

# **Brookline Social Studies Learning Expectations for Grade 3**

## **I. Overview: Massachusetts Geography and History**

In third grade, students will be introduced to the concepts of physical and human geography by examining the geography of New England and the history of Massachusetts. Students will begin by investigating the physical features of Massachusetts within the context of the landforms, climate, and vegetation/animal life biome of New England region. They will then explore the adaptation of Native Americans and English colonists to the Massachusetts environment. Students will also investigate how English Puritan ideas shaped the development of Massachusetts from colony to state. Students will examine the outbreak of the American Revolution in Massachusetts and trace significant events in the development of Brookline and Boston. Students will read about the lives noted Massachusetts historical figures, culminating in field study of Olmsted's ideas about landscape design and democracy at the Fairsted National Historical Site.

## **II. Big Ideas**

### ***Regional Geography of New England and Massachusetts***

A region is an area with common physical features and human ways of living.

### ***Colonial Massachusetts***

Native Americans and English colonists created ways of living that allowed them to survive in the Massachusetts environment.

English Puritan ideas about religion, government and society shaped Massachusetts development.

### ***Revolutionary Massachusetts***

Massachusetts patriots rebelled against Britain because they felt that they were being treated unfairly.

### ***Brookline/Boston Local History***

Brookline and Boston are connected over time and their growth has been affected by Boston's location as a harbor on Massachusetts Bay.

### ***Massachusetts Biography***

People have personality traits and transformative life experiences that enable them to take on important challenges and bring about positive change.

### ***Good Neighbors***

Frederick Law Olmsted developed the profession of landscape designer which enabled him to create parks that gave people the opportunity to interact or experience nature.

## **III. Essential Questions**

### ***Regional Geography of New England and Massachusetts***

What makes New England a region?

### ***Colonial Massachusetts***

How does the physical environment influence human culture?

How does what we think influence what we do: how did English Puritan ideas affect Massachusetts colonial and state life?

### ***Revolutionary Massachusetts***

Why do people rebel against authority?

### ***Brookline/Boston Local History***

How do places change over time?

How does location affect growth?

### ***Massachusetts Biography***

How are people shaped by their personal history and how does this experience affect their achievements and contributions to society?

### ***Good Neighbors***

How can parks strengthen community?

## **IV. Content Learning Expectations by Topic**

### ***Regional Geography of New England and Massachusetts***

Students will:

- 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, important geographic features.
- Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of New England, Massachusetts, and the local community.
- Describe the landforms, vegetation, animal life, and climate of New England

### ***Colonial Massachusetts***

Students will:

- Explain the meaning of time periods or dates in historical narratives (decade, century, 1600s, 1776)
- Create and interpret timelines for Massachusetts history.
- Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives, and describe details such as clothing, setting, or action.
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
- Define what a tax is and the purposes for taxes on colonies.
- Define barter, give examples of bartering related to colonial times.
- Explore the Wampanoag culture.
- Examine the impact of the Pilgrims arrival on the Wampanoags way of life

- a. Identify who the Pilgrims were and explain why they left Europe to seek religious freedom;
  - b. describe their journey and their early years in the Plymouth Colony;
  - c. the purpose of the Mayflower Compact and its principles of self-government;
  - d. challenges in settling in America;
  - e. relationship with the Wampanoag and the Pilgrims;
  - f. events leading to the first Thanksgiving.
- Identify who the Puritans were and explain why they left Europe.
  - Compare and contrast how the Puritans and Pilgrims differed.
  - Identify early leaders in Massachusetts, such as John Winthrop.
  - Investigate the daily life, education, and work of the Puritans in the Massachusetts Bay Colony.

### ***Revolutionary Massachusetts***

Students will:

- Explain important political, economic, and military developments leading to and during the American Revolution.
- a. the growth of towns and cities in Massachusetts before the Revolution (ship building, trading...)
  - b. the Boston Massacre
  - c. the Boston Tea Party
  - d. the beginning of the Revolution at Lexington and Concord
  - e. the Battle of Bunker Hill
  - f. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere

### ***Brookline/Boston History Local History***

Students will:

- On a map of Massachusetts, locate Brookline and Boston and its local geographic features and landmarks.
- Compare the difference between a contemporary map of Boston and Brookline with a 18th, 19th, or early 20th century map.
- Identify historic buildings, monuments, or sites in the area and explain their purpose and significance.
- Explain the meaning of the stars and stripes in the American flag.
- Identify when Boston and Brookline were founded, and describe the different groups of people who have settled in the community since its founding.
- Compare and contrast 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. (State House, Old South Meeting House, Fairsted, Devotion House, Freedom Trail, Duck Tour, Prudential Skywalk)

### ***Massachusetts Biography***

Students will:

- After reading a biography of a person from Massachusetts in one of the

- following categories, summarize the person's life and achievements:
- a) science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, Samuel Morse)
  - b) the arts (e.g. Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)
  - c) business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);
  - d) education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)
  - e) political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)

### ***Good Neighbors: Landscape Design and Community Building***

Students will:

- Identify historic buildings, monuments, or parks in the area and explain their purpose and significance. (Fairsted, Emerald Necklace)
- Observe and describe local or regional historic artifacts and sites and generate questions about their function, construction, and significance.
- Visit Fairsted National Historical Site and develop an understanding of:
  - a) Who Frederick Law Olmsted was;
  - b) What landscape architecture is;
  - c) How the parks Olmsted designed impacted peoples' lives.

### ***Community Economics/Civics***

Students will:

- Give examples of why it is necessary for communities to have governments (e.g., governments provide order and protect rights).
- Give examples of the different ways people in a community can influence their local government (e.g., by voting, running for office, or participating in meetings); possibly conduct a community service project.
- Define barter and give examples of bartering.
- Give examples of goods and services produced and provided by their 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.
- Give examples of different kind of taxes:, i.e. income, property, state taxes

## **V. Skill Learning Expectations by Domain**

### **A. Study Skills by Category**

#### ***Investigation Skills***

Students will:

- Discover new sources of information.
- Employ visual inquiry strategies.

### ***Organization Skills***

Students will:

- Take notes from text.
- Collect information from maps charts and graphs.

### ***Comprehension Skills***

Students will:

- Read non-fiction for meaning; captions, headings, glossary, table of contents.
- Read different genres of nonfiction literature, i.e. textbooks, atlases, and biography.

### ***Presentation Skills***

Students will:

- Role-play historical events.
- Give oral presentations.

## **B. Thinking Skills by Category**

### ***Historical Thinking Skills***

Students will:

- Take an historical perspective on the actions and points of view of, for instance, New England colonists.
- Begin to identify continuity and change.

### ***Analytical Thinking Skills***

Students will:

- Make inferences from visuals.
- Use thematic maps to identify regional characteristics.

### ***Organizational Thinking Skills***

Students will:

- Problem solve for the best outcome.
- Plan sequences of actions.

### ***Critical Thinking Skills***

Students will:

- Determine pros and cons about courses of action.
- Identify cross-cultural points of view.