

**History and Social Science**  
**Grade 3**

**History and Geography**

*Students will be able to:*

- 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 accompanying 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 19th or early 20th century. (H, G)
- 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, as well as major geographical landmarks (Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River and the Berkshire Hills). (G)
- Identify the Wampanoag Indians and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)
- Identify the Pilgrims and explain why they left Europe to seek religious freedom. Describe their journey and their early years in the Plymouth Colony including the purpose of the Mayflower Compact and its principles of self-government; challenges in settling in America; and events leading to the first Thanksgiving. (H, G, C, E)
- 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)
- Explain important political, economic, and military developments leading to and during the American Revolution: 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; and Revolutionary leaders such as Paul Revere, John Hancock, John Adams, and Samuel Adams. (H, C)
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance. (H, C)
- On a map of Massachusetts locate the class's hometown or city and local geographic features and landmarks. (G)
- 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)
- 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)

(H) History, (G) Geography, (C) Civics, (G) Government, (E) Economics

Rev. June 2003

## **Civics and Government**

*Students will be able to:*

- Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (C)
- Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or attending meetings). (C)
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)
- 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)

## **Economics**

*Students will be able to:*

- Define the meaning and purposes of taxes. With the help of their teachers and parents, give examples of different kinds of taxes such as 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 is easier to use than bartering to purchase goods and services.. (E) *Barter is the direct exchange of goods and services between people without using money. Trade is the exchange of goods and services between people.*
- Give examples of goods and services provided by students' local businesses and industries. (E)
- Give examples of tax-supported facilities and services provided by students' local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)