Grade 3 Social Studies
Connecticut and Local History

Grade(s):	☐ K ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Grade 3		
Course Title:	Grade 3: Connecticut and Local History		
Prerequisite(s):	Grade 3 Enrollment		
Course Description: *Program of Studies*	In grade 3, students examine how Connecticut's history has shaped its identity. Students will investigate Connecticut's cultural diversity, state constitution and government, and economic growth over time using disciplinary tools and resources that support planning and developing inquiries, gathering relevant information, and communicating knowledge and ideas about Connecticut history. There will be a specific focus on the history and significance of the town of Fairfield.		
Course Essential Questions:	● How are government decisions made at the state and local level, and to what extent are these laws/rules "fair" to all people? ● In what ways have Fairfield and Connecticut changed and/or stayed the same over time? ● How have Fairfield and Connecticut contributed to the nation and its economy?		
Course Enduring Understandings:	● Connecticut's rich history has played an important role in the development of our nation. ● There are specific responsibilities and powers of government officials at the state and local levels. ● Democracy relies on the responsible participation of individuals and groups within school, local, and state communities. ● Bills become a law in Connecticut by way of a legislative process.		

	• Both local and state maps of Connecticut help to describe the location of cultural and environmental characteristics over time. • The cultural influences of diverse communities within Connecticut have shaped local customs and celebrations. • There are distinct individuals and groups who represent communities committed to change in Connecticut. • There are distinct origins, functions, and structures of government established by Connecticut's Constitution and similarities and differences to the United States Constitution. • People influence rules and laws in Connecticut, and rules and laws influence people and address public needs and concerns. • Environmental and cultural characteristics influence where people live and work in Connecticut. • The significance of the location of Connecticut industries has been influenced by access to natural resources over time. • The resources in Connecticut that are used to produce goods and services are important to understanding the state's economy. • Fairfield and Connecticut have many notable innovators or innovations. • Important economic developments in Connecticut can be investigated by generating questions about multiple historical sources. • Connecticut has rich, culturally diverse traditions that have contributed to its identity.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A
Course Materials/Resources:	*Studies Weekly*	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☐ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC)	

	☑ Conveying Ideas (CI) ☑ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Connecticut Past and Present (~4-6 weeks) **Unit 2:** Connecticut Innovation and Change (~4-6 weeks) **Unit 3:** State Constitution and Government (~4-6 weeks)

Unit Number and Title:	**Unit 1:** Connecticut Past and Present
Duration:	4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	This third-grade social studies unit explores the history and development of Fairfield and Connecticut, beginning with the area's original inhabitants and tracing changes. Students investigate how geography shapes local the economy, culture, and demographics, while examining the factors that have attracted diverse groups to the region. The unit highlights Connecticut's historical and economic contributions to the nation, and uses maps to analyze cultural and environmental characteristics. Students also learn about the rich cultural diversity in their community, how groups have preserved their identities, and the individuals who have led change throughout Connecticut's history.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 3.Geo.3. a. 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.4. a. Explain the impact of diverse cultures within a local community and throughout Connecticut (e.g., art, businesses, foodways, language, music, religion) 3.His.2. b. 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.3. a. 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, Bessie M. Delaney and Sadie Delaney).

	3.His.10. a. 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.11. a. 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). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* 3.Inq.1. a. Explain why compelling questions about Connecticut and Local History are important to others (e.g., peers, adults). 3.Inq.1. b. Explain how supporting questions help answer compelling questions in an inquiry about Connecticut history. 3.Inq.3. b. Identify evidence from multiple sources in response to a compelling question about Connecticut history. 3.Inq.4. f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.
Essential Question(s):	● In what ways have Fairfield and Connecticut changed and/or stayed the same over time?
Enduring Understanding(s):	● Connecticut's rich history has played an important role in the development of our nation. ● Both local and state maps of Connecticut help to describe the location of cultural and environmental characteristics over time. ● Connecticut has rich, culturally diverse traditions that have contributed to its identity. ● There are distinct individuals and groups who represent communities committed to change in Connecticut.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● who originally inhabited Fairfield. ○ Connecticut Woodland Tribes ○ Pequot Tribe

	● how Fairfield was established and settled. ○ charter ○ Puritans ○ Thomas Hooker ○ Roger Ludlow ○ Connecticut Colony ○ New Haven Colony ○ The Pequot War ○ King Philip's War ● Fairfield and Connecticut's contributions to the founding of our country. ○ British raid of Connecticut ○ Nathan Hale ○ Israel Putnam ○ Constitutional Convention ○ Roger Sherman ○ Connecticut Compromise ● the impact of major historical events on Connecticut. ○ Industrial Revolution ○ European Immigration through Ellis Island ○ World War I ○ The Great Depression ○ World War II ● Connecticut State Emblems **Skills:** (Students will be able to…) ● construct a timeline with key contributors and events in the town and state's history. ● identify geographic factors that contribute(d) to the development of a region's economy, population, culture, and demographics. ● identify the original inhabitants of Fairfield and the key elements of their cultural development.

	● identify reasons why individuals and groups settled within Fairfield and other areas in the state of Connecticut. ● identify some of Fairfield and Connecticut's historical and economic contributions. ● use both local and state maps of Connecticut to describe the location of cultural and environmental characteristics over time. ● explain the impact of diverse cultures within a local community and throughout Connecticut. ● make inferences about the intended audience and purpose of a variety of historical sources. ● compare information provided by different historical sources about an event or issue in Connecticut's history.

Unit Number and Title:	**Unit 2:** Connecticut Innovation and Change
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	There is a distinct relationship between the standard of living and the geographical and economic structure of every town within each state. In this unit, grade three students will explore the diverse geographical and economic landscape of Connecticut. Students will explore how Connecticut's geography, including its waterways and regions, has shaped its early industries, urban development, and the locations where people live and work. They will investigate how, over time, the state has attracted diverse groups through various push and pull factors, resulting in vibrant communities rich in art, language, religion, and traditions. Residents and newcomers alike have worked to preserve their cultural identities through museums, festivals, and community centers. Connecticut's history of innovation is reflected in its industries, from shipbuilding to aerospace, and in the contributions of change-makers from Thomas Hooker to María Colón Sánchez. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 3. Geo.2. a. Use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics (e.g., access to natural resources, education, labor, population, transportation). 3.Geo.6. a. 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.8. a. 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.Eco.3. a. 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.9. a. Describe the role of financial institutions in Connecticut (e.g., banks, insurance industry). 3.His.1. a. Employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut. 3.His.9. 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). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* 3.Inq.3. a. Gather relevant information about Connecticut history. 3.Inq.3. c. Use evidence to develop claims in response to a compelling question about a significant person or event in Connecticut history. 3.Inq.4. b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 3.Inq.4. c. Critique arguments and explanations. 3.Inq.4. d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.
Essential Question(s):	● How has Fairfield and Connecticut contributed to the nation and its economy?
Enduring Understanding(s):	● Environmental and cultural characteristics influence where people live and work in Connecticut. ● The significance of the location of Connecticut industries has been influenced by access to natural resources over time. ● The resources in Connecticut that are used to produce goods and services are important to understanding the state's economy. ● Fairfield and Connecticut have many notable innovators or innovations. ● Important economic developments in Connecticut can be investigated by generating questions about multiple historical sources. ● Connecticut has rich, culturally diverse traditions that have contributed to its identity.
Learning Goal(s):	**Content:** (Students will know…)

Students will know and will be able to use their learning to: (Content/ Skills)	● how geography impacts the development of a particular area. ○ Connecticut waterways ○ Connecticut regions ○ early industry ○ ship building ○ early factories ● the ways environmental and cultural characteristics influence where people live and work in Connecticut. ○ rivers ○ parks ○ farmland ○ location of ethnic communities ○ transportation ○ urban development ● the factors that brought and continue to bring groups to Fairfield and Connecticut. ○ immigration ○ push factors ○ pull factors ● the impact of diverse cultures within a local community and throughout Connecticut. ○ art ○ businesses ○ foodways ○ language ○ music ○ religion ● ways in which various groups in Connecticut have worked to preserve their cultural identity over time. ○ museums ○ celebration of festivals

- community centers
- resources in Connecticut are used to produce goods and services.
  - aerospace engineering
  - insurance
  - small businesses
  - submarines
  - tourism
  - clear energy
  - universities
- individuals and groups who have been innovators and change-makers in Connecticut.
  - Thomas Hooker
  - Nathan Hale
  - Rev. James W. C. Pennington
  - Sarah Harris and Prudence Crandall
  - Noah Webster
  - Sengbe Pieh
  - Laura Wheeler Waring
  - Yung Wing
  - María Colón Sánchez
  - Harriet Beecher Stowe
  - Mark Twain

Skills: (Students will be able to…)

- use maps and other visual representations to describe the relationship between the locations of places and regions throughout Connecticut and their environmental characteristics.
- describe how environmental and cultural characteristics influence where people live and work in Connecticut.
- explain how the location of Connecticut Industries has been influenced by access to natural resources over time.

	● employ chronological thinking to create a chronological sequence of events illustrating developments in innovations and industries throughout Connecticut. ● summarize the information presented in multiple secondary and/or primary sources to explain the importance of notable innovators or innovations in Connecticut. ● generate questions about multiple historical sources and their relationship to important economic developments in Connecticut.

Unit Number and Title:	**Unit 3:** State Constitution and Government
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	Every state within the United States of America has its own Constitution. In this unit, third-grade students will examine Connecticut's Constitution and investigate the responsibilities and powers of government. Additionally, students will compare the ways that cities, towns, and tribal communities are governed in Connecticut. Students will build an understanding of fundamental social studies concepts such as civic participation, tribal sovereignty, separation of powers, taxation, and how a bill becomes a law.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 3.Civ.1. a. Identify the responsibilities and powers of government officials at the state and local level (e.g., alderperson, council member, governor, judges, legislators, mayor, selectperson). 3.Civ.2. a. Explain how democracy relies on the responsible participation of individuals and groups within school, local, and state communities (e.g., advocacy, census, compromise, jury duty, taxes, voting). 3.Civ.4. b. Explain how a bill becomes a law in Connecticut. 3.Civ.5. a. Compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution (e.g., amendments, branches of government, preamble). 3.Civ.6. a. Describe how people benefit from and face challenges working together in various settings to address problems (e.g., families, governments, schools, volunteer organizations, workplaces). 3.Civ.12. a. Explain how people influence rules and laws in Connecticut and how rules and laws influence people (e.g., taxes, regulation, advocacy, lobbying, protest). 3.Civ.13. a. Describe how Connecticut laws address public needs and concerns (e.g., education, safety, environmental issues, housing security, discrimination).

	3.Eco.12. a. Explain how services in communities are paid for by local, state, and federal taxes (e.g., income tax, local and state budgets, property tax, sales tax). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* 3.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question. 3.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content. 3.Inq.4. e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in Connecticut's history.
Essential Question(s):	● How are government decisions made at the state and local level, and to what extent are these laws/rules "fair" to all people?
Enduring Understanding(s):	● There are specific responsibilities and powers of government officials at the state and local level. ● Democracy relies on the responsible participation of individuals and groups within school, local, and state communities. ● Bills become a law in Connecticut by way of a legislative process. ● There are distinct origins, functions, and structures of government established by Connecticut's Constitution and similarities and differences to the United States Constitution. ● People influence rules and laws in Connecticut, and rules and laws influence people and address public needs and concerns.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● that the United States is a nation that consists of states, cities, and towns such as Fairfield. ● the responsibilities and powers of government officials at the state and local levels. ○ council member

	○ governor ○ judges ○ legislators ○ mayor ○ selectperson ● The ways individuals and groups participate in school, local, and state communities. ○ advocacy ○ census ○ compromise ○ jury duty ○ taxes ○ voting ● how a bill becomes a law in Connecticut. ○ Connecticut State Legislature ○ Connecticut House of Representatives ○ Connecticut Senate ○ Governor ● the origins, functions, and structures of the Constitution of the State of Connecticut. ○ branches of government ○ preamble ○ amendments ○ separation of powers ● that people influence rules and laws in Connecticut, and that rules and laws influence people. ○ taxes ○ regulation ○ advocacy ○ lobbying ○ protest ● that Connecticut laws address public needs and concerns. ○ education ○ safety

	○ environmental issues ○ housing security ○ discrimination ● that services in communities are paid for by local, state, and federal taxes. ○ income tax ○ local and state budgets ○ property tax ○ sales tax **Skills:** (Students will be able to…) ● identify the responsibilities and powers of government officials at the state and local level. ● explain how democracy relies on the responsible participation of individuals and groups within school, local, and state communities. ● explain how a bill becomes a law in Connecticut. ● compare the origins, functions, and structures of the Constitution of the State of Connecticut while noting similarities and differences to the United States Constitution. ● describe how people benefit from and face challenges working together in various settings to address problems. ● explain how people influence rules and laws in Connecticut and how rules and laws influence people. ● describe how Connecticut laws address public needs and concerns.