

## Chelmsford Public Schools Grade 3: Our Home (Massachusetts' and Chelmsford's History)

### Required Standards for Practice:

1. Civic knowledge, skills and dispositions
2. Conduct Inquiries
3. Organize information from a variety of sources
4. Analyze purpose/point of view; distinguish opinion from fact
5. Evaluate sources
6. Explain conclusions with valid reasoning and evidence
7. Determine next steps and take informed action

### Themes: S.P.I.C.E

Social; Political; Interactions between humans and the environment; Cultural; Economic

### Essential Questions

- *What is special about our community?*
  - *How did Native Peoples live in New England before Europeans arrived?*
  - *What were the first contacts like between Native Peoples in the Northeast and European explorers?*
  - *What were the challenges for European settlers in the early years of settlement in the north east?*
- *How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?*
  - *Why is Massachusetts important to the nation's history?*

<i>Topic</i>	<i>Student Friendly Language</i>	<i>Essential and supporting Questions</i>
<b>Topic 1: Chelmsford, Massachusetts</b>		<i>How can people get involved in government?</i>
1. On a current map of <b>Massachusetts</b> , use <b>cardinal directions</b> , <b>map scales</b> , <b>legends</b> , and titles to locate and describe the city or town where the school students attend is located, its local geographic features and <b>historic landmarks</b> , and their significance.	I can show where Chelmsford is on a map. I can show where important buildings and places are in my town.	Where is Chelmsford?
2. Research the demographic origins of the town or city (e.g., the <b>Native People</b> who originally lived there or still live there, the people who established it as a colonial town, its founding date, and	I can discuss the various peoples who have lived in this area in the past.	Who are the various peoples that have contributed to my community over the years?

<p>the free, indentured, and enslaved women and men who contributed to the well-being of the town). Explain that before the mid-19<sup>th</sup> century most of the settlers were of <b>Native American, Northern European, or African descent</b>; describe the current <b>population</b> and <b>immigrant</b> groups of the 20<sup>th</sup> and 21<sup>st</sup> centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.</p>		
<p>3. Explain why classrooms, schools, towns, and cities have <b>governments</b>, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.</p> <ol style="list-style-type: none"> <li>a. classroom and school governments provide a way for students to participate in making decisions about school activities and rules</li> <li>b. city and town governments provide a way for people to participate in making decisions about providing services, spending funds, protecting rights, and providing community safety</li> <li>c. Massachusetts communities have either a <b>city</b> or a <b>town</b> form of government (e.g., cities are governed by elected mayors and city council members; towns are governed by an elected group of people, in many towns called a “select board,” appointed town manager, and elected town meeting members or an open town meeting in which all citizens can participate; public schools are governed by elected or appointed school committees or boards of trustees).</li> <li>d. people can participate in and influence their local government by reading and responding to news about local issues, <b>voting</b>, running for <b>office</b>, serving on <b>boards</b> or <b>committees</b>, attending hearings, or committee meetings)</li> <li>e. people can <b>volunteer</b> (give their time and knowledge) to</li> </ol>	<p>I can explain why governments exist and how people interact with their government.</p>	<p>How do people participate in our community and government?</p>

<p>the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote</p> <p>f. people who own property in town contribute to community services by paying <b>taxes</b>, which fund services such as public schools and libraries, city/town/regional planning, street maintenance.</p>		
<p><b>Topic 2. The geography and Native Peoples of Massachusetts</b></p>		<p><i>How did Native Peoples live in New England before Europeans arrived?</i></p>
<p>1. On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the <b>Northeast region</b> and identify important <b>physical features</b> (e.g., rivers, lakes, ocean shoreline, capes and bays, and mountain ranges).</p>	<p>On a map of North America, I can show where the northeast region and the features that shape the land.</p>	<p>Where is Massachusetts on the map?</p> <p>What important physical features are in the NE region?</p>
<p>2. On a <b>political map</b> of the current United States, locate the <b>New England</b> states (Connecticut, Rhode Island, Massachusetts, New Hampshire, Vermont, and Maine).</p>	<p>On a map of the United States, I can show where the New England states are located.</p>	<p>What other states make up New England? What do we have in common?</p> <p>What is a political map? How is it different from a physical map?</p>
<p>3. . Explain the <b>diversity</b> of Native Peoples, present and past, in Massachusetts and the New England region.</p> <p>a. the names of at least three native groups (e.g., <b>Abenaki/Wabanaki, Massachusett, Mohican/Stockbridge, Narragansett, Nipmuc, Wampanoag</b>)</p> <p>b. the locations of tribal territories in the state.</p> <p>c. physical features and their influence on the locations of traditional settlements</p> <p>d. contributions of a tribal group from the area of the school</p>	<p>I can identify and talk about some of the native tribes that lived and continue to live in Massachusetts.</p>	<p>Where were the tribal territories of the Nipmuc and Wampanoag located?</p> <p>What physical features influenced the location of the Nipmuc and Wampanoag tribes?</p>

<p>(e.g., language, literature, arts, trade routes, food such as corn, beans, and squash, useful items such as baskets, canoes, <i>wampum</i>, and useful knowledge of medicinal plants, words such as <i>powwow</i> and <i>moccasin</i>, and many names for waterways, hills, mountains, islands and place names, such as the <i>Connecticut</i> and <i>Merrimack Rivers</i>, <i>Mount Wachusett</i>, the <i>Taconic Range</i>, <i>Nantucket</i>, <i>Natick</i>, <i>Seekonk</i>, <i>Agawam</i>, <i>Chicopee</i>)</p>		
<p><b>Topic 3: European explorers' first contacts with Native Peoples in the Northeast</b></p>		<p>What were the first contacts like between Native Peoples in the Northeast and European explorers?</p>
<p>1. 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 16<sup>th</sup> -17<sup>th</sup> centuries sailed westward across the Atlantic (e.g., to find new <b>trade routes</b> to Asia and new supplies of natural resources such as metals, timber, and fish).</p>	<p>I can explain what early contacts were like between Native American and colonists.</p>	<p>Where are North America, the Atlantic Ocean and Europe located?</p> <p>Why did Europeans sail westward across the Atlantic Ocean in the 16th and 17th centuries?</p>
<p>2. Trace on a map the voyages of a European explorer of the <u>Northeast coast</u> of North America</p>	<p>I can demonstrate the path of voyages of a European explorer to the northeast of North America.</p>	<p>What was the path of Giovanni da Verrazano's voyage from Europe to North America?</p>
<p>3. Explain how any one of the explorers described the Native Peoples and the new lands, and compare an early 17<sup>th</sup> century map of New England with a current one.</p>	<p>I can explain how early explorers described the places and people of the region.</p>	<p>How did European explorers describe the Northeast and its Native Peoples?</p>
<p><b>Topic 4. The Pilgrims, the Plymouth Colony, and Native Communities</b></p>		<p><i>What were the challenges for women and men in the early years in Plymouth?</i></p>
<p>1. Explain who the Pilgrim men and women were and why 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 in the Plymouth Colony, and analyze their</p>	<p>I can explain who the Pilgrims were and why and how they came to the northeast.</p>	<p>Why was religious freedom so important to the Pilgrims?</p>

<p>relationships with the Wampanoag and Abenaki/Wabanaki people.</p> <ol style="list-style-type: none"> <li>the purpose of the Mayflower Compact and the principle of self-government</li> <li>challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)</li> <li>contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts.</li> </ol>		<p>Why did they make the Mayflower Compact? Who signed?</p> <p>Why was the help of the Native Americans so significant?</p>
<p><b>Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans</b></p>		<p><i>How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?</i></p>
<p>1. Compare and contrast the roles and leadership decisions of early English leaders of the <b>Puritans</b> of the <b>Massachusetts Bay Colony</b> and the <b>Pilgrims</b> of the <b>Plymouth colony</b> (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).</p>	<p>I can explain the similarities and differences between the leaders of the Puritans of Massachusetts Bay Colony, the Pilgrims of Plymouth Colony and the Native people of the region.</p>	<p>How is life in the colonies different for the Puritans in the Massachusetts Bay Colony than for the Pilgrims in the Plymouth colony? How are these two groups of people similar?</p>
<p>2. Explain why Puritan men and women <b>migrated</b> in great numbers to Massachusetts in the 17<sup>th</sup> century, how they moved west from the Atlantic coast, and the <b>consequences</b> of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, conflicts over different ways of life such as the <b>Pequot War</b> and <b>King Philip's War</b>).</p>	<p>I can explain some of the reasons why Europeans migrated to the northeast.</p> <p>I can explain some of the consequences the migration had on those that moved and the Native Peoples of the region.</p>	<p>What were the causes and consequences European migration to the northeast?</p>

<p>3. Using visual <b>primary sources</b> such as paintings, <b>artifacts</b>, historic buildings, or text sources, analyze details of daily life, housing, education, and work of the Puritan men, women, and children of the Massachusetts Bay Colony, including self-employed farmers and <b>artisans, indentured servants</b>, employees, and <b>enslaved people</b>.</p>	<p>I can gather information from artifacts and learn about the past from these items.</p>	<p>How would you describe daily life as a Puritan living in the Massachusetts Bay Colony?</p>
<p>4. Explain that in the 17<sup>th</sup> and 18<sup>th</sup> century <b>slavery</b> was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts had both <b>free</b> and <b>enslaved</b> Africans in its population.</p>	<p>I can explain how slavery impacted the lives of african americans in Massachusetts in the 17th and 18th century.</p>	<p>What is slavery? What were the consequences of slavery in colonial Massachusetts?</p>
<p>5. Explain the importance of <b>maritime commerce</b> and the practice of bartering – exchanging goods or services without payment in money - in the development of the economy of colonial Massachusetts, using materials from historical societies and history museums as reference materials.</p> <ol style="list-style-type: none"> <li>the fishing and shipbuilding industries</li> <li>trans-Atlantic and Caribbean trade, especially the Triangular Trade that included Africans to be sold as slaves in the colonies and goods such as sugar and cotton produced by slave labor to be sold in the colonies and in Europe</li> <li>the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston</li> </ol>	<p>I can explain how important the sea was to the economy of Massachusetts.</p>	<p>How was the economy of the early colony influenced by the ocean?</p>
<p><b>Topic 6. Massachusetts in the 18<sup>th</sup> century through the American Revolution</b></p>		<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>1. Using a historical map, explain the extent of the Province of Massachusetts in the 17<sup>th</sup> and 18<sup>th</sup> centuries (including territory which is now included in Maine, Nova Scotia, and New Brunswick,</p>	<p>I can identify how large the Massachusetts colony was on a historical map.</p>	<p>How big was Massachusetts in the early 1700s?</p>

<p>as well as Martha's Vineyard and Nantucket). Explain reasons for the growth of towns and cities in Massachusetts in the 1700s.</p>		
<p>2. Analyze the connection between events, locations, and individuals in Massachusetts in the early 1770s and the beginning of the American Revolution, using sources such as historical maps, paintings, and texts of the period. the <b>Boston Massacre</b> (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams</p> <ol style="list-style-type: none"> <li>a. the <b>Boston Tea Party</b> (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples</li> <li>b. the <b>Intolerable Acts</b> (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists</li> <li>c. the <b>First Continental Congress</b> (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts</li> <li>d. the beginning of the Revolution at Lexington and Concord, Massachusetts (April, 1775) and the Battle of Bunker Hill in Charlestown, Massachusetts (June, 1775) and the roles of Revolutionary leaders such as Paul Revere, John Hancock, John and Abigail Adams, Samuel Adams, and Peter Salem</li> <li>e. the roles of Native Peoples and African Americans in the American Revolution, some serving as <b>Loyalists</b>, some as <b>Patriots</b></li> <li>f. the roles of colonial women in keeping households and farms, providing education for children, and, during the <b>Revolution, boycotting</b> English goods</li> </ol>	<p>I can talk about events in the American Revolution that took place in Massachusetts.</p>	<p>Why is Massachusetts called a cradle of liberty?</p>
<p>3. Analyze how the colonists' sense of justice denied led to declaring <b>independence</b>, and what the words of the <b>Declaration of Independence</b> say about what its writers believed.</p>	<p>I can explain why the colonists would want to declare independence from Great Britain.</p>	<p>Why did colonists want to declare independence from Great Britain?</p>

<p>4. Explain how, after the Revolution, the leaders of the new United States had to write a plan for how to govern the nation, and that this plan is called the <b>Constitution</b>. Explain that the rights of citizens are spelled out in the Constitution's first ten Amendments, known as the <b>Bill of Rights</b>; explain that full citizenship rights were restricted to white male property owners over the age of 21 in the new Republic.</p>	<p>I can explain that the Constitution is a plan for the Government.</p> <p>I can explain why citizens wanted a Bill of Rights.</p>	<p>Why is the Constitution so important?</p> <p>How does the Bill of Rights protect citizens?</p>
<p>5. Explain that states as well as nations have plans of government; recognize that the <b>Constitution of Massachusetts</b> (1780) is the oldest functioning constitution in the world, that its primary author was John Adams, and that, in addition to outlining government, it gives basic rights to citizens of the Commonwealth.</p>	<p>I can explain that our state has a Constitution too and that it is our plan for our state government.</p>	<p>Why do states and the federal government have a Constitution?</p>