

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 3**

Theme: Regional Study of Massachusetts

Students will demonstrate an understanding of the following vocabulary/concepts:

Religious Freedom, Commonwealth Compact, Agreement, Native Americans

Apply five themes of geography (*location, place, human interaction with the environment, movement, and regions*) to the study of Massachusetts and New England.

Explain the meaning of time periods or dates in historical narratives (*decade, century, 1600s, 1776*) and use them correctly in speaking and writing. (H)

Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)

Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)

Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)

Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)

STUDENT LEARNING OUTCOMES*

A student will be able to:

3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills. (G)

3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)

3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)

- A. the purpose of the Mayflower Compact and its principles of self-government
- B. challenges in settling in America
- C. events leading to the first Thanksgiving

3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)

3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)

- a. the growth of towns and cities in Massachusetts before the Revolution including reasons towns developed
- b. the Boston Tea Party
- c. the beginning of the Revolution at Lexington and Concord
- d. the Battle of Bunker Hill
- e. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)

SUGGESTED TEACHING STRATEGIES & ASSESSMENT STRATEGIES/ACTIVITIES

Students will demonstrate their knowledge/skill by:

3.3 Read stories about life in the past and draw a picture that illustrates the life and roles of individuals and groups working together to survive.

SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES

Read Alouds	Class Books
Problem Solving Initiatives	Group Activities
Art/Music integrations	Role Play
Map Activities	Read and analyze stories
Plays	Interdisciplinary Activities
Simulation	

RELATED WEBSITES:

<http://www.marcopolo-education.org> and www.edsitement.neh.gov have the following related resources:

Who Gets More than Their Fair Share?
Norman Rockwell's Curiosity Shop
Tic Tac Taxes!
Who Pays for City Hall?
Mystery Workers
Modern History Sourcebook:
William Bradford:
The Wampanoag

** Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.20-21*

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Students will demonstrate an understanding of the following vocabulary/concepts:

Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)

Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)

Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)

Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E) *Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.*

RELATED WEBSITES:

- <http://www.enchantedlearning.com/geography/>
- <http://www.teachers.net/lessons/posts/701.html>
- <http://www.mtpts.com/middle/socsci/5themes/>
- <http://home.epix.net/~skr/FiveThemes/>
- <http://www.plimoth.org>
- <http://pbskids.org/libertykids/nowthen/index.html>

STUDENT LEARNING OUTCOMES*

A student will be able to:

3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C) *See Bibliography in Appendix C.*

3.8 On a map of Massachusetts, locate the class's student's home town or city and its local geographic features and landmarks, i.e., *public library*.(G)

3.9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)

3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)

3.11 Identify major immigrant groups that live in Massachusetts and where they now live in large numbers (e.g., English, Irish, Italians, French Canadians, Armenians, Greeks, Portuguese, Haitians, and Vietnamese). (H, G)

3.12 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. , and (H, G)

3.13 Explain how objects or artifacts of everyday life in the past tell us how ordinary people they lived and how everyday life has changed.. (H, G, E)

3.14 Give examples of goods and services provided by their local businesses and industries. (E)

3.15 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)

ASSESSMENT

STRATEGIES/ACTIVITIES

Students will demonstrate their knowledge/skill by:

3.7 Draw a picture of a world political figure from the past and write at lease one sentence on the accomplishment of that person.

3.9 Draw a picture of one local historical monument or place and describe why it is important to the community.

3.13 Make a three-column chart to list and categorize goods and services families use and products that come from another country.

SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES

The Pilgrims of Plimoth by Marcia Sewall

Samuel Eaton's Day by Kate Waters

Sarah Morton's Day by Kate Waters

Which Way to the Revolution: A Book About Maps by Bob Barner

RELATED WEBSITES:

- <http://www.marcopolo-education.org> has the following related resources:
- o *American Colonial Life in the Late 1700s: Distant Cousins*
 - o *Explore the States: Massachusetts*
 - o *The Plymouth Colony Archive Project*
 - o *America's Story: Jump Back in Time*

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DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government