

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
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.

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
History and Geography

		Selected Classroom Activities	Text or Resource	Interdisciplinary Links
1	Explain the meaning of time periods or dates in historical narratives (<i>decade, century, 1600s, 1776</i>) and use them correctly in speaking and writing. (H)	Chapter 1 History Close to Home Pages 4 -13 165, 184 TRP	Textbook – Massachusetts, Our Home	
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)	9,42-43,45, 62-63, 64 66, 67, 68,70, 74, 82-83, 85,87,97,102,103,104,106-107,118, 109,110,111, 112-113, 114, 116-117, 119, 121, 125, 127, 128, 131, 132, 135, 136, 149, 150, 151, 168, 169, 171, 172, 175, 177, 178, 179, 181, TRP	Textbook – Massachusetts, Our Home	
3	Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance. (H)	Chapter 7 – Your Hometown History, Government, and Economics in Your Community 2-3 7, 10, 11, 13, 18, 44, 48, 49, 53,54, 56, 71, 73, 74, 75, 76,77, 80, 84, 92, 93, 94, 95, 96, 108, 111, 119, 122-123, 139, 144-145, 146, 147, 148, 173, 177, 178, 183 TRP Local Field Trip CCC Camp	Textbook – Massachusetts, Our Home Community Members Local history presentation by 6 th Grade students Local Maps	

4	Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community. (G)	Chapter 2 The Land We Call Home Pages 20,-21,23,36-37, 39, 164, 186, 187, 188 TRP Pages 8-21	Textbook – Massachusetts, Our Home Maps Globes and Graphs	
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)	Chapter 7 – Your Hometown History, Government, and Economics in Your Community Pages 151, TRP Local Field Trip CCC Camp	Textbook – Massachusetts, Our Home Local history presentation by 6th Grade students Community Members Local Maps	

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
Civics and Government

		Selected Classroom Activities	Text or Resource	Interdisciplinary Links
6	Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)	<i>Chapter 7 – Your Hometown History, Government, and Economics in Your Community 152-156, TRP</i>	Textbook – Massachusetts, Our Home	
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)	<i>Chapter 7 – Your Hometown History, Government, and Economics in Your Community 156-159, TRP</i>	Textbook – Massachusetts, Our Home	

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
Economics

		Selected Classroom Activities	Text or Resource	Interdisciplinary Links
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)	<i>Chapter 6 – Massachusetts in the American Revolution Pages 108, 156, TRP</i>	Textbook – Massachusetts, Our Home	
9	Define specialization in jobs and businesses and give examples of specialized businesses in the community. (E)	<i>Chapter 7 – Your Hometown History- Government, and Economics in Your Community Page 160 – 163, 165, TRP</i>	Textbook – Massachusetts, Our Home	
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)	<i>Unit Money Money, Money, Money pages 112 – 129 New Coat for Anna pages 100 – 110 Chapter 7 – Your Hometown History, Government, and Economics in Your Community Pages 161, TRP</i>	Textbook – Massachusetts, Our Home	Open Court Reader

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
Learning Strand: New England and Massachusetts

State Standard		Selected Classroom Activities	Text or Resource	Interdisciplinary Links
3.1	On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)	<i>Chapter 2 The Land We Call Home Pages 20-21, 23, 36-37, 186, 187,188 TRP</i> <i>Page 19</i>	Textbook – Massachusetts, Our Home Maps Globes and Graphs Classroom Maps	
3.2	Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)	Chapter 3 The First People Pages 40 -61, 70-74, TRP Plymouth Plantation Presentation Plymouth Plantation Field Trip	Textbook – Massachusetts, Our Home http://plimoth.org/features/homesite.php	
3.3	Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (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	<i>Chapter 4 – The Pilgrims Pages – 62-81, TRP</i>	Textbook – Massachusetts, Our Home Trade Book Squanto Magic Tree House – Pilgrim http://www.scholastic.com/scholastic_thanksgiving/	
3.4	Explain how the Puritans and 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. (H, E, C)	Chapter 5 The Puritans Pages 82-105,TRP	Textbook – Massachusetts, Our Home	

3.5	<p>Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)</p> <ol style="list-style-type: none"> the growth of towns and cities in Massachusetts before the Revolution the Boston Tea Party the beginning of the Revolution at Lexington and Concord the Battle of Bunker Hill Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere 	Chapter 5 The Puritans Pages 102-103, 106-143, TRP	Textbook – Massachusetts, Our Home	
3.6	Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)	<i>Chapter 6 – Massachusetts in the American Revolution</i> Page 138 – 140 TRP	Textbook – Massachusetts, Our Home	
3.7	<p>After reading a biography of a person from Massachusetts in one of the following categories, summarize the person’s life and achievements. (H, C)</p> <ol style="list-style-type: none"> science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse) the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley) business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang); education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter) <p>political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)</p>	<p>Chapters 1 – 6 Pages 8-9, 31, 68, 71, 76, 85, 91, 98, 124-125, 126-127, 128-129, 130-131, 132-133, 134, 135, 136, 137, 166—8-9, 31, 68, 71, 76, 85, 91, 98, 124-125, 126, 127, 128-129, 130-131, 132-133, 134-135, 136, 137, 166-185, TRP</p> <p>Student Biography Presentations</p>	Textbook – Massachusetts, Our Home	

Mendon-Upton Regional School District
Grade 3 Social Studies Curriculum
Learning Strand: Cities and Towns of Massachusetts

State Standard		Selected Classroom Activities	Text or Resource	Interdiscip
3.8	On a map of Massachusetts, locate the class's home town or city and its local geographic features and landmarks. (G)	<i>Chapter 2 – The Land We Call Home</i> <i>Pages 38, 39, 146, TRP</i> <i>Local walking Tours of Mendon and Upton</i>	Textbook – Massachusetts, Our Home Classroom Maps Local Maps Student Created Town Brochures	
3.9	9 Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)	Chapters 1 – 8 Pages 2-3, 5, 10, 11, 27, 31, 35, 38, 39, 75, 77, 101, 115, 122-123, 144, 145, 146, 147, 150, 164, 166-167, 173, TRP <i>Local walking Tours of Mendon and Upton</i>	Textbook – Massachusetts, Our Home Classroom Maps Local Maps Student Created Town Brochures	
3.10	Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag. (C)	Chapter 6- Massachusetts in the American Revolution Pages 141-142, TRP	Textbook – Massachusetts, Our Home	
3.11	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. (H, G)	<i>Chapter 5 – The Puritans-Page 90</i> <i>Chapter 7 Your Hometown – History, Government, and Economics in Your Community- Page 148, 165, TRP</i>	Textbook – Massachusetts, Our Home	
3.12	Explain how objects or artifacts of everyday life in the past tell us how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)	Chapter 1 –History Close to Home Pages 2-3, 7, 11, 13, Chapter 3 The First People 44, Chapter 5 The Puritans Pages 93, 104, Chapter 7 Your Hometown – History, Government , and Economics in Your Community Pages147, 148, TRP Plymouth Plantation Field Trip Old Sturbridge Village Field Trip <i>Local walking Tours of Mendon and Upton</i>	Textbook – Massachusetts, Our Home Upton Historical Society Student Created Town Brochures	
3.13	Give examples of goods and services provided by their local businesses and industries. (E)	Chapter 7 Your Hometown – History, Government , and Economics in Your Community Pages 160, 165, TRP	Textbook – Massachusetts, Our Home	
3.14	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. (E)	Chapter 7 Your Hometown – History, Government , and Economics in Your Community Pages 154-156, TRP	Textbook – Massachusetts, Our Home	

Web Sites for History and Social Science

<http://www.winthrop.k12.ma.us/Center/gradethreesocialstudies.htm>

<http://www.usconstitution.net/constkidsK.html>

www.whitehouse.gov/history

www.bringinghistoryhome.org

www.apples4theteacher.com/holidays/memorial-day/index.html

Martin Luther King/Charter Education

www.dosomething.org –

Massachusetts /Pilgrim / Colonial American Links

<http://www.sec.state.ma.us/cis/ciskid/kididx.htm>

<http://bensguide.gpo.gov/3-5/state/massachusetts.html>

<http://www.masshome.com/tour.html>

http://www.scholastic.com/scholastic_thanksgiving/

<http://www.mnsu.edu/emuseum/cultural/northamerica/wampanoagculture.html>

<http://pilgrims.net/plimothplantation/vtour/index.htm>

<http://www.sail1620.org/index.shtml>

<http://www.kidsandhistory.com/>

http://www.kidinfo.com/American_History/Colonization_Colonial_Life.html

American Revolution Links

<http://library.thinkquest.org/11683/High.html>

<http://www.pbs.org/wnet/historyofus/web01/index.html>

<http://www.naschools.net/teachers/americanrevolution.htm>

http://www.schooldistrict146.org/schools/central/Revolution/revolution_default.html#activities

Timelines

<http://www.worldalmanacforkids.com/explore/timeline.html>

Puritans

<http://ise.uvic.ca/Library/SLT/history/power.html>