of resources about changes that have had an economic impact on your community.*

**Examples:** *Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.*

- 3.4.9 *Identify different ways people save their income and explain advantages and disadvantages of each.*

**Examples:** *Home “piggy bank,” savings accounts*

**Resources**

[Why Saving Money is Important](#)