



## Third Grade

### Student Presidential Tour

The Student Presidential Tour is docent-led and includes a tour of the *Cabinet Room*, *Life in the White House*, *Oval Office* and the current temporary exhibit. This tour lasts one hour and 15 minutes.

*\*\* The items in **bold** within each framework standard are areas that will be primarily emphasized during the presentation, other areas listed may possibly be addressed.*

### Social Studies Frameworks

#### Civics/Government

1. Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.

- C.1.3.2 **Identify responsibilities and powers of government officials in different branches of state government**

2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.

- C.2.3.1 **Investigate origins of state and national symbols, patriotic songs, and mottos**
- C.2.3.3 **Compare rights and responsibilities of citizens in different times and places**

#### History

12. Chronology, Change over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

- H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)
- H.12.3.4 Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity
- H.12.3.5 **Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)**

13. Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

- H.13.3.1 Explain how multiple perspectives are portrayed through historical narratives

## Speaking and Listening Frameworks

### Comprehension and Collaboration

- SL.3.1 **Engage effectively in a range of *collaborative conversations* (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.**
- SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
- SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).
- SL.3.3 **Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.**
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language Arts Frameworks

### Conventions of Standard English

- L.3.1 Demonstrate command of the conventions of Standard English grammar and usage as appropriate for Grade 3 when writing or speaking.

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