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| <b>Grade 3- Massachusetts, Home to Many Different People</b>   |  | <b>Topic 1 – Massachusetts cities and towns today and in history</b>  |  | <b>Time Frame:<br/>September 16-October 30</b>   |
| <b>Big Idea(s): What is the purpose of government?</b>   |  |   |  |  |
| <b>Essential Question(s): How can people get involved in government?</b>   |  |   |  |  |
| <b>Massachusetts Content Standards</b>   | <b>Massachusetts Practice Standards</b>  | <b>Timeline</b>   | <b>Key Vocabulary and Ideas</b>  | <b>Resources</b>   |
| <p>On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.<sup>19</sup></p> <p>2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19<sup>th</sup> century most of the settlers were of Native American,</p> | <ol style="list-style-type: none"> <li>1. Demonstrate civic knowledge, skills, dispositions</li> <li>2. Develop focused questions or problem statements and conduct inquiries</li> <li>3. Organize information and data from multiple primary and secondary sources</li> <li>4. Analyze the purpose and point of view of each source</li> <li>5. Evaluate the credibility, accuracy, and relevance of each source</li> <li>6. Argue or explain conclusions, using valid reasoning and evidence</li> <li>7. Determine next steps and</li> </ol> | <p><b>Pearson Connexus: Course 3A</b></p> <p><b>Week 1-2</b></p> <p><b>Lesson 1: Our Communities Unit Introduction</b></p> <p>Objectives:</p> <p>Identify types of communities</p> <p><b>Lesson 2: What Makes a Community?</b></p> <p>Objectives:</p> <p>Understand how and why people establish communities</p> <p>Identify the types of characteristics that comprise a community or region</p> | <p>Community</p> <p>Natural resource</p> <p>Region</p> <p>Diverse</p> <p>Immigrant</p> <p>Culture</p> <p>Cardinal direction</p> <p>Map scale</p> <p>Legend</p> <p>Latitude</p> <p>Longitude</p> <p>Indentured servant</p> <p>Slave</p> | <p>Pearson Connexus: <a href="#">Social Studies 3 A (CL), MA, 5.18</a></p> <p>Textbook found in the Activity section<br/>Chapter 1: Our Communities, Lessons 1-3</p> <p>This is an opportunity for students to study Fall River, past and present.</p> |

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| <p>Northern European, or African descent; describe the current population and immigrant groups of the 20<sup>th</sup> and 21<sup>st</sup> centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.</p> <p>3. Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.</p> <p>a. classroom and school governments provide a way for students to participate in making decisions about school activities and rules</p> <p>b. city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety</p> <p>c. Massachusetts communities have either a city or a town form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of</p> | <p>take informed action, as appropriate</p> | <p>Describe how communities have changed over time</p> <p>Recognize that people in communities need to fulfill certain responsibilities in order to make their communities good places to live</p> <p><b>Week 3-4</b><br/> <b>Lesson 4: Where Communities Are Located (two-day lesson)</b></p> <p>Objectives:</p> <p>Realize that different types of maps serve different purposes and have distinct characteristics</p> <p>Use parts of a map to locate and describe places and features</p> <p>Use a grid system to locate places and features</p> <p>Use a map scale to measure the distance between two places</p> <p><b>Lesson 5: Map Skills: Latitude and Longitude</b></p> | <p>Rural</p> <p>Urban</p> <p>suburban</p> <p>Mayor</p> <p>City council</p> | <p>Interview an adult about why he/she moved to Fall River.</p> <p>Research the Fall River Gov't Center website. There is a lot of good information about the city, famous landmarks, and government.</p> <p><a href="https://www.fallriverma.org/resident/">https://www.fallriverma.org/resident/</a></p> <p><a href="https://kidzone.ws/Geography/usa/massachusetts/map.htm">https://kidzone.ws/Geography/usa/massachusetts/map.htm</a></p> |
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| <p>people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees).<sup>20</sup></p> <p>d. people can participate in and influence their local government by reading and responding to news about local issues, voting, running for office, serving on boards or committees, attending hearings, or committee meetings)</p> <p>e. people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote</p> <p>f. people who own property, such as a house, condominium or commercial building, in a city or</p> |  | <p>Objectives:</p> <p>Find the latitude and longitude of places on a map</p> <p>Use knowledge of latitude and longitude to find the absolute locations of places on a map</p> <p><b>Week 5-6</b><br/> <b>Lesson 6: Three Types of Communities</b></p> <p>Objectives:</p> <p>Distinguish between the characteristics of rural, suburban, and urban communities</p> <p>Understand how the characteristics of rural, suburban, and urban communities influence settlement patterns and daily life in these communities</p> <p>Recognize that each type of community has unique characteristics compared to the other types of communities</p> |  |  |
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| <p>town contribute to community services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance.</p> |  | <p>Note: There aren't any grade 3 lessons that tie into Massachusetts local government.</p> |  |  |
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| <b>Grade 3- Massachusetts, Home to Many Different People</b>  | <b>Topic 2: The geography and Native Peoples of Massachusetts</b><br><b>Topic 3: European explorers' first contacts with Native Peoples in the Northeast</b>  |   | <b>Time Frame:</b><br><b>November 1-January 15</b>  |   |
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| <p><b>Big Idea(s):</b> How did Native Peoples live in New England before Europeans arrived?</p> <p><b>Essential Question(s):</b> How did European explorers describe the Northeast and its Native Peoples? As they explored the Northeast, what were the Europeans in search of?</p>  |   |   |   |   |
| <b>Massachusetts Content Standards</b>  | <b>Massachusetts Practice Standards</b>   | <b>Timeline</b>   | <b>Key Vocabulary and Ideas</b>   | <b>Resources</b>  |
| <p><b>Topic 2</b></p> <p>1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).</p> <p>2. On a political map of the current United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).</p> <p>Clarification statement: <i>These standards are designed to be a transition from grade 2, when</i></p> | <ol style="list-style-type: none"> <li>1. Demonstrate civic knowledge, skills, dispositions</li> <li>2. Develop focused questions or problem statements and conduct inquiries</li> <li>3. Organize information and data from multiple primary and secondary sources</li> <li>4. Analyze the purpose and point of view of each source</li> <li>5. Evaluate the credibility, accuracy, and relevance of each source</li> <li>6. Argue or explain</li> </ol> | <p><b>This is not aligned to Connexus.</b></p> <p><b>Week 1:</b> Complete a map of North America. Include:</p> <ul style="list-style-type: none"> <li>• Locate Northeast region</li> <li>• Identify major rivers, lakes, capes, and bays, as well as the Appalachians</li> <li>• Students should demonstrate understanding of legend and scale</li> </ul> | <p>Cape</p> <p>Bay</p> <p>New England states</p> <p>Canoe</p> <p>Wampum</p> <p>Moccasin</p> <p>Powwow</p> | <p>You Tube: The Wampanoag Way</p> <p><a href="https://www.youtube.com/watch?v=SmisO7pdMW4">https://www.youtube.com/watch?v=SmisO7pdMW4</a></p> |

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| <p><i>students learned about map components and the difference between physical geography and political geography.</i></p> <p>3. Explain the diversity of Native Peoples<sup>21</sup>, present and past, in Massachusetts and the New England region.</p> <p>a. the names of at least three native groups (e.g., Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag)</p> <p>b. the locations of tribal territories in the state</p> <p>c. physical features and their influence on the locations of traditional settlements</p> <p>d. contributions of a tribal group from the area of the school (e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, <i>wampum</i>, and useful knowledge of medicinal plants, words such as <i>powwow</i> and <i>moccasin</i>, and many names for waterways, hills, mountains, islands and place names, such as the <i>Connecticut</i> and <i>Merrimack Rivers</i>, <i>Mount Wachusett</i>, the</p> | <p>conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p> | <p><b>Week 2:</b> On a political map, identify the New England states</p> <ul style="list-style-type: none"> <li>• Identify the location of three native tribes</li> <li>• Using the map, have students explain what resources these tribes relied on for survival</li> </ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>• Identify the foods farmed by the native tribes; how they fished and hunted.</li> <li>• Explain the meaning of Powwow<br/>Wampum<br/>Moccasin</li> <li>• Identify places that were named by the native tribes and the meaning of those words</li> </ul> |  | <p><a href="https://www.plymouth400inc.org/our-story-exhibit-wampanoag-history/#:~:text=The%20Wampanoag%20have%20lived%20in,Plymouth)%20to%20establish%20Plymouth%20Colony.">https://www.plymouth400inc.org/our-story-exhibit-wampanoag-history/#:~:text=The%20Wampanoag%20have%20lived%20in,Plymouth)%20to%20establish%20Plymouth%20Colony.</a></p> |
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| <p><i>Taconic Range, Nantucket, Natick, Seekonk, Agawam, Chicopee)</i></p> <p><b>Topic 3</b></p> <p>1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16<sup>th</sup>–17<sup>th</sup> centuries sailed westward across the Atlantic (e.g., to find new trade routes to Asia and new supplies of natural resources such as metals, timber, and fish).</p> <p>2. Trace on a map the voyages of European explorers of the Northeast coast of North America (e.g., Giovanni Caboto [John Cabot], Bartholomew Gosnold, Giovanni de Verrazano, John Smith, Samuel de Champlain).</p> <p>3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17<sup>th</sup> century map of New England with a current one.</p> |  | <p><b>Week 4:</b> Using a map of the world, have students label:</p> <ul style="list-style-type: none"> <li>• Asia</li> <li>• Europe</li> <li>• North America</li> <li>• Northwest Passage</li> </ul> <p>Have students list the resources that North America provided to Europe in the 17<sup>th</sup> century (timber, iron ore, fish (cod), tobacco, corn</p> <p><b>Weeks 5-6:</b></p> <p>Have students trace the voyages of the following explorers of the northeast coast of North America:</p> <ul style="list-style-type: none"> <li>• John Cabot</li> <li>• Samuel de Champlain</li> <li>• Giovanni di Verrazano</li> <li>• Henry Hudson</li> <li>• John Smith</li> <li>• Bartholomew Gosnold</li> </ul> <p>Have students describe one accomplishment of each of these explorers</p> | <p>Trade route</p> <p>Northwest Passage</p> <p>China trade</p> | <p><b>Primary Source aligned to Topic 3, Learning Standard 3. American Indians</b></p> <p>“They are dark-skinned, similar to the Ethiopians. They have black, thick and not very long hair [...] Well proportioned, of medium height, sometimes higher than ours, with a broad chest, strong arms and nicely laid out legs and other body parts. Their eyes are large and black, watchful and lively. They do not have a great physical strength but a keen intelligence and are agile and very strong runners [...] They are very generous. They are willing to give everything they have. We struck up a good friendship with them.”</p> <p>(G. da Verrazano, letter to the King of France Francis I, July 1524)</p> |
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| <b>Grade 3- Massachusetts, Home to Many Different People</b> | <b>Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities [3.T4]</b><br><b>Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]</b> | <b>Time Frame:</b><br><b>January 19-March 19</b> |
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**Big Idea(s):** *What were the challenges for women and men in the early years in Plymouth?*  
**Essential Question(s):** *How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?*

| Massachusetts Content Standards  | Massachusetts Practice Standards   | Timeline  | Key Vocabulary and Ideas  | Resources   |
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| <p><b>Topic 4</b></p> <p>1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.</p> <p>a. the purpose of the Mayflower Compact and the principle of self-government</p> <p>b. challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new</p> | <p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> | <p><b>Week 1</b></p> <p>The first European settlers in New England</p> <p><b>Week 2</b></p> <p>Why the need for the Mayflower Compact</p> <p><b>Week 3</b></p> <p>The challenges of settlement</p> <p><b>Week 4</b></p> <p>How the Native Americans helped the Pilgrims</p> | <p>Separatists</p> <p>Religious freedom</p> <p>Mayflower Compact</p> <p>Majority rule</p> <p>Thanksgiving</p> | <p><a href="https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims">https://www.plimoth.org/learn/just-kids/homework-help/who-were-pilgrims</a></p> <p>Pilgrims and Native Americans</p> <p><a href="https://www.youtube.com/watch?v=hwQbMrqU-EA">https://www.youtube.com/watch?v=hwQbMrqU-EA</a></p> <p>Background information on the relationship between the Wampanoag and the Pilgrims:</p> <p><a href="https://www.mayflower400">https://www.mayflower400</a></p> |



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| <p>environment, maintaining their faith and keeping a community together through self-government)</p> <p>c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.<sup>24</sup></p> <p><b>Topic 5</b></p> <p>1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).</p> <p>2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and</p> | <p>7. Determine next steps and take informed action, as appropriate</p> | <p><b>Week 5</b></p> <p>Why did the Puritans come to America?</p> <p>Make a chart with three columns: Pilgrims, Puritans, and Native Americans</p> <p>Have students enter the names of these leaders and their roles and decisions</p> <p><b>Week 6</b></p> <p>King Philip’s War</p> <p>Why did it break out, where did it take place and what was the outcome?</p> | <p>Religious intolerance</p> <p>“city on a hill”</p> <p>To purify</p> <p>Religious conversion</p> <p>The settlement of the colonies of Connecticut, Rhode Island and New Hampshire</p> <p>Slavery-first enslaved people were brought into Virginia in 1619</p> <p>How did the triangular trade between the Americas, Europe and Africa benefit Massachusetts?</p> | <p><a href="http://uk.org/education/native-america-and-the-mayflower-400-years-of-wampanoag-history/">uk.org/education/native-america-and-the-mayflower-400-years-of-wampanoag-history/</a></p> <p>Overview of the Puritans</p> <p><a href="https://13colonies.mrdonn.org/puritans.html">https://13colonies.mrdonn.org/puritans.html</a></p> <p>Summary of the war with map</p> <p><a href="https://accessgenealogy.com/connecticut/king-philips-war-indian-wars.htm">https://accessgenealogy.com/connecticut/king-philips-war-indian-wars.htm</a></p> |
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| <p>the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the Pequot War and King Philip’s War).</p> <p>3. Using visual primary sources such as paintings, artifacts, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and artisans, indentured servants, employees, and enslaved people.</p> <p>4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both free and enslaved Africans in its population.</p> <p>5. Explain the importance of maritime commerce and the practice of bartering – exchanging goods or services without payment in money—in the</p> |  | <p><b>Week 7</b></p> <p>Use primary sources to examine lives in colonial Massachusetts (tour of Adams National Historical Park)</p> <p><b>Week 8</b></p> <p>The economy of colonial Massachusetts</p> | <p>How did Massachusetts use its resources to develop its economy?</p> <p>Distinguish between indentured servants and enslaved people</p> | <p>Tour of the Adams National Historical Park.</p> <p>Junior Ranger Booklet with quizzes, word searches, etc.</p> <p><a href="https://www.nps.gov/adam/learn/kidsyouth/upload/Adams-Junior-Ranger-Booklet-ages-9.pdf">https://www.nps.gov/adam/learn/kidsyouth/upload/Adams-Junior-Ranger-Booklet-ages-9.pdf</a></p> <p>Life in Puritan Massachusetts</p> <p><a href="https://mrnussbaum.com/life-in-puritan-massachusetts-reading-comprehension-printable">https://mrnussbaum.com/life-in-puritan-massachusetts-reading-comprehension-printable</a></p> <p>Copy of Puritan textbook</p> <p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Ffineartamerica.com%2Ffeature%2F10-new-england-primer-1727-granger.html&amp;psig=AOvVaw10wJTccfBmUccXRzW1oeHJ">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Ffineartamerica.com%2Ffeature%2F10-new-england-primer-1727-granger.html&amp;psig=AOvVaw10wJTccfBmUccXRzW1oeHJ</a></p> |
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| <p>development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.</p> <p>a. the fishing and shipbuilding industries</p> <p>b. trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe</p> <p>c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</p> |  |  | <p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fkids.britannica.com%2Fkids%2Farticle%2Ftriangular-trade%2F628657&amp;psig=AOvVaw3_gPlxCNbkUOaeVE_I3YI&amp;ust=1611939876327000&amp;source=images&amp;cd=vfe&amp;ved=0CAIQjRxqFwoTCLC1rZyOv-4CFQAAAAAdAAAAABBS">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fkids.britannica.com%2Fkids%2Farticle%2Ftriangular-trade%2F628657&amp;psig=AOvVaw3_gPlxCNbkUOaeVE_I3YI&amp;ust=1611939876327000&amp;source=images&amp;cd=vfe&amp;ved=0CAIQjRxqFwoTCLC1rZyOv-4CFQAAAAAdAAAAABBS</a></p> <p>Map of the triangular trade</p> <p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fkids.britannica.com%2Fkids%2Farticle%2Ftriangular-trade%2F628657&amp;psig=AOvVaw3_gPlxCNbkUOaeVE_I3YI&amp;ust=1611939876327000&amp;source=images&amp;cd=vfe&amp;ved=0CAIQjRxqFwoTCLC1rZyOv-4CFQAAAAAdAAAAABBS">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fkids.britannica.com%2Fkids%2Farticle%2Ftriangular-trade%2F628657&amp;psig=AOvVaw3_gPlxCNbkUOaeVE_I3YI&amp;ust=1611939876327000&amp;source=images&amp;cd=vfe&amp;ved=0CAIQjRxqFwoTCLC1rZyOv-4CFQAAAAAdAAAAABBS</a></p> <p>From the New Bedford Whaling Museum. It will need modification for 3<sup>rd</sup> graders but they should enjoy the voyage around the world with stops in the Azores and Cape Verde Islands.</p> <p><a href="https://www.arcgis.com/apps/MapSeries/index.html?appid=19513a5d13964a48aa9d00973c8a9674#">https://www.arcgis.com/apps/MapSeries/index.html?appid=19513a5d13964a48aa9d00973c8a9674#</a></p> |
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