

Grade Three

Massachusetts and its Cities and Towns: Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Concepts and Skills:

History and Geography

1. Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776) and use them correctly in speaking and writing. (H)
2. Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action. (H)
3. Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)
4. Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)
5. Describe the difference between a contemporary map of their city or town and the map of their city or town in the 18th, 19th, or early 20th century. (H, G)

Civics and Government

6. Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)
7. Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings). (C)

Economics

8. Define what a tax is and the purposes for taxes, and with the help of their teachers and parents, give examples of different kinds of taxes (e.g., property, sales, or income taxes). (E)
9. Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)
10. Define barter, give examples of bartering (e.g., trading baseball cards with each other), and explain how money makes it easier for people to get things they want. (E)

*Barter is the direct exchange of goods and services between people without using money.
Trade is the exchange of goods and services between people.*

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The purpose of the Grade 3 curriculum is to give students their first concentrated study of Massachusetts and local (Braintree) history and geography. Students will first be introduced to Massachusetts, while reviewing basic map skills on maps of the United States, Massachusetts and Braintree. They will learn about the history of Massachusetts from the time of the arrival of the Pilgrims and events leading to the American Revolution. They will also learn the history of Braintree as well as famous and prominent people from Massachusetts in order to learn how they contribute to Massachusetts’ history. Students will be able to explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag.

I. Explain the necessity for communities to have governments

Students will leave Grade 3 with an understanding that governments protect rights; maintain order, safety, and security of its people; and provide public services such as maintaining roads and bridges, schools, libraries, and so forth. (Civics). Students will also define a tax and explain the varied kinds of taxes (e.g. property, sales, income, etc.) and purposes for paying taxes. (Economics)

MA H/SS Standards:

CS3.6-CS3.7 (C), CS3.8-CS3.10 (E), 3.6 (H, C), 3.8 (G), 3.9 (H, C), 3.11 (H, G), 3.12 (H, G, E), 3.13 (E), 3.14 (E)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. What is government? What are functions of government? Why do we need them?	Oct. Structure of government Three branches (e.g., executive, legislative, judicial)	Nov. Our elected leaders and representatives: Local, state, national	Dec. Founding documents: Declaration of Ind. U.S. Constitution Bill of Rights (3.6)	Jan. National government: President U.S. Congress U.S. Supreme Court
Feb. State government: Governor MA General Court State Supreme Court	Mar. Local government: Mayor City/Town Council District courts	Apr. Massachusetts Today	May <u>Braintree, Our Town</u> (3.8) What are taxes? Why do we pay them? (3.14)	Jun. What kinds of jobs are available in Braintree? In Massachusetts? (3.13)

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 19-21. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38.

Resources for History Teachers Wikispaces, <http://resourcesforhistoryteachers.wikispaces.com/>
Massachusetts, Our Home (text)

Ben’s Guide to U.S. Government for Kids, <http://bensguide.gpo.gov/3-5/index.html>

History of Braintree by Charles Francis Adams (Google eBook),

http://books.google.com/books/about/History_of_Braintree_Massachusetts_1639.html

Town of Braintree, Massachusetts: Elected Officials: http://www.townofbraintreegov.org/about_officials.html

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II. Explain how significant historical events in Massachusetts contributed to the formation and development of the United States of America

Students will leave Grade 3 with an appreciation for the significant role that Massachusetts played in the formation and continued development of the United States of America. (History, Civics) Students will learn the concept of time and chronology using timelines, and recognizing time periods and dates in historical narratives (e.g., decade, century, 1600s, 1776, etc.) (History).

MA H/SS Standards:

CS3.1-CS3.5 (H, G), 3.1-3.12 (H, G, C, E)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept. Physical geography of New England and Massachusetts (3.1) Locate Braintree (3.8) What is an artifact? (3.12)	Oct. Wampanoags (3.2) “The Land We Call Home”	Nov. Pilgrims (3.2, 3.3) Mayflower Compact Plymouth Colony First Thanksgiving Challenges of settling in America (3.3)	Dec. Puritans (3.4) Massachusetts Bay Colony (3.4) Salem Witch Trials	Jan. Compare/Contrast Puritans and Pilgrims (3.3, 3.4) Massachusetts as a British colony (3.5)
Feb. Events leading up to the American Revolution; Boston Massacre, Boston Tea Party (3.5) British response to Boston actions (3.5)	Mar. Declaration of Ind. (3.6) Lexington & Concord, Paul Revere’s Ride, Battle of Bunker Hill, Evacuation Day (3.5)	Apr. Massachusetts Constitution; Constitution of the United States, Bill of Rights (3.6) American flag (3.10)	May <u>Braintree, Our Town</u> Land deed of Braintree (3.11) Historic buildings, monuments, or sites (3.9)	Jun. First public school Abolitionism Mass and Civil War; 54 th Infantry Industrialization; Lowell Mills Immigration MA and Civil Rights Technology Industry

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 19-21. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38.

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History of Braintree by Charles Francis Adams (Google eBook),

http://books.google.com/books/about/History_of_Braintree_Massachusetts_1639.html

Town of Braintree, Massachusetts: Elected Officials: http://www.townofbraintreegov.org/about_officials.html

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III. Summarize the life and achievements of a notable individual from Massachusetts

Students will leave Grade 3 with deep appreciation of notable individuals from Massachusetts (or have close ties with Massachusetts), past and present, recognized for their great achievements in science, education, politics, religion, business, military, sports, and the arts. (History, Civics) When learning about presidents and (local and state) elected officials, students will learn about leadership, and how citizens play a role in electing leaders and representatives. (Civics)

MA H/SS Standards:

CS3.1-CS3.5 (H, G), 3.4 (H, E, C), 3.7 (H, C)

Is the standard assessable & measureable?	Can this be measured year round?	Can the standard be easily aligned to Common Core?			
		Reading	Writing	Speaking & Listening	Mathematics
Yes	Yes	Literature: Yes Informational: Yes Foundational: Yes Language: Yes	Yes	Yes	No

Suggested MA H/SS Topic Alignment with Overarching or Anchor Standard:

Sept.	Oct.	Nov.	Dec.	Jan.
How to research and write a biography	J. Wampanuck Massasoit Squanto	M. Standish (3.3) W. Bradford J. Carver S. Eaton, F. Eaton R. Warren	J. Winthrop (3.4) J. Mather J. Cotton	N. Hawthorne (3.7) P. Wheatley (3.7)
Feb. <u>Patriots:</u> S. Adams J. Hancock J. Otis B. Franklin P. Revere W. Dawes <u>Presidents:</u> J. Adams J. Q. Adams C. Coolidge J. F. Kennedy G. H. W. Bush	Mar. <u>Politicians:</u> E. Brooke J. F. Fitzgerald J. M. Curley K. White R. Flynn T. Menino E. Kennedy W. Weld J. Silber P. Celucci M. Romney D. Patrick J. Kerry E. Warren	Apr. <u>Artists/Writers:</u> H. Adams L. M. Alcott J. S. Copley E. Dickinson R. W. Emerson T. Geisel (“Dr. Seuss”) F. L. Olmstead O. W. Holmes N. Rockwell H. D. Thoreau	May <u>Braintree</u> A. Adams H. Adams F. N. Sacco B. Vanzetti T. A. Watson S. Thayer J. Calhoun <u>Science/Technology:</u> A. G. Bell N. Bowditch R. Goddard J. H. Hammond E. Land S. Morse	Jun. S. B. Anthony S. E. Morrison M. B. Eddy C. Barton H. Mann W. M. Trotter W. Filene F. C. Lowell M. L. King, Jr. J. Childs A. Wang T. Williams

* The above named are only SAMPLES of individuals whom students can research and learn. Categories of individuals are neither anchored nor tied to any particular month. Keep in mind that some of the named above are also listed in Grade 2 (see anchor standard #3).

Sources: MA History & Social Sciences Curriculum Framework (2003), pp. 19-21. MA Curriculum Framework for ELA and Literacy (2011), pp. 15, 18, 25-26, 31, 36-38.

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IV. Braintree, Our Town

Students will learn about the town of Braintree’s geography, history, and people.

Specific Objectives:

- Read a biography of a person from Braintree and summarize the person’s life and achievements. (3.7)
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (3.9)
- Identify when the students’ own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (3.11)
- Give examples of goods and services provided by their local businesses and industries. (3.13)
- 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)

TIME FRAME	KEY TOPICS AND CONCEPTS ADDRESSED IN MODULE
MAY & JUNE	<ul style="list-style-type: none"> • Geography: main streets of Braintree; student’s home in relation to elementary school, local parks, recreational facilities, local historical sites and markers • Public buildings: Town Hall, Thayer Public Library, student’s elementary school, Braintree High School, Braintree police station, Braintree fire house • Notable Braintree natives: John Adams, John Quincy Adams, John Hancock, Sylvanus Thayer, Thomas A. Watson, Ellis Hollingsworth, James C. Calhoun
	<ul style="list-style-type: none"> • Local government: type and structure; Mayor Joseph Sullivan, Town Council, School Committee • Public services: police, fire, public works, school, etc. • Economy: local businesses, shopping centers, industries
	<ul style="list-style-type: none"> • History of Braintree <ul style="list-style-type: none"> - Native tribes (Wampanoag) - First white settlements - Incorporated as a town (1640) - Change of town government (2007)