

Grade 3 Term 3: CIVICS/HIS

**Essential Question: How does our past affect our present?**

**Purpose:** The purpose of this unit is to explore what ways Connecticut has changed and/or stayed the same over time. Students will also explore the significance of Connecticut’s contribution to America’s story.

Day	Activities	Resources						
<p><b>Day 1</b></p>	<p>Introduce vocabulary: explorer, route, motive                      If needed, briefly review key ideas including area settled and lifestyle from Geo Unit.                      Next, have students read about early explorers. Have students answer the following question in their journal: Why did people from other countries come to North America?                        So who were these explorers that first came to North America? Students will be in centers learning about the different explorers.</p> <table border="1" data-bbox="248 852 1180 1341"> <thead> <tr> <th data-bbox="248 852 560 919">Spanish</th> <th data-bbox="560 852 872 919">French</th> <th data-bbox="872 852 1180 919">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 919 560 1341">                     About Spanish Explorers                       Map, Image, Primary Document                       Readworks: Hernando de Soto                       Readworks: Ponce de Leon                 </td> <td data-bbox="560 919 872 1341">                     About French Explorers                       Map, Image, Primary Document                       Readworks: Samuel Champlain                 </td> <td data-bbox="872 919 1180 1341">                     About English Explorers                       Map, Image, Primary Document, Graphic                       Readworks: John Cabot                       Readworks: Henry Hudson                 </td> </tr> </tbody> </table> <p>Students will complete a graphic organizer highlighting where the explorers came from and why they came.                      Application: “Piecing Together Connecticut”: Draw and write about the people that came before you (ex: Native Americans/Explorers).</p>	Spanish	French	English	About Spanish Explorers  Map, Image, Primary Document  Readworks: Hernando de Soto  Readworks: Ponce de Leon	About French Explorers  Map, Image, Primary Document  Readworks: Samuel Champlain	About English Explorers  Map, Image, Primary Document, Graphic  Readworks: John Cabot  Readworks: Henry Hudson	<p>MyWorld Chapter 3 - lesson 2: Early Explorers                       MyWorld Chapter 3 - Lessons 3, 4, 5 (explorers - reference as needed)                       Resource: “Piecing Together Connecticut”</p>
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<p><b>Day 2</b></p>	<p>Using the following resource: Connecticut’s First Peoples pages 24-25 develop the understanding that some explorers stayed and developed settlements. As early explorers came to new land, 13 colonies, including became predominant (reference American Colonies map).                       Read “Stars and Stripes” to share information about the flag that was created to unite the 13 colonies.</p>	<p>MyWorld Chapter 3 - Lesson 5: Early English Communities                       New England Colonies Video</p>						

	<p>Application: "Piecing Together Connecticut": Draw and write about what the first American flag looked like and why.</p>	<p>Connecticut's First Peoples pages 24-25</p> <p>American Colonies</p> <p>Resource: "Piecing Together Connecticut"</p>
<b>Day 3</b>	<p>Review the "Stars and Stripes" book and discuss the first flag. Introduce students to the idea that each state in the United States has its own unique flag.</p> <p>Read about our Connecticut State Flag.</p> <p>Application: "Piecing Together Connecticut": Draw and write about our state flag.</p> <p>Introduce the idea of state capitals (home to the state government). Use the following resources to explore the capital of Connecticut, Hartford:</p> <p>State Capital Tour the Capitol</p> <p>Application: "Piecing Together Connecticut": Draw and write about our state capital.</p>	<p>Book: "Stars and Stripes"</p> <p>Video: State Capital</p> <p>Video: State Capital</p> <p>Resource: "Piecing Together Connecticut"</p>
<b>Day 4</b>	<p>Notable people in history have lived in Connecticut. Use the following resources to learn about Nathan Hale, our Connecticut hero.</p> <p>Nathan Hale video</p> <p>Read the passage about Nathan Hale and as a whole group, complete the graphic organizer.</p> <p>Application: "Piecing Together Connecticut" Write an interesting fact about Nathan Hale.</p>	<p>Nathan Hale video</p>
<b>Day 5</b>	<p>"Piecing Together Connecticut": Last Puzzle Piece - What is YOUR history with Connecticut? On the last puzzle piece, use the following guiding questions to share your history in Connecticut:</p> <ul style="list-style-type: none"> <li>● Have you always lived in Connecticut?</li> <li>● What towns have you lived in?</li> <li>● Were you born in Connecticut? If so, where?</li> <li>● What do you like to do in Connecticut? (parks, weather, schools, museums, restaurants, etc) - Reference pages 62 - 69: Let's Go</li> </ul>	

	<p>*If students are unable to access information about their history in Connecticut, focus on the things they like about Connecticut, places they like to go, etc.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Competencies Scored</p>	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can compare events in the past to life today</li> <li>● I can explain connections among historical contexts and people’s perspectives at the time to those in the present</li> <li>● I can draw conclusions about causes and effects of events in the past</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Competencies Scored</p>	<p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can explain how and why rules and laws are created</li> <li>● I can identify and explain how civic virtues and democratic principles influence people, both past and present</li> <li>● I can draw conclusions about how policies shape and influence a society, and how a society can influence policy</li> <li>● I can describe how people have tried to improve their communities over time</li> </ul>	