

## Geography and History of the District of Columbia

### Grade 3

---

#### GEOGRAPHY OF DC

---

- 3.1.** Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, DC, and the local community.
1. Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)
  2. Identify and locate major physical features and natural characteristics (e.g., bodies of water, land forms, natural resources, and weather) in Washington, DC. (G)
  3. Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P)
  4. Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located. (G, S)
  5. Describe the ways in which people have used and modified resources in the local region (e.g., building roads, bridges, and cities, and raising crops). (G, S)
  6. Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (G, S)

---

#### GOVERNMENT OF DC

---

- 3.2.** Students understand the basic structure of the Washington, DC, government.
1. Describe its duties, organizational structures, and functions. (P)
  2. Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (P)
  3. Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings).
  4. Describe the distinctions between local, state, and national government. (P)
  5. Identify the representative leaders in Washington, DC, and neighboring states. (P)
-

## Grade 3

---

### ECONOMY OF THE LOCAL REGION

---

- 3.3.** Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
1. Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (G, E)
  2. Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property, sales, and income taxes). (E)
  3. Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community. (E)
  4. Define what bartering is (e.g., trading baseball cards with each other) and how money makes it easier for people to get things they want. (E)
  5. Identify ways in which Washington, DC, meets the economic needs of its citizens (e.g., housing, jobs, health, transportation, and recreation). (E, S)

---

### HISTORY OF DC (18TH-20TH CENTURIES)

---

- 3.4.** Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.
1. Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing). (E)
  2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)
  3. Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S)
  4. Explain how Washington, DC, was selected and named as our capital city. (P,S)
  5. Identify and research outstanding statements of moral and civic principles made in Washington, DC, as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo "Corky" Gonzales at the Poor People's March). (P)
- 3.5.** Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

(G) = geography  
 (E) = economics  
 (P) = politics and government  
 (R) = religious thought and ideas  
 (S) = social impact of events  
 (M) = military action  
 (I) = intellectual thought

**Grades 3 through 5****Historical and Social Sciences Analysis Skills**

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 3 through 5. They are to be assessed *only in conjunction with* the content standards in grades 3 through 5. *In addition to the standards for grades 3 through 5, students demonstrate the following intellectual, reasoning, reflection, and research skills:*

---

**CHRONOLOGY AND CAUSE AND EFFECT**

---

1. Students place key events of the historical era they are studying and interpret information contained within time lines and comparative time charts.
2. Students know the calendar abbreviations and what they signify (e.g., A.D. and C.E., B.E. and B.C.E., c. and circa).
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
5. Students distinguish cause from effect and identify and interpret the multiple causes and effects of historical events.
6. Students conduct cost-benefit analyses of historical and current events.

---

**GEOGRAPHIC SKILLS**

---

1. Students use map and globe skills to determine the absolute locations (latitude and longitude) of places, and they interpret information available through a map or globe's legend, scale, and symbolic representations.
  2. Students define common map and globe terms, including *continent, country, mountain, valley, ocean, sea, lake, river; cardinal directions, latitude, longitude, north pole, south pole, tropics of Cancer and Capricorn, equator, 360-degree divisions, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago, 23-and-a-half-degree global tilt, fall line; and compass rose, scale, and legend.*
  3. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes), and they analyze how relative advantages or disadvantages can change over time.
  4. Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places.
  5. Students explain the distributions of cultures in places they study and how they create a cultural landscape.
  6. Students describe the factors that influence the location, distribution, and interrelationships of economic activities in different regions.
  7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities.
  8. Students explain the causes and effects of settlement patterns, including the effect of rural-to-urban migrations.
  9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.
-

Pre-K	K	Grade 1	Grade 2	<b>GRADES 3-5</b>	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Economics
-------	---	---------	---------	-------------------	---------	---------	---------	---------	----------	----------	----------	-----------

---

**HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW**

---

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
  2. Students differentiate between primary and secondary sources and know examples of each.
  3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
  4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.
- 

(G) = geography  
(E) = economics  
(P) = politics and government  
(R) = religious thought and ideas  
(S) = social impact of events  
(M) = military action  
(I) = intellectual thought

