

Resources for Grade 3 (2015-16)

General Resources for Grade 3 social studies:	
MN Organizations:	http://www.teachingcivics.org/ - Learning, Law & Democracy
	http://www.mcee.umn.edu/ - MN Council for Economics Education (MCEE)
	http://lt.umn.edu/mage/ -MN Alliance for Geographic Education (MAGE)
	http://education.mnhs.org/educators - Minnesota Historical Society
Civics:	https://www.icivics.org/ - resources and games for Civic education
Economics:	http://classroomclues.com/ and http://econkids.rutgers.edu/ - list of books by economics concept
	http://www.kidseconposters.com/about/about/ - resources including songs by concept
	http://www.econedlink.org/ - lesson plans and resources for teaching economics
	http://financeintheclassroom.org/passport - resources and lesson plans
Geography:	http://education.nationalgeographic.com/education/?ar_a=1
History:	http://edsitement.neh.gov/subject/history-social-studies
Literacy:	http://childrenslit-socialstudies.wikispaces.com/Home - annotated list of texts
Arts integration:	http://artsintegration.perpich.mn.gov/ - examples of projects integrating social studies/arts
	http://www.britishmuseum.org/learning/schools_and_teachers/age_7-11.aspx

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Benchmark	Lesson Plans <i>with annotation</i>	Resources <i>with annotation</i>
<p>3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.</p> <p><i>For example:</i> Ways to make a difference—pick up trash in park, vote, help make class decisions, write a letter, make phone calls, create an advertisement or web page, attend a meeting.</p>	<p>“We are a comm-un-it-y” www.learningtogive.org/lessons/unit44/lesson1.html</p> <p>“We are a comm-un-it-y Part 2” www.learningtogive.org/lessons/unit44/lesson2.html</p>	<p><i>Miss Rumphius</i> by Barbara Cooney (individuals)</p> <p><i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman (group)</p> <p><i>The Story of Ruby Bridges</i> by Robert Coles (individuals)</p> <p><i>Rosa</i> by Nikki Giovanni</p> <p><i>Amazing Grace</i> by Mary Hoffman (individuals)</p> <p><i>Side by Side</i> by Monica Brown (group)</p> <p><i>Martin’s Big Words</i> by Doreen Rappaport (individuals)</p>
<p>3.1.2.3.1 Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.</p> <p><i>For example:</i> Majority rule and minority rights can be demonstrated through a class vote on a class snack when two students have peanut allergies.</p>	<p>https://cdn.icivics.org/sites/default/files/uploads/Guide_CastYourVote.pdf (Activity focused on examining multiple viewpoints. Topics can be tailored to fit the needs of your students.)</p>	<p><i>Spaghetti Park</i> by DyAnne diSalvo</p> <p><i>Yertle the Turtle</i> by Dr. Seuss</p> <p><i>Grace for President</i> by Kelly DiPucchio</p>

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		<p><i>I Could Do That!: Esther Morris Gets Women the Right to Vote</i> by Linda Arms White and Nancy Carpenter Responsive Classroom (Morning Meeting)</p> <p>Simple votes within the classroom (rewards, activities)</p>
<p>3.1.4.6.1 Describe the importance of the services provided by government; explain that they are funded through taxes and fees. <i>For example:</i> Services— schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service.</p>	<p>https://cdn.icivics.org/sites/default/files/uploads/Taxation_1.pdf (<i>Lesson on taxes. Beginning part of the lesson would be appropriate for third grade content</i>)</p>	<p>Visit from local fire fighter (Fire Safety Week)</p>
<p>3.1.4.6.2 Identify the three branches of government (executive, legislative, and judicial) and their primary functions. <i>For example:</i> Primary functions— legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken.</p>	<p>https://cdn.icivics.org/sites/default/files/uploads/Congress%20in%20a%20Flash_0.pdf (<i>A lesson on the role of the legislative branch</i>)</p> <p>https://cdn.icivics.org/sites/default/files/uploads/Judicial%20Branch%20in%20a%20Flash_1.pdf (<i>A lesson on the role of the judicial branch</i>)</p> <p>https://cdn.icivics.org/sites/default/files/uploads/A%20Very%20Big%20Branch_1.pdf (<i>A lesson on the role of the executive branch</i>)</p>	<p><i>Our Government</i> (Government and Citizenship) by Ellen Bari published by Benchmark Education, 2011</p> <p>Flow Chart/Graphic Organizer used for charting out the branches of government and primary functions</p>

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	https://cdn.icivics.org/sites/default/files/uploads/Money%20on%20Trees_0.pdf (A lesson that demonstrates how the executive and legislative branch work together)	www.icivics.org (a variety of lesson plans, games, and activities that deal with civic education)
3.2.1.1.1 Identify possible short- and long-term consequences (costs and benefits) of different choices. <i>For example:</i> Choices might relate to personal spending or government spending.	<p> http://www.stlouisfed.org/education_resources/assets/lesson_plans/UncleJedsBarbershop.pdf (lesson plan on economic decision making that accompanies the book.) </p> <p> http://www.stlouisfed.org/education_resources/assets/lesson_plans/SoFewOfMe.pdf (lesson plan about making choices) </p> <p> http://www.econedlink.org/lessons/index.php?lid=489&type=educator (lesson plan introducing the PACED decision model for making choices) </p>	http://www.econedlink.org/lessons/docs_lessons/584_decision%20making%20grid1.pdf (This is a blank copy of the PACED decision making grid)
3.2.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. <i>For example:</i> Income—a student being paid a \$4 allowance for doing chores, a student’s parent being paid money for working at his or her job. Expenditures—a student spending \$3 for a sandwich, a student’s parent spending \$20 for gasoline.	<p> http://stlouisfed.org/education_resources/a-chair-for-my-mother/ (A lesson plan on income and spending using the book, <i>A Chair for My Mother</i>) </p> <p> http://www.umsl.edu/~wpockets/schoolhouse/lessons/kermit/kermit.htm (A lesson plan on income and spending based on the book <i>Kermit the Hermit</i>) </p>	

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<p>3.2.4.5.1 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.</p> <p><i>For example:</i> Contemporary examples—Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber (human resource). Historical examples—Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource), and skilled workers (human resource).</p>	<p>http://www.philadelphiafed.org/education/teachers/lesson-plans/GoatIntheRug.pdf (A lesson plan on resources used to produce goods and services based on the book <i>The Goat in the Rug</i>)</p> <p>http://www.econedlink.org/lessons/index.php?lid=389&type=educator (A lesson on resources used to produce goods and services)</p>	<p><i>Work Song</i> by Gary Paulson</p> <p><i>Pancakes! Pancakes!</i> by Eric Carle (a book about making pancakes that traces all the resources needed to make pancakes - human, capital, natural)</p> <p><i>The Lorax</i> by Dr. Suess (a book about producing a good and the resources used)</p>
<p>3.2.4.5.2 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.</p> <p><i>For example:</i> Consumers—parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers—a</p>	<p>http://www.econedlink.org/lessons/index.php?lid=464&type=student (A lesson that explains the roles of producers and consumers)</p> <p>http://www.econedlink.org/lessons/index.php?lid=457&type=student (A lesson that explains the roles of producers and consumers)</p>	<p><i>The Ox Cart Man</i> by Donald Hall: (In this book the characters produce goods and services (producer) and use their income to buy goods and services (consumer))</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> by Katie</p>

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business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators.		Smith Milway (<i>In this book the characters produce goods and services (producer) and use their income to buy goods and services (consumer)</i>)
3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world. <i>For example:</i> Relative location words—close to, above, bordering. Description using relative location words—"Our school is across from the post office." Description using cardinal directions—"Mexico is south of the United States." Description using intermediate directions—"Hawaii is southwest of the continental United States."	http://www.mda.state.mn.us/kids/food4thought.aspx (<i>Minnesota Ag in the Classroom: Food for Thought publication. Various mapping lessons</i>) FOSS Kit (Sun, Moon & Stars) introduces the concepts of cardinal and ordinal (intermediate) directions	<i>Flat Stanley</i> by Jeff Brown <ul style="list-style-type: none"> ● Flat Stanley activity - mail to relative, take pictures at various places, map places he has been <i>How I learned Geography</i> by Uri Shulevitz (<i>a broad introduction to the concept of maps</i>)
3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> Global places— country, continent, ocean. "TODALS" map basics—title, orientation, date, author, legend (key), and scale. Local places—city, village.	http://www.mda.state.mn.us/kids/food4thought.aspx (Lesson 1 - elements of a good map)	Maps

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<p>Spatial information—cities, roads, boundaries, bodies of water, regions.</p>		
<p>3.3.3.6.1 Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. <i>For example:</i> Mountainous and arid places tend to have less population than coastal places.</p>	<p>http://storymaps.esri.com/stories/2013/full-and-empty/</p> <p>http://www.mda.state.mn.us/kids/food4thought.asp (This website includes a number of lesson plans on a variety of population density topics.)</p> <p>http://www.mda.state.mn.us/Global/MDADocs/kids/food4thought/f4t-lesson3.aspx (a lesson on map reading from the Food 4 Thought website)</p> <p>http://www.mda.state.mn.us/Global/MDADocs/kids/food4thought/f4t-lesson4.aspx (a lesson on map reading from the Food 4 Thought website)</p>	<p>population distribution maps</p> <p>map of world at night</p>
<p>3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. <i>For example:</i> Physical features— mountains, rivers, bodies of water. Human-made features— fences, hedges, political boundaries.</p>		<p>http://www.history.com/shows/how-the-states-got-their-shapes/videos (23 minute video about the creation of state boundaries. Other specific states available on the website)</p> <p><i>Boundaries: How the Mason-Dixon Line settled a</i></p>

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		<i>Family Feud and Divided a Nation</i> by Sally M. Walker
3.4.1.1.1 Reference different time periods using correct terminology, including the terms decade, century and millennium.	Measurement Unit (Deca, Cent, Mill)	
3.4.1.1.2 Create timelines of important events in three different time scales—decades, centuries and millennia.	FOSS-Make a timeline for specific events in science history Math Unit- Plotting on a number line, elapsed time http://www.adprima.com/social13.htm (a basic timeline lesson plan that could be modified or expanded) http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html (interactive website that walks through the creation of a timeline. Possible lesson))	http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html (interactive website that walks through the creation of a timeline.)
3.4.1.2.1 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. <i>For example:</i> Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why		<i>Through Dakota Eyes</i> - Biography describing the Dakota War. Art Adventure Program and field trip to Minneapolis Institute of Arts Minnesota Historical Society - online resources

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<p>did it happen? How do we know what happened? What effect did it have?</p>		<p>Any primary sources!</p> <p>ELA- Autobiography, inferences, letters or journals</p> <p>Field trip to Ft. Snelling</p> <p>http://en.wikipedia.org/wiki/Ancient_Greece#mediaviewer/File:ArchaicGr.jpg (map of ancient Greece)</p> <p>http://www.ellenjmchenry.com/downloads/MappingtheWorldChapters1t03.pdf</p> <p>http://archive.artsmia.org/world-myths/artbyculture/index.html (Information and background about early maps)</p> <p>http://www.britishmuseum.org/explore/young_explorers/discover.aspx (photos of artifacts from ancient Greece and Egypt)</p>
<p>3.4.1.2.2 Compare and contrast two different accounts of an event. <i>For example:</i> Event—a playground conflict, current event, historic event.</p>	<p><i>The True Story of the Three Little Pigs</i> by Jon Scieska (an amusing story told from the viewpoint of the wolf)</p>	

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	<p><i>The Three Little Wolves and the Big Bad Pigs</i> by Eugene Trivizas (another perspective of the story)</p> <p>Current Events - (i.e. elections)</p> <p>Venn Diagrams</p>	
<p>3.4.1.2.3 Compare and contrast various ways that different cultures have expressed concepts of time and space. <i>For example:</i> Calendar systems - sun dial, Chinese, Hindu, Mayan or Aztec, Hebrew and Islamic calendars, Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information - Chinese “Jingban Tianwen Qiantu” map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps.</p>	<p>http://www.ellenjmchenry.com/downloads/MappingtheWorldChapters1t03.pdf - (comprehensive site of history of maps. Could be turned into a lesson))</p> <p>Brainpop Jr.- <i>Mayan Civilization</i></p> <p>http://en.wikipedia.org/wiki/History_of_cartography (Teacher Resource - background information)</p> <p>http://ancienthistory.mrdonn.org/indexlife.html Star Lab, Oral histories of the constellations</p>	<p><i>Moonstick: The Seasons of the Sioux</i> by Eve Bunting (a listing of Dakota months, highlighting the timekeeping of the Dakota)</p> <p>http://www.ellenjmchenry.com/downloads/MappingtheWorldChapters1t03.pdf - (comprehensive site of history of maps)</p> <p>http://ancienthistory.mrdonn.org/indexlife.html Star Lab, Oral histories of the constellations</p>
<p>3.4.2.3.1 Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes. <i>For example:</i> Inventions—Roman aqueducts, Chinese compass, cuneiform.</p>	<p><i>Now and Ben</i> by Gene Barretta</p> <p><i>Becoming Ben Franklin: How a Candlemaker’s Son Helped Light the Flame of Liberty</i> by Russell Freedman</p>	<p>http://inventors.about.com/od/as_tartinventions/a/FamousInvention.htm</p>

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		(comprehensive site with detailed information on inventions and inventors)
<p>3.4.2.5.1 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.</p> <p><i>For example:</i> Individuals—Alexander the Great, Cleopatra, Chinggis Khan, Kemal Ataturk, Mohandas Gandhi, Nelson Mandela, Vang Pao, Muhammad Yunus, Aung San Suu Kyi. Groups might include ethnic or cultural groups, religious groups, political groups.</p>		<p><i>Amelia to Zora, Twenty-Six women Who Changed the World</i> by Cynthia Chin-Lee</p> <p><i>Akira to Zoltan, Twenty-Six Men Who Changed the World</i> by Cynthia Chin-Lee (short biographies of men and women who impacted many areas of life.)</p> <p><i>Nelson Mandela</i> (published by Scholastic)</p> <p><i>The Adventures of Marco Polo</i> by Russell Freedman</p>
<p>3.4.3.7.1 Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)</p> <p><i>For example:</i> Civilizations from the Mediterranean region—Nile River Valley. Civilizations from Asia—Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from</p>	<p>A Trip Down the Nile How the ancient egyptians built the pyramids- (4 minute Lego video about the construction of the pyramids)</p> <p>http://blog.hiddenharmonies.org/2010/09/15/map-of-world-population-year-1ad-1500ad-and-2000ad-and-some-questions/ (maps of ancient populations)</p>	

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the Americas—Norte Chico/Supe Valley (Peru).		
<p>3.4.3.8.1 Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE- 600 CE)</p> <p><i>For example:</i> Methods of communication—signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kush), Turkey (Assyrian Empire).</p>	<p>Hieroglyphs (a Power Point style lesson on hieroglyphs)</p> <p>http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources-1/resource_reading_a_papyrus.aspx (a downloadable Power Point lesson on hieroglyphs)</p> <p>Brainpopjr.com- <i>Ancient Egypt</i> <i>Ancient China</i></p> <p>lesson on hieroglyphs (a complete lesson plan with a link to Kids Discovery resource)</p>	
<p>3.4.3.9.1 Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE – 1450 CE)</p> <p><i>For example:</i> Civilizations from the Mediterranean region—Byzantine and Muslim World, Medieval Europe. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China.</p>	<p>Good Masters! Sweet Ladies! Voices from a Medieval Village by Laura Amy Schlitz</p> <p>http://www.britishmuseum.org/learning/schools_and_teachers/age_7-11.aspx (Power Point lessons on a wide variety of daily life topics for several ancient civilizations)</p> <p>Daily Life in Ancient Egypt (background information on daily life in Egypt)</p>	<p>http://www.britishmuseum.org/explore/young_explorers/discover.aspx (Resources on daily life in ancient Greece and ancient Egypt)</p> <p>Daily Life in Ancient Egypt (background information on daily life in Egypt. Reading level may challenge some third graders.)</p>

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<p>Civilizations from the Americas—Inca, Aztec. Civilizations from Africa—Aksum, Great Zimbabwe.</p>	<p>Ancient Egypt for Teachers (lesson plan on timelines)</p> <p>Make a Mummy Online Activity (child friendly power points on a variety of ancient Egyptian topics)</p> <p>Daily Life in Ancient Greece (child friendly website with information about several aspects of daily life in ancient Greece)</p> <p>SmartExchange: Ancient China and Ancient Egypt Review (a lesson plan on geography, communication and some other topics comparing Egypt and China. Requires free teacher login and SMART technology)</p> <p>Kids Discover Booklets on World History (free lesson plans on a variety of topics go with the Kids Discover magazines. Requires free teacher login.)</p> <p>Daily Life in Ancient China (Kid friendly website with a variety of topics. Has ads.)</p> <p>http://www.teacherspayteachers.com/Product/Math-Problem-Solving-Ancient-Civilization-Set-471641 (a math connection to ancient civilizations. Many activities are for purchase.)</p> <p>History Pockets-Ancient Greece gr.4-6</p>	<p>Make a Mummy Online Activity (child friendly power points on a variety of ancient Egyptian topics)</p> <p>Pyramid Builder Online Activity (an interactive game about pyramids)</p> <p>Daily Life in Ancient Greece (child friendly website with information about several aspects of daily life in ancient Greece)</p> <p>Ancient Egypt Video Clip-National Geographic (a three minute video introducing ancient Egypt)</p> <p>Sing Along with History-Ancient Greece (a three minute video about ancient Greece)</p> <p>Daily Life in Ancient China (Kid friendly website with a variety of topics. Has ads.)</p> <p>http://www.civilization.ca/cmcl/exhibitions/civil/egypt/egcl01e.shtml</p>

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	<p><u>History Pockets-Ancient Civilizations-gr.1-3</u> <u>History Pockets-Ancient Egypt gr.4-6</u> (Supplemental activities to support daily life topics, timeline, religion, and more. Includes a minimal amount of background material.)</p> <p><u>http://www.civilization.ca/cmce/exhibitions/civil/egypt/egcl01e.shtml</u> (Kid friendly website with information on daily life topics. Reading level may be a bit high for some third graders)</p> <p><u>http://archive.artsmia.org/world-myths/MythCurriculum.pdf</u> (Minneapolis Institute of Arts information about the background of mythology)</p>	<p>(Kid friendly website with information on daily life topics. Reading level may be a bit high for some third graders)</p>

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