



# Grade 3 - Unit 2 - Exploring Connecticut's History

## Unit Focus

In this unit, grade three students will explore innovation, and the industrial and economic growth of Connecticut and how this shaped Connecticut's state identity. In the first bend, students will investigate how the early settlers impacted the indigenous peoples and how these diverse cultures contributed to the identity and economic growth of our state. Bend two of the unit develops students' awareness and understanding of how Yankee Ingenuity resulted in the industrial and economic growth of CT. In Bend three students will generate questions about notable Connecticutans who represented communities committed to change in CT.

## 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>Gather relevant information about Connecticut history. (3.Inq.3.a)</li> <li>Use evidence to develop claims in response to a compelling question about a significant person or event in Connecticut history. (3.Inq. 3.c)</li> <li>Generate questions about individuals and groups who represented communities committed to change in Connecticut (e.g., Thomas Hooker, Nathan Hale, Rev. James W. C. Pennington, Sarah Harris and Prudence Crandall, Noah Webster, Sengbe Pieh, Laura Wheeler Waring, Yung Wing, Thirman Milner, María Colón Sánchez, Harriet Beecher Stowe). (3.His.3.a)</li> <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>Describe how environmental and cultural characteristics influence where people live and work in Connecticut (e.g., rivers, parks, farmland, location of ethnic communities, transportation, urban development). (3.Geo.6.a)</li> <li>Explain how the location of Connecticut industries has been influenced by access to natural resources over time (e.g., Naval Submarine Base New London, textile mills, paper mill, quarries). (3.Geo.8.a)</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p> <p><b>T2</b> Evaluate how creation and participation in an economy impacts groups of people and their world.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Economic decisions about use of resources (human capital, physical capital, and natural resources) affect the wellbeing of individuals, businesses, and societies.</p> <p><b>U2</b> Environmental and cultural characteristics, including access to natural resources, have influenced where people live, work, and develop industries in Connecticut.</p> <p><b>U3</b> The identification of resources in Connecticut that are used to produce goods and services is important to understand the state's economy.</p> <p><b>U4</b> Connecticut has been home to many notable innovators and innovations that shaped its history and economy.</p> <p><b>U5</b> Investigating historical sources can reveal insights into significant economic developments in Connecticut.</p> <p><b>U6</b> The diverse cultural traditions and practices in Connecticut have contributed to the state's rich history and shaped the identity of its communities.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> How have individuals and communities shaped change in Connecticut's history?</p> <p><b>Q2</b> How have Connecticut's natural resources and industries influenced where people live, work, and innovate over time?</p>	

## Stage 1: Desired Results - Key Understandings

- Identify examples of resources in Connecticut that are used to produce goods and services (e.g., aerospace engineering, insurance, small businesses, submarines, tobacco, tourism, universities). (3.Eco.3.a)
- Summarize the information presented in multiple historical sources in order to explain the importance of a notable innovator or innovation in Connecticut (e.g., maps, oral histories, patents, photographs, primary documents, sketches). (3.His.9.a)
- Generate questions about multiple historical sources and their relationship to important economic developments in Connecticut. (3.His. 12.a)

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

- K1** How the Puritans contributed to the identity of CT.
- K2** How the European settlers impacted the economic growth of CT.
- K3** How individuals and events contributed to the development of our state (i.e. Charter Oak).
- K4** How inventions impacted economic growth in CT.
- K5** Industry was influenced by natural resources.

#### Skill(s)

*Students will be skilled at...*

- S1** Explaining how environmental and cultural characteristics have influenced the economic growth of CT.
- S2** Explaining how the location of CT industries has been influenced by access to natural resources over time.
- S3** Identifying examples of resources in CT that are used to produce goods and services.
- S4** Investigating how historical events and innovations have influenced modern Connecticut.
- S5** Synthesizing information from historical sources to explain contributions in Connecticut's history.
- S6** Recognizing and describing Connecticut's resources and their role in producing goods and services.
- S7** Explaining how geographical and environmental factors influenced human activities and settlement patterns in Connecticut.
- S8** Collecting and analyzing relevant information from diverse sources about Connecticut's history.