



# Grade 3 - Unit 1 - Cultural Communities in Connecticut Present and Past

## Unit Focus

The state of Connecticut has a rich tapestry of cultures that have shaped Connecticut's history. In this unit, third grade students will investigate and explore the cultural and environmental characteristics of the state of Connecticut. This unit aims to help students understand the diverse cultural groups that have made Connecticut their home, why various groups have chosen to settle here over time, and how these communities have influenced the state's development.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Connecticut Elementary and Secondary Social Studies Standards (2023)</b>            Grade 3 - Connecticut and Local History</p> <ul style="list-style-type: none"> <li>Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults). (3.Inq.1.a)</li> <li>Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history. (3.Inq.1.b)</li> <li>Identify evidence from multiple sources in response to a compelling question about Connecticut history. (3.Inq.3.b)</li> <li>Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time (e.g., civic spaces, economic centers, place, population density, settlement patterns, waterways). (3.Geo.3.a)</li> <li>Explain the impact of diverse cultures within a local community and throughout Connecticut (e.g., art, businesses, foodways, language, music, religion). (3.Geo.4.a)</li> <li>Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time (e.g., museums, celebration of festivals, community centers). (3.Geo.4.b)</li> <li>Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories). (3.His.2.a)</li> <li>Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today (e.g., industry, local customs, migration, trade, traditions). (3.His.2.b)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i>  <b>T1</b> Analyze how geography impacts people and people impact geography.  <b>T2</b> Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i>  <b>U1</b> Both local and state maps of Connecticut help to describe the location of cultural and environmental characteristics over time.  <b>U2</b> Diverse cultures within a local community throughout Connecticut have impacted Connecticut's culture.  <b>U3</b> There are ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time.  <b>U4</b> There are regional and cultural characteristics of each Northeastern Woodland Native American tribes of Connecticut, present and past.  <b>U5</b> It is important to investigate the lived experiences of diverse cultural groups.  <b>U6</b> There are distinct individuals and groups who represent communities committed to change in Connecticut.  <b>U7</b> The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use.</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How has our local community and its diverse groups of citizens contributed to Connecticut's story, past and present?  <b>Q2</b> How have the natural resources in CT been used in the past and how did this impact people?  <b>Q3</b> How does where people live shape how they live?</p>	

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>Compare information provided by different historical sources about an event or issue in Connecticut's history (e.g., patents, advertisements, paintings, illustrations, artifacts, newspaper articles, monuments, secondary sources). (3.His.10.a)</li> <li>Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself (e.g., diary entries, historical markers, letters, seals, symbols). (3.His.11.a)</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>Product Creation: Effectively use a medium to communicate important information. (POG.3.2)</li> </ul>	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p><b>K1</b> What economic or geographic features have caused people to move into or out of Madison.</p> <p><b>K2</b> Maps and photographs can be used to explain the locations of communities.</p> <p><b>K3</b> How Madison got its name and landmarks named after indigenous people.</p> <p><b>K4</b> How indigenous peoples have affected the history and culture of CT.</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Using both local and state maps of CT to describe location of cultural and environmental characteristics over time.</p> <p><b>S2</b> Explaining the ways in which indigenous people of CT have worked to preserve their cultural identity over time.</p>