



Grade 3 Overview: Massachusetts, Home to Many Different People

Third graders study Massachusetts and New England: the culture of Native Peoples and their interactions with European explorers and settlers; ideas about self government in the colony of Massachusetts that led to rebellion against Great Britain, the causes and consequences of the American Revolution for Massachusetts, and the development of students' own cities and towns. They study these topics by exploring guiding questions such as "What is the purpose of government?" and "What is a revolution?"

Grade 3 Standards for History & Social Sciences

Topic	Description of Standards + Topic Covered
Topic 1 Massachusetts cities and towns today and in history	<p><i>How can people get involved in government?</i></p> <p>Third graders learn about the past and present town governments and how people contribute to town government. They explore maps of Massachusetts, local geographic features and historic landmarks, and their significance. They conduct research on the demographic origins of Groveland, W. Newbury and Merrimac, describing the current population and immigrant groups of the 20th and 21st centuries. They explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.</p>
Topic 2 The geography and Native Peoples of Massachusetts	<p><i>How did Native Peoples live in New England before Europeans arrived?</i></p> <p>Third graders explore the geography of North America and Massachusetts using various maps and features to identify key locations and features of Massachusetts. Using maps and research, third graders explore New England states, explaining the diversity of Native Peoples, present and past, in Massachusetts and the New England region, including Native Americans of the Pentucket Region.</p>
Topic 3 Native Peoples' contacts with European explorers	<p><i>How did European explorers describe the Northeast and its Native Peoples?</i></p> <p>Third graders learn about European explorers and their relationships with Native Americans. They locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first came into contact with Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic. They explore the voyages of European explorers of the Northeast coast of North America and explain how any one of the explorers described the Native Peoples and the new lands.</p>
Topic 4 The Pilgrims, the Plymouth Colony, and Native Peoples	<p><i>What were the challenges for women and men in the early years in Plymouth?</i></p> <p>Third graders explain who the Pilgrim men and women were and understand the reasons they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years of settlement, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people</p>
Topic 5 The Puritans, the Massachusetts Bay Colony, and Native Peoples	<p><i>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?</i></p> <p>Third graders learn and understand how life changed for the Native American people and how Massachusetts changed after the Puritans came to the Massachusetts Bay Colony. They compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony, and the roles and decisions of the leaders of Native Peoples. They explain why Puritan men and women migrated to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region. They use primary sources to analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony. They explore the implications of legal slavery in all French, Dutch, and Spanish, and English colonies, including Massachusetts. Finally, they explain the importance of maritime commerce and the practice of bartering in the development of the economy of colonial Massachusetts.</p>
Topic 6 Massachusetts before, during, and after the American Revolution	<p><i>Why is Massachusetts important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution?</i></p> <p>Third graders explain reasons for the growth of towns and cities in Massachusetts in the 1700s. They learn and understand the events that led to the American revolution and how that changed our government. They analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, as well as how the colonists' sense of justice denied led to declaring independence, and what the words of the Declaration of Independence say about what its writers believed. They explain how, after the Revolution, the leaders of the new United States had to write the Constitution as a plan of government for the nation that spells out the rights of its citizens. Third graders realize that states, as well as nations, have plans of government.</p>

Pentucket Regional School District

History & Social Sciences Curriculum Guide

Grade 3



Textbook: Massachusetts, Our Home 2020 Student Edition - Gibbs Smith Education

[Grade 3 History & Social Sciences Standards](#)

Standards for History & Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.



GUIDING PRINCIPLES FOR EFFECTIVE HISTORY & SOCIAL SCIENCE EDUCATION

1 **Teach** students about the legacy of democratic government.

2 **Incorporate** diverse perspectives & acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.

3 Every student **deserves** to study history & social science every year, from pre-K-12.

4 **Teach** students to think historically.

5 **Integrate** knowledge from many fields of study.

6 **Build** students' capacities for research, reasoning, making logical arguments, & thinking for themselves.

7 **Improve** reading Comprehension by increasing students' content knowledge

8 **Incorporate** the study of current events and news/media literacy

9 **Teach** students about using data analysis and digital tools as research and presentation techniques in the social sciences.

10 **Develop** social and emotional skills.