

Topic 1: Massachusetts cities and towns today and in history [3.T1]

2. Research the demographic origins of the town or city (e.g., the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the well being of the town). Explain that before the mid-19th century most of the settlers were of Native American, Northern European, or African descent; describe the current population and immigrant groups of the 20th and 21st centuries and interview family members, friends, and neighbors to obtain information about living and working there in the past and present.

Topic 5. The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans [3.T5]

4. Explain that in the 17th and 18th century slavery was legal in all the French, Dutch, and Spanish, and English colonies, including Massachusetts and that colonial Massachusetts, had both free and enslaved Africans in its population.

5. Explain the importance of maritime commerce 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.

- a. the fishing and shipbuilding industries
- b. 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
- c. the development of seaport cities of New Bedford, Newburyport, Gloucester, Salem, and Boston

Topic 6. Massachusetts in the 18th century through the American Revolution [3.T6]

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.

Clarification statement: *Students should understand that in the 1770s leaders of the Massachusetts colonists were angered by a series of events and taxes they believed unfair. This standard focuses primarily on Massachusetts. Students will study how the Revolution affected other colonies in grade 5.*

- a. the Boston Massacre (1770), including the role of the British Army soldiers, Crispus Attucks, Paul Revere, and John Adams
- b. the Boston Tea Party (1773), a political protest against taxes on tea by patriots who called themselves the Sons of Liberty, dressed as Native Peoples
- c. the Intolerable Acts (1774), laws passed by the British Parliament as a result of the Boston Tea Party, designed to punish colonists
- d. the First Continental Congress (1774), a meeting of representatives from the 13 colonies in response to the Intolerable Acts
- e. 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
- f. the roles of Native Peoples and African Americans in the American Revolution, some serving as Loyalists, some as Patriots
- g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods