

Nashoba Regional School District

HISTORY AND SOCIAL SCIENCE

**Standards and Benchmarks
Grade 3**



Nashoba Regional School District History and Social Science Standards and Benchmarks, 2008.

Work in this document is based upon the standards outlined in the Massachusetts History and Social Science Framework, August 2003.

History and Social Studies by Grade Level

Grade 3

Massachusetts Curriculum Frameworks (August 2003)

Our Massachusetts History

Grade Three Focus: An introduction to the history of Massachusetts from the time of the arrival of the Pilgrims.

Concepts and Skills to be addressed:

The Massachusetts Social Studies Curriculum Frameworks will be addressed for third graders by learning about the history, culture, and economics of Massachusetts from the time of the arrival of the Pilgrims. Third grade students will explore local historic resources to understand the history of their own town and the contributions of important leaders and figures in Massachusetts history.

Third grade students will also begin to look at historical timelines as a way of conveying chronological events. Students will explain the meaning of time periods (decade, century, era, generation) or dates in historical narratives. Current events will be used to make connections to our past.

Big Ideas:

Historic events can be viewed through the eyes of those who were there as shown in their art, writings, music, and artifacts. (H)

Maps from different time periods reflect life during that time. (G, H)

Communities everywhere grow and change over time for a variety of reasons. (H)

American Indians interacted with their environment to sustain their way of life. (G)

Life in the colonies reflected the geographical features of the settlements. (G)

In order for people to live together, it is necessary for communities to have governments. (C,G)

Rules are made so that everyone is treated fairly. (C,G)

Leaders have an essential role in a revolution. (H)

The Revolutionary War and the Constitution gave Americans the freedom to govern themselves. (H) (*Note: This Big Idea is continued at grade 5)

Taxes support local and national programs. (E)

Barter is the direct exchange of goods and services between people without using money. (E)

Trade is the exchange of goods and services between people. (E)

Essential Questions:

In relation to the “History of My Town”:

- What are the stories that tell of the history of my town?
- Where on a map is my town located?
- How does a contemporary map of my town differ from the map of my city in the 18th, 19th, or 20th century?
- What are the landmarks that are still present in my town that tell of its history?
- Who was here before we were?
- What are the names of the people who helped to establish and build my town?

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Essential Questions – continued:

- How did the early people of my town live, work, learn, and celebrate?
- What goods were produced, exchanged, traded, and distributed in my town long ago?
- What were the interactions between the Native Americans and the early founders of my town?

In relation to “Life in the Colonies”:

- Why leave home for a place you don’t know?
- What happens when different cultures try to live together?
- How and why does geography affect settlement?
- Does where you live determine how you live?
- How can a minority viewpoint start a country?

In relation to “Economics”:

- Why do we have taxes?
- How can the money from taxes be useful?
- How was(is) bartering used?
- What is the difference between bartering and trading?

By the end of THIRD Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

NEW ENGLAND AND MASSACHUSETTS

- Locate on a map of the United States (3.1/ G)
 - A. New England States: Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, and Maine
 - B. Atlantic Ocean
- Locate on a map of Massachusetts (3.1/ G)
 - A. Cape Ann
 - B. Cape Cod
 - C. Connecticut River
 - D. Merrimack River
 - E. Charles River
 - F. Berkshire Hills
- Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (3.2/ H,G)
- Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and the early years in the Plymouth Colony. (3.3/ H,G,C,E)
 - A. the purpose of the Mayflower Compact and its principles of self government
 - B. challenges in settling in America
 - C. events leading to the first Thanksgiving

NEW ENGLAND AND MASSACHUSETTS - continued...

- Explain how the Puritans and the Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (3.4/H,E,C)
- Explain important political, economic, and military developments leading to and during the American Revolution. (3.5/H,C)
 - A. the growth of towns and cities in Massachusetts before the Revolution
 - B. the Boston Tea Party
 - C. the beginning of the Revolution at Lexington and Concord
 - D. the Battle of Bunker Hill
 - E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (3.6/ C)
- After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (Note: This standard may be addressed at grade 3 via the ELA curriculum, "biography unit".) (3.7/ H,C)
 - A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)
 - B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendall Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
 - C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
 - D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
 - E. political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooks, Benjamin Franklin, John F. Kennedy, Paul Revere)

CITIES AND TOWNS OF MASSACHUSETTS

- On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (3.8/ G)
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (3.9/ H,C)
- Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (3.10/C)
- Identify when the students' own town or city was founded and describe the different people who settled in the community since its founding. (3.11/ H,G)

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CITIES AND TOWNS OF MASSACHUSETTS - continued...

- Explain how objects or artifacts of everyday life in the past tell how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (3.12/ H,G,E)
- Give examples of goods and services provided by their local businesses and industries. (3.13/ E)
- Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (3.14/E)

GRADE THREE RESOURCE LIST

(Under construction...)

Colonial

A One-Room School by Bobbie Kalman
The Kitchen by Bobbie Kalman
If You Lived... in Colonial Times
Colonial Days... Projects by David C. King
Kids Discover.. Colonial America
American Colonies..
A Day in the Life... Series
The Coming of the Pilgrims by E. Brooks Smith & Robert Meredith
Colonial Times... by Joy Masoff
Samuel Eaton's Day by Kate Waters
Sarah Morton's Day by Kate Waters