

Moving to America and Forming New Communities

Grade Three

The Grade Three History and Social Science Learning Expectations are organized using the four strands from the Massachusetts Framework document.

**History
Geography
Economics
Civics and Government**

Within each strand are several standards under which specific learning expectations are noted. Not all standards are addressed at each grade level, but they are all taught within the K-5 curriculum.

New Curriculum for 2002-2003

Geography: National Geographic MapEssentials Program

Plimoth Plantation

Colonial Sudbury

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Strand One: History

Essential Questions

What were the beliefs and traditions of the native Massachusetts peoples?

Who were the Pilgrims and why did they come to America?

How do the accomplishments of famous Massachusetts people affect our lives?

Who were the people of Colonial Sudbury?

How was Colonial Sudbury different from our town today?

Learning Expectations

1. Chronology and Cause:

This is evident when students can:

- construct a timeline(s) related to Massachusetts people and/or history: Examples: Identify the people, events and times of the Pilgrims' voyage and their first year in Plimoth. Identify famous Massachusetts people throughout history;
- interpret a timeline found in literature. Example: River Ran Wild by Lynn Cooley;
- read a biographical excerpt and explain how a single Massachusetts historical character made a difference to other people. Example: Ralph Waldo Emerson, Peter Noyes, Josiah Haynes, Israel Loring , Gen. John Nixon, Massasoit, Louisa May Alcott, etc.

Strand One: History

2. Historical Understanding

This is evident when students can:

- recall how the Native Americans in Massachusetts lived and worked in their environment;
- compare the differences between the Native Americans and early English settlers (clothing, food, housing, beliefs and government);
- explain why the Native Americans may have been happy or unhappy with the arrival of the English.

3. ~~Research, Evidence and Point of View~~

This is evident when students can:

- distinguish differences between statement of fact and statements of opinion, and between factual and fictional scenes;
- analyze different kinds of evidence we have about English settlements in Massachusetts that show how people lived. Examples: material objects (cookware, farming implements), oral history, diary entries, town meeting records, etc.;
- compare the point of views of the Native Americans and Europeans in regards to the use of water. Example: A River Ran Wild;
- discuss the point of views of urban water needs and the rural water needs: Example: Letting Swift River Go.

Strand One: History

4. Society, Diversity, Commonality and the Individual

This is evident when students can:

- understand how prejudice affected the lives of some famous Massachusetts people. Example: read narratives of people who have been mistreated because of prejudice and who have defended the cause of equality and justice. Phyllis Wheatley, Crispis Attucks, John F. Kennedy, Louisa May Alcott, Maria Mitchell: Nantucket astronomer;
- describe why different types of people were necessary to form the new town of Sudbury.

5. Interdisciplinary Learning: Religion, Ethics, Philosophy's and Literature in History

This is evident when students can:

- discuss questions such as “How would I feel if someone treated me that way “ and “What if everyone behaved like that?”;

- read about famous Massachusetts authors and social reformers: Dr. Seuss, Clara Barton, Susan B. Anthony, Emily Dickinson, Anne Bradstreet, Leonard Bernstein.

6. Interdisciplinary Learning: Natural Science, Mathematics and Technology

This is evident when students can:

- explain how inventions of famous Massachusetts have changed their lives e.g. Eli Whitney, James A. Naismith, Samuel Morris, Elias Howe (sewing machine), Francis Cabot Lowell (textile mill), William Monroe (pencil), Luther Burbank (plant breeder), Percival Lowell (astronomer), Alexander Graham Bell;
- utilize the National Inspirer computer program to access information about the United States.

Strand Two: Geography

Essential Questions

What are the important parts of a map and/or globe?

How can I create a map which shows Massachusetts and New England geography?

How did geography and the environment impact the way that people in Massachusetts lived?

Learning Expectations

7. Physical Spaces of the Earth

This is evident when students can:

- create a map of Sudbury which shows important landmarks;
- generate a physical map of Massachusetts which shows its topography;
- identify, locate, list and label all seven continents and four oceans;
- identify and locate the six New England states;
- understand and use cardinal directions, map scales, legends, and titles to locate places on contemporary and historical maps of the United States, New England, Massachusetts and Sudbury.

8. Places and Regions of the World

This is evident when students can:

- recognize one's own location in a neighborhood, city, state, country, continent and world;

- locate the regions of the United States: Northeast, Middle Atlantic, Southeast, Midwest, Southwest, and Northwest;
- describe the climate, physical features, and natural resources in each region;
- locate with assistance the states and major cities in each region;
- locate Boston, Springfield, Worcester, Cape Cod, the Connecticut River, and the Berkshire Mountains on a Massachusetts map;
- locate England and Holland on a world map;
- reconstruct the route the Pilgrims took to the New World.

Strand Two: Geography

9. The Effects of Geography

This is evident when students can:

- discuss and explain how geography influenced the Pilgrims choice of settlement;
- define and use the words bay, cape, continent and harbor in relation to Massachusetts;
- discuss and explain how geography influenced the founding of Sudbury;
- uncover reasons why people move from one place to another; Example: study farming in early Massachusetts and make a list of important requirements of the industry.

10. Human Alteration of Environments

This is evident when students can:

- describe why water is important to all communities
- give examples of how people in Massachusetts have increased their water supply.
Example: Letting Swift Go;
- describe the effects of pollution on the people in Massachusetts. Example: A River Ran Wild

Strand Three: Economics

Essential Questions

How did people in colonial Massachusetts make a living?

What can maps tell us about economics?

Learning Expectations

11. Fundamental Economic Concepts

This is evident when students can:

- give reasons for the exchange products and services;
- define labor specialization and give examples of specialized jobs in the school, community and in history. (Principal, Teacher, Librarian, Custodians and Merchants, Blacksmith, Teacher, Farmer, etc.)

12. Economic Reasoning

This is evident when students can:

- understand the relationship between the concepts of supply and demand; e.g.: crop surplus=lower prices;
- discuss the impact shortages of products would have on people.

13. American and Massachusetts Economic History

This is evident when students can:

- define and give examples of apprenticeship in colonial America;
- give examples of historic and current day industries in Massachusetts;
- describe the decline in certain Massachusetts industries, e.g. whaling and textile mills.

Strand Three: Economics

14. Today's Economy

This is evident when students can:

- interpret a modern day agricultural map.

Strand Four: Civics and Government

Essential Questions

Who were imprint early colonial leaders in Massachusetts and what were their roles?

How did people in colonial Massachusetts get along and negotiate their disputes?

As a school community, how do we get along and help others?

Learning Expectations

16. Authority, Responsibility, and Power

This is evident when students can:

- define self-government;
- discuss and give reasons for wanting self government;
- identify early leaders and examine their roles in Massachusetts; John Winthrop, Governor Bradford and Miles Standish;
- identify leaders and examine their roles in Colonial Sudbury;
- describe the purpose of the town meeting.

17. The Founding Documents

This is evident when students can:

- describe the purpose of the Mayflower Compact;
- understand and justify the reasons for the movement of Pilgrims to Massachusetts;
- discuss and analyze why laws and rules are important when many people live and work together;

Strand Four: Civics and Government

18. Principles and Practices of American Government

This is evident when students can:

- locate the dates of Massachusetts and national holidays on calendar for the current year; (e.g., Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Patriots' Day, Memorial Day, Flag Day and Independence Day)
- participate in a class discussion of the reasons for celebrating the first Thanksgiving;
- demonstrate the ability to recite the Pledge of Allegiance and participate in a discussion as to its meaning (unless prohibited by religious beliefs);
- discuss the meaning of American national symbols, including the American flag, the bald eagle, and the White House.

19. Citizenship

This is evident when students can:

- recall, discuss, and demonstrate the school's core values;
- give examples of how they demonstrate the school's core values;
- understand the meaning of the word citizen within their own school and community;
- discuss the colonial Sudbury definition of citizen;
- compare and contrast the current day definition of Sudbury citizen and the colonial definition;
- participate in community service projects.

20. Forms of Government

This is evident when students can:

- recall the type of government at Plimoth Plantation;
- discuss and provide examples of the term democracy .



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Suggested Instructional Sequence

Changes may be needed in coming years but this is a suggestion for 2002-2003.

Year Long Studies: MapEssentials Geography, current events

September
MapEssentials Geography
Getting to know your classmates
Establishing class guidelines

October-December
Massachusetts geography
Pilgrims and Plimoth Plantation

January-March
Colonial Sudbury

April-June
Famous Massachusetts People
United States Regional Geography (state reports)