

History and Social Science Grade 3

Learning Standards

- ❖ On a map of the United States, locate the New England states, the Atlantic Ocean, major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills
- ❖ On a map of Massachusetts, locate the class's hometown or city and its local geographic features and landmarks
- ❖ Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and display of the flag
- ❖ Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life
- ❖ 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
- ❖ 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
- ❖ Explain important political, economic, and military developments leading to and during the American Revolution; identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents
- ❖ After reading a biography of a person from Massachusetts in one of the following categories (science and technology, the arts, business, education, journalism, health, and political leadership), summarize the person's life and achievements
- ❖ Identify historic buildings, monuments, or sites in the area and explain their purpose and significance
- ❖ 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
- ❖ 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
- ❖ Give examples of goods and services provided by local businesses and industries
- ❖ 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

Concepts and Skills

History and Geography

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

Civics and Government

- ❖ Give examples of why it is necessary for communities to have governments (e.g. governments provide order and protect rights) (C)

Economics

- ❖ 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)
- ❖ Define specialization in jobs and businesses and give examples of specialized businesses in the community (E)
- ❖ 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)