

Grade 3 Social Studies Learning Standards *Note: items in green indicate future development*
 Revolutionary War Unit

Enduring Understanding: Overarching “big ideas” and questions.	Essential Questions: What will be investigated?	Key Knowledge: Students will know. . .	Key Skills: Students will be able to . . .	Demonstrate Understanding through Performance: Products, projects, assessments, observations, technology
<ul style="list-style-type: none"> • What happened in the past affects our lives. • There are many ways to find out about the past. • People move to new lands for a variety of political, social, religious, and economic reasons. • Life was difficult for the early settlers in Massachusetts and in sharp contrast to life today. • There were several important political, economic, and military developments that led to the Revolution. • Our freedom resulted from the American Revolution and the creation of a new government. • Governments are necessary to provide order and protect rights. 	<ul style="list-style-type: none"> • What happened in the past? • How does history affect our lives now? • How have individual historic figures and groups affected change and contributed to our world? • How does my life compare to early settlers in Massachusetts? • What events led to the American Revolution? • What is a tax? • Why is it important to understand the connection between the American Revolution and Freedom? • How did life in the United States change after the Revolution? • Why were the Declaration of Independence, Constitution, and Bill of Rights important documents? 	<ul style="list-style-type: none"> • Who were the early European settlers in Massachusetts and what were their reasons for settling in Massachusetts (Pilgrims, Puritans) • Important leaders in the first Massachusetts colonies • Important aspects of daily life in Colonial Massachusetts (food, shelter, clothing, occupation, education, recreation, communication, and transportation) • How to use different resources to locate historical information • Over time, daily life, education, and lifestyles change • The Revolutionary war came about after many significant events (Boston Massacre, Tea Party, Intolerable Acts) • Taxes are collected by governments to pay for important services • Important Revolutionary War individuals (Paul Revere, John Adams, John Hancock, Ben Franklin, Deborah Sampson, King George) • There were colonists for and against revolution (Patriots vs Loyalists) • The importance of the Declaration of Independence, the Constitution and the Bill of Rights • People are still migrating to this country for many reasons 	<ul style="list-style-type: none"> • Interpret timelines • Identify important leaders in Massachusetts history • Compare/Contrast lives of early settlers with their own lives • Locate information from a variety of research materials • Identify important Revolutionary War individuals • Recognize differing points-of-view • Relate the importance of each document • Explain the purpose of a selected right from the Bill of Rights • <i>Identify individual family traditions and reasons for migration to the United States*</i> 	<ul style="list-style-type: none"> • Complete reflective entries in a student response journal to prompts about Colonial times, events, intolerable acts, etc. • Complete research graphic organizers for Colonial life in order to create a diary entry from the perspective of a child during this period. • Complete Venn diagrams contrasting Loyalist and Patriot views of revolution • Interpret and evaluate for accuracy the events depicted in a historical drawing of the Boston Massacre • Outline map routes of Paul Revere’s ride • Compose an original Declaration of Independence • Debate the issue of rights vs privileges • <i>Individual presentation of own family’s history and culture</i>

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