



Third Grade Student Presidential Tour

The Student Presidential Tour is docent-led and includes the Clinton Center's orientation film, a tour of its *Cabinet Room*, *Life in the White House*, *Oval Office* and the current temporary exhibit. Students will additionally spend time in Life in the White House to explore the significance of a White House State Dinner. This tour will last one hour and 15 minutes.

*** The items in **bold** within each standard are areas that will be emphasized during the presentation, other areas may be partially covered.*

Social Studies Standards

Civics/Government

C.1 Students will analyze the impact of origins, structures, and functions of institutions on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

Civic and Political Institutions

- C.1.3.2 **Identify powers of government officials in three branches of government.**

Participation and Deliberation

- C.1.3.4 **Investigate origins of state and national symbols, patriotic songs, and mottos.**
- C.1.3.5 **Compare rights and responsibilities of citizens in different times and places.**
- C.1.3.6 **Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.**

Process, Rules, and Laws

- C.1.3.8 **Identify ways people influence rules and laws to improve communities.**

History

H.1 Students will understand chronology, patterns of continuity and change over time, This includes contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.

Chronology, Change over Time, and Contextualization

- H.1.3.2 **Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., Historical Arkansans (Bill Clinton), Historical Americans, and Historical Events)**
- H.1.3.3 **Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).**
- H.1.3.4 **Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United and Arkansas.**
- H.1.3.5 **Investigate relationships of national symbols, holidays, and historic places to historical events.** (i.e., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)

Perspective, Historical Evidence, and Causation

- H.1.3.6 **Identify and explain multiple perspectives in historical narratives**
- H.1.3.7 **Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.**
- H.1.3.8 **Discuss the intended audience and purpose of primary and secondary sources.**

English Language Arts Standards

Collaborative Communication

Oral Language

3.CC.1.OL Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

3.CC.2.OL Ask and answer questions about what a speaker said to gather additional information and clarify understanding.