

Grade 3- Massachusetts, Home to Many Different People	Topic 1 – Massachusetts cities and towns today and in history	Time Frame: September-October 31		
<p>Big Idea(s): What is the purpose of government?</p> <p>Essential Question(s): How can people get involved in government?</p>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<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.¹⁹</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-19th century most of the</p>	<ol style="list-style-type: none"> 1. Demonstrate civic knowledge, skills, dispositions 2. Develop focused questions or problem statements and conduct inquiries 3. Organize information and data from multiple primary and secondary sources 4. Analyze the purpose and point of view of each source 5. Evaluate the credibility, accuracy, and relevance of each source 6. Argue or explain conclusions, using valid reasoning and evidence 7. Determine next steps and 	<p>Massachusetts: Our Home</p> <p>Chapter 1: The Land We Call Home</p> <p>Lesson 1: The Geography of Massachusetts (pp.20-28)</p> <p>Weeks 1 -3: Map Skills</p> <p>Weeks 4 -6: Research Fall River</p> <p>Its founding date</p> <p>Settlers</p> <p>Native Americans</p> <p>Immigrant groups 19th and 20th centuries</p>	<p>Community</p> <p>Natural resource</p> <p>Diverse</p> <p>Immigrant</p> <p>Culture</p> <p>Region</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>Suggestion: have students examine maps of Fall River as examples of different uses for maps</p> <p>National Geographic Cardinal Directions and Maps</p> <p>KidCitizen Wondering through Maps (Made for grades K-2.)</p> <p>BrainPop Map Skills</p> <p>https://fallriverma.cdmsmit-hgis.com/</p> <p>https://www.getepic.com/book/59025210/reading-maps</p> <p>https://www.mathsisfun.com/games/direction-nsew-</p>

<p>settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st 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>Rural</p> <p>Urban</p> <p>suburban</p> <p>Mayor</p> <p>City council</p>	<p>.html</p> <p>https://www.geoquestsr.com/seterra/en/qz/5010</p> <p>Bioreserve https://www.fallriverma.org/wp-content/uploads/2021/06/Bioreserve_trail_map_April2012.pdf</p> <p>Lafayette-Durfee House Museum, 94 Cherry Street is open to the public. It contains many artifacts from colonial times. They will also do presentations at schools.</p> <p>Read the book- Quequechan : Forgotten River by Jeanne L. Prevost</p>
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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).²⁰

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)

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

f. people who own property, such as a house, condominium or commercial building, in a city or town contribute to community

services by paying taxes, which fund services such as public schools and libraries, city/town/regional planning, street maintenance.				
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Grade 3- Massachusetts, Home to Many Different People	Topic 2: The geography and Native Peoples of Massachusetts Topic 3: European explorers' first contacts with Native Peoples in the Northeast	Time Frame: November 1-January 15
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Big Idea(s): How did Native Peoples live in New England before Europeans arrived?

Essential Question(s): How did European explorers describe the Northeast and its Native Peoples?
As they explored the Northeast, what were the Europeans in search of?

Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 2</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 students learned about map</i></p>	<ol style="list-style-type: none"> Demonstrate civic knowledge, skills, dispositions Develop focused questions or problem statements and conduct inquiries Organize information and data from multiple primary and secondary sources Analyze the purpose and point of view of each source Evaluate the credibility, accuracy, and relevance of each source Argue or explain conclusions, using valid 	<p>Lesson 2: Native Peoples (pp.29-43)</p> <p>Week 1: Complete a map of North America.</p> <ul style="list-style-type: none"> Locate Northeast region Identify major rivers, lakes, capes, and bays, as well as the Appalachians Students should demonstrate understanding of legend and scale <p>Week 2: On a political map,</p>	<p>Cape</p> <p>Bay</p> <p>New England states</p> <p>Canoe</p> <p>Wampum</p> <p>Moccasin</p> <p>Powwow</p>	<p>Video with Quiz on New England</p> <p>New England Adventures on Google Earth</p> <p>Kids Britannica Article on New England</p> <p>New England Collection on GetEpic</p>

<p><i>components and the difference between physical geography and political geography.</i></p> <p>3. Explain the diversity of Native Peoples²¹, 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 <i>Taconic Range</i>, <i>Nantucket</i>, <i>Natick</i>, <i>Seekonk</i>, <i>Agawam</i>,</p>	<p>reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>identify the New England states</p> <ul style="list-style-type: none"> • Identify the location of three native tribes • Using the map, have students explain what resources these tribes relied on for survival <p>Lesson 3: Everyday Life for Native Peoples (pp.38-51)</p> <p>Week 3-4:</p> <ul style="list-style-type: none"> • Identify the foods farmed by the native tribes; how they fished and hunted. • Identify places that were named by the native tribes and the meaning of those words • Explain the concept of bartering and the use of wampum • Describe the contributions of local native peoples to our way of life <p>Chapter 2: Europeans</p>		<p>Wampanoag Video, Safe Youtube Link</p>
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Topic 3

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 16th-17th 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).
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).
3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17th century map of New England with a current one.

Arrive

Lesson 1: Explorers From Europe (pp.56-66)

Week 5: Using a map of the world, have students label:

- Asia
- Europe
- North America
- Northwest Passage

Have students list the resources that North America provided to Europe in the 17th century (timber, iron ore, fish (cod), tobacco, corn

Week 6-7:

Have students trace the voyages of the following explorers of the northeast coast of North America:

- John Cabot
- Samuel de Champlain
- Giovanni di Verrazano
- John Smith
- Bartholomew Gosnold

Have students describe one accomplishment of each of these explorers

Trade route

Northwest Passage

China trade

Colony

Empire

Enslave

Explore

Missionary

Mainland

pelt

Key Terms
Bias

[Samuel de Champlain Video](#)

- Image: *Champlain in Georgia Bay*
- [Champlain on Google Earth](#)
- [Champlain Facts](#)

[Map of Early European Explorers' journeys](#), [Giovanni de Verrazano](#), [Giovanni de Verrazano facts](#), [John Cabot facts](#), [John Cabot](#) [John Cabot ReadWorks Article](#) [John Smith](#)

“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. Their eyes are large and black, watchful and lively. They do not have a great physical strength but a keen intelligence and are

		<p>Lesson 2: Meeting Each Other (pp. 67-71)</p> <p>Week 8</p> <ul style="list-style-type: none"> On p.68 have students read and discuss what the explorers thought of the natives. There is also an additional one posted here by Verrazzano to the King of France Explain how life for Native Americans was changed forever by the arrival of the Europeans 	<p>Disease Epidemic Fertile Population</p>	<p>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 Verrazzano, letter to the King of France Francis I, July 1524)</p> <p>Maps- 1624 and 1676:</p> <p>https://www.mainmemory.net/artifact/7494</p> <p>https://www.loc.gov/resource/g3300.np000003/?r=-0.023,-0.045,1.49,0.831,0</p>
<p>Grade 3- Massachusetts, Home to Many Different People</p>		<p>Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities [3.T4]</p>		<p>Time Frame: January 17 - March 17</p>
<p>Big Idea(s): <i>What were the challenges for women and men in the early years in Plymouth?</i></p>				

Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 4</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 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</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>7. Determine next steps and take informed action, as appropriate</p>	<p>Chapter 3: The Pilgrims and the Native Peoples</p> <p>Lesson 1: The Pilgrims (pp.74-84)</p> <p>Week 1: Who were the Pilgrims-what were their religious beliefs, describe their voyage on the Mayflower</p> <p>Week 2-3: What was the significance of the Mayflower Compact?</p> <p>Why did the Pilgrims choose to build a colony at Plymouth?</p> <p>Lesson 2: Challenges at Plymouth Colony (pp.85-98)</p> <p>Week 4-5: Identify the</p>	<p>Separatists</p> <p>Religious freedom</p> <p>worship</p> <p>Mayflower Compact</p> <p>Majority rule</p> <p>Thanksgiving</p> <p>Self-government</p> <p>Pilgrim</p> <p>Congregation</p> <p>Colony</p> <p>Plantation</p> <p>Trading post</p> <p>Freemen</p>	<p>Who were the Pilgrims? ReadWorks Article</p> <p>Journey of the Pilgrims ReadWorks Article</p> <p>Mayflower Compact Video</p> <p>Mayflower Compact from plimoth.org</p> <p>Mayflower Compact Facts</p> <p>Virtual Field Trip of Mayflower</p> <p>Who were the Pilgrims?</p> <p>Samoset Facts</p> <p>Massasoit Facts</p> <p>Wampanoag and Pilgrim Children Games</p> <p>Thanksgiving Interactive: You are the Historian</p>

<p>between Europeans and Native Peoples in southeastern Massachusetts.²⁴</p>		<p>challenges of Plymouth Colony What were their struggles? How did Massasoit, Squanto and Hobbamack help the Pilgrims?</p> <p>Week 6-7: What was daily life like at the Plymouth Colony? Describe the First Thanksgiving. Why has this become a tradition in America?</p> <p>Week 8: Challenges in a new land, the legacy of the Pilgrims</p>		
<p>Grade 3- Massachusetts, Home to Many Different People</p> <p>Essential Question(s): <i>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans</i></p>		<p>Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]</p>		<p>Time Frame: March 17-April 28</p>

<i>shape the development of Massachusetts?</i>				
<p>Topic 5</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 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</p>		<p>Chapter 4: The Puritans, Native Peoples, and Africans</p> <p>Lesson 1: The Puritans (pp.100-109)</p> <p>Week1:</p> <p>Who were the Puritans?</p> <p>Why did the Puritans come to America?</p> <p>What was their goal in the New World?</p> <p>Week 2-3:</p> <p>Make a chart with three columns: Pilgrims, Puritans, and Native Americans</p> <p>Have students enter the names of these leaders, their roles and the conflicts that developed between them.</p> <p>What were the consequences of the Puritan migration on the natives of Massachusetts?</p> <p>Week 4:</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>How did Massachusetts use its resources to develop its economy?</p>	<p>Overview of the Puritans</p> <p>https://13colonies.mrdonn.org/puritans.html</p> <p>Plymouth Colony and The Wampanoags ReadWorks Article</p> <p>John Winthrop Myles Standish William Brewster Edward Winslow William Bradford John Alden Samoset Facts Massasoit Facts</p> <p>King Philip’s War</p> <p>https://accessgenealogy.com/connecticut/king-philips-war-indian-wars.htm</p> <p>https://kids.kiddle.co/King_Philip's_War</p>

<p>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 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</p>		<p>Describe the Massachusetts Bay Colony</p> <p>Lesson 2: Life in the Massachusetts Bay Colony (pp.110-123)</p> <p>Week 5: What was the General Court? How did they govern themselves? What happened to people who did not follow the rules?</p> <p>Week 6: Identify Anne Hutchinson, Thomas Hooker, and Roger Williams. Explain why they left the Massachusetts Bay Colony.</p> <p>Week 7: Describe the daily life for Puritans. Explain the ways people made a living in the colony.</p> <p>Lesson 3: Slavery in the Colony (pp.124-131)</p> <p>Week 8: Explain the triangular trade. Explain how ports developed along the Massachusetts coast.</p>	<p>Distinguish between indentured servants and enslaved people</p> <p>Triangular trade</p> <p>Middle Passage</p> <p>Transatlantic</p> <p>Racism</p>	<p>Pequot War</p> <p>https://kids.kiddle.co/Pequot_War</p> <p>Massachusetts Bay Colony Facts</p> <p>Map of the Colony of Massachusetts</p> <p>Tour of the Adams National Historical Park.</p> <p>Junior Ranger Booklet with quizzes, word searches, etc.</p> <p>https://www.nps.gov/adam/learn/kidsyouth/upload/Adams-Junior-Ranger-Booklet-ages-9.pdf</p> <p>Life in Puritan Massachusetts</p> <p>https://mrnussbaum.com/like-in-puritan-massachusetts-reading-comprehension-printable</p>
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<p>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>Week 9: Describe the Middle Passage.</p>		<p>Copy of Puritan textbook</p> <p>https://www.google.com/ur?sa=i&url=https%3A%2F%2Ffineartamerica.com%2Ffeatured%2F10-new-england-primer-1727-granger.html&psig=AOvVaw10wJTccfBmUCcXRzW1oeHJ&ust=1611945718323000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNCyl_Ojv-4CFQAAAAAdAAAAABAY</p> <p>Map of the triangular trade</p> <p>https://www.google.com/ur?sa=i&url=https%3A%2F%2Fkids.britannica.com%2Fkids%2Farticle%2Ftriangular-trade%2F628657&psig=AOvVaw3_gPIxCNbkUOaeVE_I3YI&ust=1611939876327000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLC1rZyOv-4CFQAAAAAdAAAAABBS</p> <p>From the New Bedford Whaling Museum. It will need modification for 3rd graders but they should enjoy the voyage around</p>
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Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Vocabulary and Ideas	Timeline	Key Vocabulary and Ideas	Timeline	Vocabulary and Ideas	Resources	Materials	Timeline
<p>1. Using a historical map, explain the extent of the Province of Massachusetts in the 17th and 18th centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick, as well as Martha's Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s. Clarification statement: Students should focus on researching the diverse people who lived in their city or town and their activities in the period just before the Revolution.15 Massachusetts Curriculum Framework for History and Social Science 57 2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using</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>7. Determine next steps and take informed action, as</p>			<p>Lesson 4: Changes in the Colony</p> <p>Week 1: Examine the map on p.133</p> <p>Week 2-3: Wars with the Native Americans</p> <ul style="list-style-type: none"> • Pequot War • King Philip's War • French and Indian War <p>Chapter 5: Massachusetts in the American Revolution</p>		<p>Charter</p> <p>Frontier</p> <p>Province</p> <p>Royal</p> <p>Boycott</p>		<p>Schoolhouse Rock-"No More Kings" Season 3, Episode 1</p> <p>The Shot Heard 'Round the World Season 3, Episode 2</p> <p>The Preamble Season 3, Episode 3</p> <p>Boston Tea Party Museum</p> <p>https://www.bostontepartyship.com/</p> <p>Lesson Plans and Virtual Field Trips</p>		

<p>sources such as historical maps, paintings, and texts of the period. Clarification statement: Students should understand that in the 1770s leaders of the Massachusetts colonists were angered by a series of events and taxes they believed unfair. This standard focuses primarily on Massachusetts. Students will study how the Revolution affected other colonies in grade 5. a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts e. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown,</p>	<p>appropriate</p>	<p>Lesson 1: Taxation Without Representation (pp.146-156)</p> <p>Week 1</p> <p>The Stamp Act (1765) and colonial boycott</p> <p>The Townshend Acts (1765)</p> <p>Week 2-3</p> <p>The Boston Massacre (1770)</p> <p>The Tea Act (1773)</p> <p>The Boston Tea Party (1773)</p> <p>The Intolerable Acts (1774)</p> <p>The First Continental Congress</p> <p>Lesson 2: The Fight For Freedom (pp.157-174)</p> <p>Week 4</p> <p>Battles of Lexington and</p>	<p>Congress</p> <p>Intolerable Acts</p> <p>Boston Massacre</p> <p>Protest</p> <p>revolution</p> <p>,</p> <p>Patriots</p> <p>Loyalists</p>	<p>Grade 3 History Mystery 1</p> <p>https://sites.google.com/view/historys-mysteries/grade-3/fourth-of-july-mystery-1</p> <p>HOW AND WHY DO MANY PEOPLE CELEBRATE ON THE FOURTH OF JULY?</p>
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<p>Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem</p> <p>f. the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots</p> <p>g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods</p> <p>3. Analyze how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed.</p> <p>4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the Constitution. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the Bill of Rights; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic. Clarification Statement:</p>		<p>Concord (1775)</p> <p>The Battle of Bunker Hill (1775)</p> <p>Week 5</p> <p>The Second Continental Congress</p> <p>The Declaration of Independence (July 4, 1776)</p> <p>Week 6</p> <p>The roles of African Americans, Native Americans and women during the war</p> <p>Week 7</p> <p>Massachusetts leaders</p> <p>Lesson 3: Building a Democracy (pp. 175-181)</p> <p>Week 8</p> <p>The Constitution</p>	<p>Redcoats</p> <p>The Continental Army</p> <p>Democracy</p> <p>Bill of rights</p> <p>Convention</p>	
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<p>This look at the Founding Documents needs to be taught in a developmentally appropriate way, as the first building block to later study in more detail in grades 5, 8, and high school. To make the writing of the Constitution have direct meaning to third graders, teachers can ask students to discuss and collaborate on writing rules for the classroom and school (a constitution) and a companion document that states their rights as members of the class and school (a declaration of rights). Through discussion, students should come to understand that sets of rules (and constitutions) are often not perfect and may need to be improved. They should also grasp that the Founders provided a process for adding new Amendments so that the Constitution could grow and change along with the nation. 5. Explain that states as well as nations have plans of government; recognize that the Constitution of Massachusetts (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining</p>		The Bill of Rights	Ratify	
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government, it gives basic rights to citizens of the Commonwealth.				
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