

Open Social Studies

An Inquiry-Based and Literacy-Focused K-6 Curriculum



INSTRUCTOR MANUAL

Level: Grade 3

Exploring Boston: From Past to Present

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INTRODUCTION

Starting in the early elementary grades, all children should receive regular instruction in the social studies, which includes history, civics, geography, and economics. However, there are real pressures on schools and teachers to increase the amount of instruction in other subject areas, which often comes at the expense of their social studies time.

This curriculum was built to help teachers in K-6 schools regularly enact powerful and authentic social studies in their classrooms that will also meet essential literacy goals (linking every lesson to the Common Core State Standards). In other words, it leverages the richness of social studies content to help students learn to read, write, speak, and think critically while exploring the past and present world around them. It aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.

ORGANIZATION

These lessons are meant to supplement the school or district social studies curriculum. They are free and open source. Teachers are encouraged to modify and adapt these lesson plans for the individual needs and diverse cultural backgrounds of their students. They are only a guide, or perhaps better a “starter kit” to implementing lessons with important disciplinary questions and social studies content. Moreover, these social studies lessons should be supported with rich English language arts (ELA) texts on related topics.

This curriculum is organized by grade level, with an organizing theme, and each grade is color coated for quick reference. Within each grade level, it is organized by lesson. At the beginning of each grade level, there is a roadmap for that shows the individual lesson topics. Additionally, each lesson plan follows the same lesson plan template and always includes a thought-provoking inquiry question for the students to answer and primary/secondary sources to use as evidence. All lessons for the primary grades (1-2) are expected to be 30 minutes in length and the intermediate grades (3-5) are expected to be 45 minutes in length. However, depending on the pace of your students, lessons may need to span two or more 30- or 45-minute periods.

This curriculum was designed for students in the Boston Public Schools and each lesson cites the Massachusetts Curriculum Framework for History and the Social Sciences (aligned with the national College, Career, and Civic Life Framework for Social Studies State Standards) and Common Core State Standards. However, this curriculum can be easily adapted for other communities, including districts using other state curriculum frameworks. Some lessons are specifically about history and current events in Dorchester, Boston, and Massachusetts. Teachers from other cities/towns and states are encouraged to adapt these lessons for their particular communities.



HOW TO USE THE CURRICULUM RESOURCES

This curriculum includes three separate resources. The Instructor Manual includes all of the lesson plans, including materials, standards, procedures, and evaluation instructions. The Student Workbook includes all of the student handouts and other materials that teachers need to print for the various activities. The Student Sourcebook includes all of the documents that students are expected to use during the various inquiry activities, which teachers need to print for the various activities.

We encourage teachers or principals to have the materials in the Student Sourcebook color-printed into bound packets, so they can be used in multiple classrooms or over multiple years. If students are using a bounded sourcebook, avoid having them highlight/underline as some lesson instructions suggest.

In this Instructor Manual, each title listed in the Table of Contents is a hyperlink to that specific lesson. This will help you quickly locate each lesson plan.



GRADE 3

Exploring Boston: From Past to Present

GRADE 3 CONTENT OVERVIEW

Boston is often called the “Cradle of Liberty.” Yet, it has been a cradle of liberty for some of its inhabitants, but not others. These lessons are designed to help students develop a love for their city, but also a critical lens to evaluate if their city has and is living up to its ideals. Grade 3’s lessons help students learn that Boston has a rich history of standing up for liberty and equality, but that there have also been times where certain groups were not given equal rights and were discriminated against. By the end of Grade 3, students should understand the many overlapping Boston stories and realize that Boston’s history is actually composed of conflicting histories.

GRADE 3 LEARNING GOALS

1. Students Should Be Able to Construct Basic Arguments

Before grade 3, students have begun to move from making opinions to forming arguments. While opinions are claims that are not necessarily based in evidence, arguments include both claims and evidence. In grade 3, students should be able to use evidence to support their claims. While these argumentation skills may still be developing, students should be able to construct basic arguments.

2. Students Should Recognize Differences and Inequities

Before grade 3, most students have developed a strong understanding of fairness. Students are also able to recognize racial, gender, and other social differences (there is evidence that most children can detect racial and gender differences by about age 2). In grade 3, students should be able to recognize differences and inequities. They should be able to suggest ways to improve our communities to make them more fair and just.

3. Students Should Understand Differences Between Present and Past Perspectives

Before grade 3, students are beginning to understand that different people may experience the same situations differently. They have begun to examine how people may think differently in the past compared to today. In grade 3, students should examine examples of people thinking differently about the same events in the past and present. They should be able to recognize that people in the past lived in a world very different to today and that impacted the way they understood the world.



CONCEPTS

Synopsis	Content	Thinking Skills
1. The First People: Massachusetts, Nipmuc, and Wampanoag	<ul style="list-style-type: none">• The people who first lived in what is today Massachusetts belong to a larger group called Algonquian.• The three nations (or tribes) who lived closest to modern Boston were the Massachusett (in Boston), Nipmuc (to the west), and Wampanoag (to the south)• The first people had governments, leaders, and rules. Some of their ideas were borrowed for our current government.• There are many people from these nations today in the Boston area, they hold cultural celebrations (called Pow Wow), and have tribal reservations.	<ul style="list-style-type: none">• Identify the different groups of first people in the present-day Boston area.• Compare the first peoples' cultures, languages, governments, and traditions.• Explain what life is like for the first people in Massachusetts today.
2. Settlers and Colonists	<ul style="list-style-type: none">• A settler is person who moves to a new place to stay there.• Colonists are settlers in a colony, where one group of people occupies/takes over land from other people.• In the Massachusetts, the colonists' settlement caused many problems for the Indigenous people, including wars and disease	<ul style="list-style-type: none">• Identify the European settlers in Boston and Massachusetts, including the Pilgrims and the Puritans.• Discuss the contributions that English colonists made to Boston.• Explain the impact of the English colonists had on the Indigenous people.



3. American Revolution

- There were many causes that contributed to the American Revolution.
- The Revolution, and many of its ideas (including “No Taxation Without Representation”), began in Boston.
- The people of Boston were divided in their support for the Revolution.
- People experienced the Revolution differently and some had to leave Boston after the war.
- Identify the major causes and ideas of the American Revolution.
- Argue if the colonists were justified in rebelling against the British.
- Describe which groups benefited from the Revolution and which did not.

4. Social Changes

- Many social changes began earlier in Boston, including anti-slavery, women’s rights, industrialism, and public education.
- Not everyone in Boston experienced these changes the same. Some people protested them, while others continued to be discriminated against.
- Identify the major social movements that existed across Boston’s history.
- Describe how Boston and Massachusetts have contributed to the United States and world.
- Compare different Boston groups’ experiences during times of social change.

5. Boston Today

- Boston’s citizens can improve their city and neighborhoods by taking civic action, including voting, running for office, and protesting.
- Identify ways that citizens can influence government.
- Evaluate current problems in the local community.



GRADE 3 FIELD EXPERIENCES

It is strongly recommended that students engage regularly in social studies field experiences to connect their learning inside school to the world outside school. The Grade 3 curriculum covers Boston (and Massachusetts) through history, civics, geography, and economics. There are several field trip locations in the Boston area that would provide an excellent real world connection to this curriculum. We recommend the following:

Plimoth Plantation

www.plimoth.org

Boston Tea Party Museum and Ships

www.bostonteatpartyship.com

West End Museum and Nichols House Museum

[These two historic houses downtown highlight the differences in life style between Boston's immigrant families who lived in tenements and wealthy families who lived in mansions during the 19th century]

www.thewestendmuseum.org

www.nicholshousemuseum.org

Dr. Seuss Museum and Basketball Hall of Fame

[Learn about two important Bay Staters: Theodore Geisel, who became the famous children's author Dr. Seuss and James Naismith, who invented basketball]

www.springfieldmuseums.org/about/dr-seuss-museum/

www.hoophall.com



GRADE 3 PROJECT-BASED LEARNING

These lessons are meant to supplement the school or district social studies curriculum. In addition, teachers are strongly encouraged to have students engage in project-based learning related to the content of these lessons. The Grade 3 curriculum covers Boston (and Massachusetts) through history, civics, geography, and economics. Below are several suggested long-term projects that we recommend teachers use in conjunction with these lessons. These projects may include producing a report and/or brief presentations in the form of poster boards, digital slideshows, performances that highlight the positive and negative aspect to each historical event or person.

Project 1: Indigenous People of New England

To extend on lessons 3-1 to 3-8, students will research the Indigenous people or first nations of New England.

Project 2: Early Massachusetts

To extend on lessons 3-5 to 3-9, students will research important 17th and 18th century Massachusetts people from diverse race, gender, and class backgrounds.

Project 3: Civil Rights and Civil Liberties

To extend on lessons 3-10 to 3-14, students will research social movements for equity and equality in Massachusetts (anti-slavery, women's rights, Native rights).

Project 4: Local Issues

To extend on lessons 3-15 to 3-20, students will research important current-day local issues of their choosing (education, parks/recreation, transportation, housing, health care, etc.) and present possible state bills or city ordinances to help solve these problems.

Project 5: Local History

To extend on lessons 3-1 to 3-20, students will research the main historical events of their local neighborhood (Dorchester) or city/town (Boston) and create history books, covering from the history of Indigenous people to the present-day that can be shared with the primary grades at the school or in a school or local library.



GRADE 3 CHILDREN'S LITERATURE

These lessons can be supported with accurate and rich social studies texts within the language arts classroom. Below is a partial list of picture books and chapter books (with topics in parentheses) that we recommend accompany this curriculum during students' language arts time or in a class library.

Since social studies sometimes involves difficult topics, teachers should always preview texts for their classroom to make sure they are appropriate for their students.

1621: A New Look at Thanksgiving (Plymouth)

By Catherine O'Neill Grace

B Is for Boston (Boston)

By Maria Kernahan and Michael Schafbuch

The Children of the Morning Light: Wampanoag Tales as Told By Manitonquat (Wampanoag People)

By Medicine Story and Manitonquat

The First Step: How One Girl Put Segregation on Trial (19th Century Segregation in Boston)

By Susan E. Goodman and E. B. Lewis

George vs. George: The American Revolution As Seen from Both Sides (American Revolution)

By Rosalyn Schanzer

Letting Swift River Go (Quabbin Reservoir)

By Jane Yolen and Barbara Cooney

Mayflower 1620: A New Look at a Pilgrim Voyage (Plymouth)

By Plimoth Plantation, Peter Arenstam, and John Kemp

Mill (Factories)

By David Macaulay

Penguin's "What Was?" History Series (Various Topics)

Penguin's "The Who Is/Was?" Biography Series (Various Topics)

The Salem Witch Trials: An Unsolved Mystery from History (Salem Witch Trials)

By Jane Yolen, Heidi E. Y. Stemple, and Roger Roth



GRADE 3 ROAD MAP

LESSON 3-1

Lesson Title: People of the First Light: The Wampanoag

Inquiry Question: What was the most interesting part of the Wampanoag's traditional way of life?

LESSON 3-2

Lesson Title: Squanto's Life: A Timeline Activity

Inquiry Question: What was the most important event in Squanto's life?

LESSON 3-3

Lesson Title: The Mayflower Voyage and Settlement

Inquiry Question: Did the Pilgrims make the right choice in coming to America?

LESSON 3-4

Lesson Title: The First Thanksgiving?

Inquiry Question: How should we remember the Pilgrim and Wampanoag Thanksgiving?

LESSON 3-5

Lesson Title: Choose Your Own Adventure: The Puritans

Inquiry Question: Did the Puritans make the right decisions?

LESSON 3-6

Lesson Title: Roger Williams: Church and State

Inquiry Question: What was Roger Williams' most important achievement?

LESSON 3-7

Lesson Title: Anne Hutchinson: Women Should Lead!

Inquiry Question: What should Anne Hutchinson be remembered for?



LESSON 3-8

Lesson Title: King Philip's War

Inquiry Question: What caused King Philip's War?

NOTE: In chronological order, Massachusetts and the American Revolution would appear here after Lesson 3-8. These lessons are currently included in the Grade 5 curriculum (i.e. 5-8, 5-9, 5-10, 5-11, 5012), which is United States history. Teachers are encouraged to use modified versions of those lessons again here.

LESSON 3-9

Lesson Title: Revolutionary Leaders: John Adams, Samuel Adams, John Hancock, and Paul Revere

Inquiry Question: Which Boston leader had the best way to spread revolutionary ideas?

LESSON 3-10

Lesson Title: Massachusetts, From Slavery to Anti-Slavery: Frederick Douglass, Sojourner Truth, and William Lloyd Garrison

Inquiry Question: What was the best way that Massachusetts abolitionists convinced people to oppose slavery?

LESSON 3-11

Lesson Title: Women's Rights: Abigail Adams, Susan B. Anthony, the Grimké sisters, and Lucy Stone

Inquiry Question: Which Massachusetts women's rights leader had the best strategy for equality?

LESSON 3-12

Lesson Title: New England Factory Life

Inquiry Question: Did Massachusetts factory owners treat their workers well?

LESSON 3-13

Lesson Title: Massachusetts: The Birthplace of Public Education

Inquiry Question: What was Horace Mann's most important achievement?



LESSON 3-14

Lesson Title: Massachusetts: A State of Firsts

Inquiry Question: Which Massachusetts invention was the most important?

LESSON 3-15

Lesson Title: Massachusetts Town Meeting: How Does It Work?

Inquiry Question: If you were a member of a town meeting, what would you want to pass and why?

LESSON 3-16

Lesson Title: Running for Mayor

Inquiry Question: What issues do you want the Mayor of Boston to address?

LESSON 3-17

Lesson Title: Taxes: You Decide What Should Be Funded!

Inquiry Question: What should our city/town use our tax money for?

LESSON 3-18

Lesson Title: Preserving Boston: The Pierce House, The Strand Theater, The Ladder Blocks, The Little-Collins (Malcolm X) House

Inquiry Question: Which historic building in Boston is the most important to preserve?

LESSON 3-19

Lesson Title: Our Past: Dorchester's History

Inquiry Question: What was the most important event in our community's history?

LESSON 3-20

Lesson Title: Our Future: Making Boston Better

Inquiry Question: What is the most important issue for our community to solve in the future?



GRADE 3 PRE-TEST: ANSWERS

At the beginning of the Understanding Our World Curriculum Grade 3, it is recommended that teachers administer the Grade 3 Pre-Test, which is located after the Grade 3 Roadmap in the Student Workbook. The Grade 3 Pre-Test is a 10-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-10). This assessment will give an indication of the students' prior social studies knowledge, but also of supporting lessons that could be added before or during use of this curriculum.

Below are the answers to the pre-test. NOTE: Teachers should save a copy of the students' pre-tests, so their answers can be compared to the post-test administered at the end of the year.

After each answer, there are recommendations for additional lessons that might be included before or during use of this curriculum to help support students. There are additional resources listed (with web links) at the end of this instructor manual that include lessons on the recommended topics that are not included in this curriculum.

Question 1. What does it mean to be an Indigenous person?

Answer 1. The first people in a place, the Native people, American Indians/Indians, or names specific nations/tribes.

Recommendation: This is a Grade 1 standard. If less than 50% of students answered this question correctly, consider adding a lesson on the different Indigenous people found across the Earth.

Question 2. What is an immigrant?

Answer 2. Someone who moves to a new country/leaves their birth country or another country.

Recommendation: This is a Grade 2 standard. If less than 50% of students answered this question correctly, consider adding a lesson on immigration.

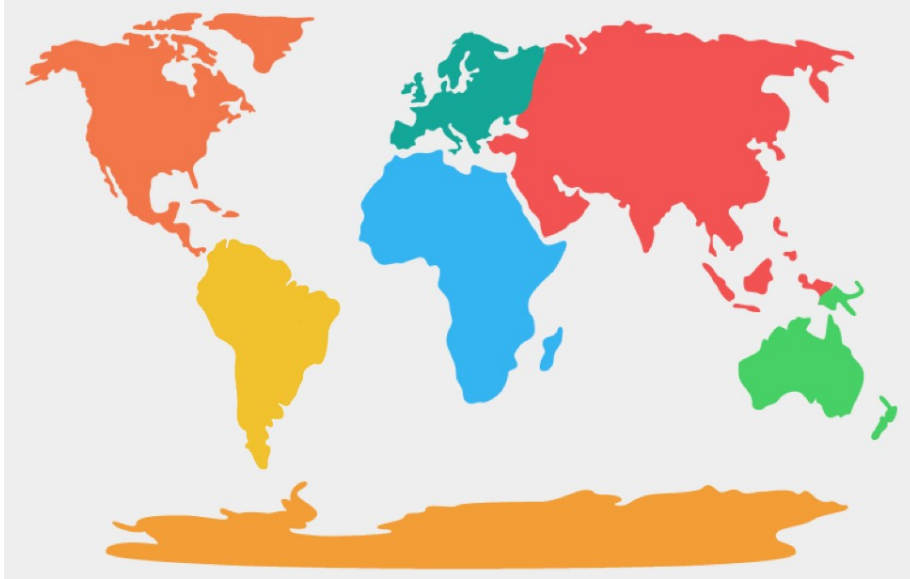
Question 3. What is slavery?

Answer 3. It is when someone is forced to work for free for someone or is owned by another person.

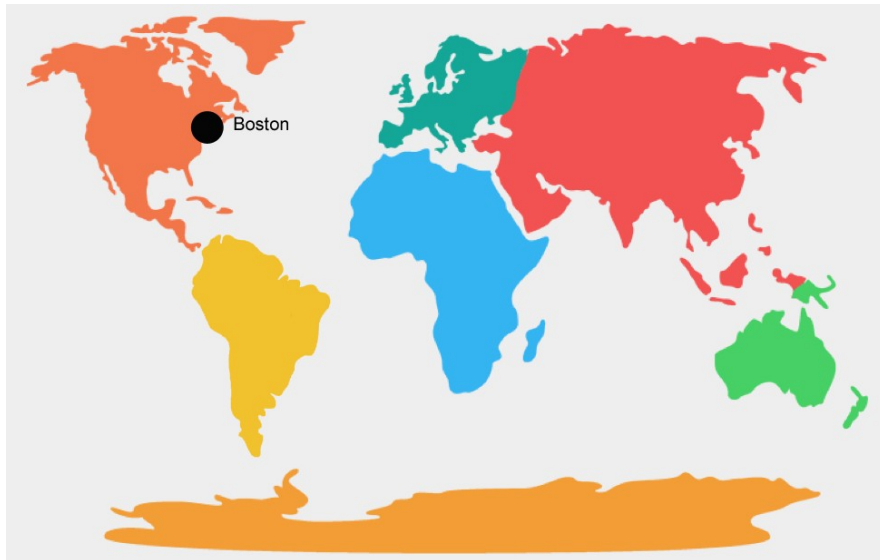
Recommendation: This is a Grade 2 standard. If less than 50% of students answered this question correctly, consider adding a lesson on slavery and how enslaved people resisted slavery.



Question 4. Draw a circle in the place where you live (Boston) on the picture below.



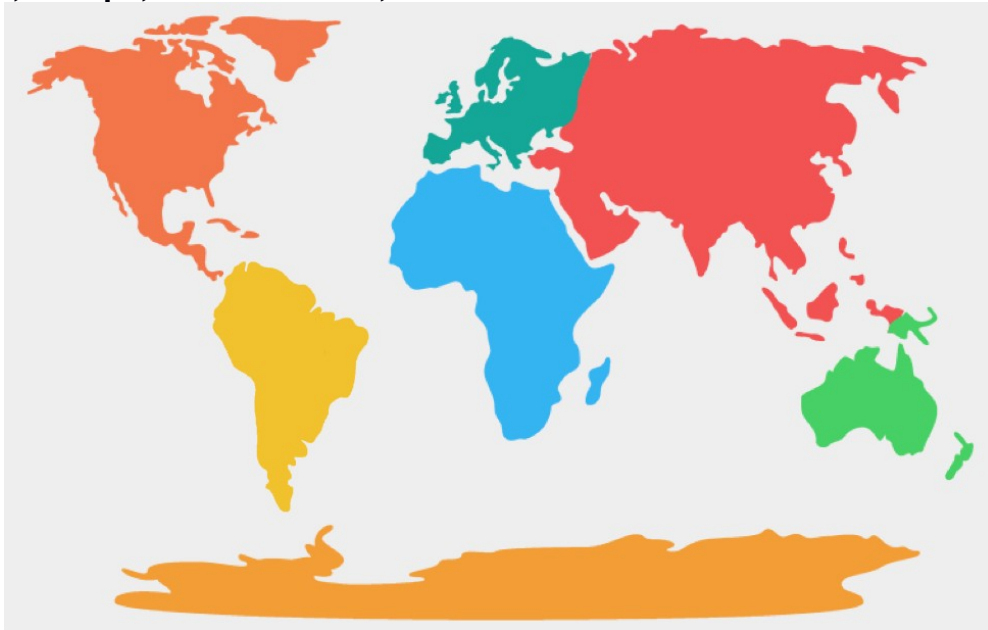
Answer 4.



Recommendation: This is a Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson on where Boston is located on a world map and identifying it in relation to the continents.



Question 5. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.



Answer 5.



Recommendation: This is a Grade 1 standard. If less than 50% of students answered this question correctly, consider adding a lesson on identifying the continents.

Question 6. What is a settler?

Answer 6. A person who moves to a new place to stay there.

Recommendation: *This is a new concept in the Grade 3 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on settlers in different parts of the world/periods to challenge students.*

Question 7. What is a colonist?

Answer 7. People from one group who take over land from other people.

Recommendation: *This is a new concept in the Grade 3 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on colonists in different parts of the world/periods to challenge students.*

Question 8. What was the American Revolution?

Answer 8. An idea that the people in America/American colonies should not be part of England/Britain or a war for independence of the American colonies from England/Britain.

Recommendation: *This is a new concept in the Grade 3 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on the American revolutions and comparing it to other revolutions.*

Question 9. What are rights?

Answer 9. Something that is given to all people or may list specific rights, such as free speech, press, protest, right to a trial, right to vote.

Recommendation: *This is a new concept in the Grade 3 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on rights around the world in the past and/or present to challenge students.*

Question 10. What is a movement?

Answer 10. When a group of people join together to make a change to the world or get people to think about new ideas.

Recommendation: *This is a new concept in the Grade 3 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on the movements in the past and/or present to challenge students.*



LESSON PLAN 3-1: People of the First Light: The Wampanoag

MATERIALS

The Wampanoag Way Video (Lesson3-1Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Wetus (SOURCEBOOK 3-1.A)

Source 2: Mishoon (SOURCEBOOK 3-1.B)

Source 3: Wampanoag Food (SOURCEBOOK 3-1.C)

Source 4: Wôpanâak (SOURCEBOOK 3-1.D)

People of the First Light: The Wampanoag: Exit Ticket (ASSESSMENT 3-1.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T2.3: Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.

MA-HSS.P.3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was the most interesting part of the Wampanoag's traditional way of life?*

A. OPENER (10 minutes)

1. Watch the Wampanoag Way Video

Show the students a short video of Wampanoag people showing what their ancestors' way of life was like 400 years ago (Lesson3-1Video1). Stop the video at 1:08. Ask the students to describe how Wampanoag kids' lives today are similar and different to their own today. Anticipated responses may include: they ride bikes, they play at the park, they love their parents, they live in houses, they live in Massachusetts, they go canoeing. Continue video. At the end of the video, ask the students to describe how Wampanoag kids' lives 400 years ago are similar and different to their own today. Anticipated responses may include: they help prepare meals, they play with dolls, they



play games, they love their parents, they live in wetus instead of houses, they live in Massachusetts, the go canoeing, they had bear blankets, they made corn porridge, they wear different clothes.

A Note on the Topic:

This curriculum uses the term Indigenous people to describe the first people of the Americas or uses the specific name of a tribe or nation, which is preferred (i.e. Wampanoag, Mohawk, Pomo). This term is the most accurate, as it reflects that the native people were the original people to inhabit the area. However, it should be noted that Native, Indian, or American Indian are all appropriate and acceptable terms. While the term Native American is generally used by the United States government, First Nations/People and Aboriginal are generally used by the Canadian government, and Indian or American Indian is the most commonly used term among Indigenous people. Here is a good article on usage: www.learnnc.org/lp/editions/nc-american-indians/5526

B. DEVELOPMENT (20 minutes)

2. Read About the Different Indigenous Communities

Put students in small groups and assign them one of the sources: Wetus (SOURCEBOOK 3-1.A), Burn and Scrape Canoes (SOURCEBOOK 3-1.B) Wampanoag Food (SOURCEBOOK 3-1.C), Wôpanâak (SOURCEBOOK 3-1.D). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

3. Engage in a Jig Saw About Indigenous Communities

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of four students, one is an expert on 3-1.A, 3-1.B, 3-1.C, 3-1.D. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What quality of Indigenous life do you think we should adopt today in our society?” In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (15 minutes)

4. Write Up Argument on the Indigenous Communities

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-1.E), where they write their own personal response to the lesson’s Inquiry Question: “What was the most interesting part of the Wampanoag’s traditional way of life?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 3-1.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on the most interest part of Wampanoag’s traditional way of life. All arguments should cite at least 3 pieces of evidence from the sources.

Some information that students may include in their answer to the question:

Wetus

- They made strong houses
- They had two houses, near the ocean (the first “beach side condo”) and the woods
- They could house many families; this allowed families to be close
- They had a fireplace and an inventive way of letting the smoke out

Mishoon

- They made them from tree and used fire (burn and scrape method)
- They could carry many people in one mishoon
- They could go faster, better than walking

Wampanoag Food

- Many different types and flavors of food
- All of their food came from local animals and crops
- Ate food with family
- Thanked the Creator after a hunt and before a meal

Wôpanâak

- Had their own language; English did not understand it
- Disappeared in the past, but coming back today
- People wrote it down to preserve it



LESSON PLAN 3-2: Squanto's Life: A Timeline Activity

MATERIALS

“Squanto’s Journey” by Joseph Bruchac (not supplied)
Timeline Sheet (WORKSHEET 3-2.A)
Squanto’s Life: Exit Ticket (ASSESSMENT 3-2.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T2.3: Explain the diversity of Native Peoples, present and past, in Massachusetts and the New England region.

MA-HSS.P.3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was the most important event in Squanto’s life?*

PREPARATION

1. Post Definition of Injustice

Post the definition of injustice on the board or chart paper hidden from view. Injustice: A lack of fairness or not fair for everyone.

A. OPENER (15 minutes)

2. Read Squanto’s Journey

Before you read, tell students that today we will learn about Squanto, who was one of the first Indigenous (Native) people to meet the Pilgrims. But, his story begins way before the Pilgrims arrive. As we read, whenever you think there is an important event in his life, we will write it on the board (or chart paper). Begin reading the picture book “Squanto’s Journey” by Joseph Bruchac to the students. This story explains Squanto’s life from his perspective. As you read, list any events and the date that the students



detect in the text. If they miss an important event (i.e. 1614: Taken Captive by Thomas Hunt; Approx. 1615 Time in Spain; 1619 Return to Home; 1620 Pilgrims Arrive; March 1621 Meet with Pilgrims; Summer 1621 Helped Pilgrims Survive; November 1621 Thanksgiving), then you should tell them that we should include this. As you read the text, ask probing questions, such as “Do you think you would be scared being forced to travel on a boat with strangers?” “Was Squanto brave?” “Was it unfair that the Europeans made Squanto live there?” “Was it very sad when Squanto returned and his family was gone?” At the end of the reading, reveal the word “injustice” and its definition. Ask the students if they can think of any injustices that happened to Squanto. Ask students if there were ways that the English may have been able to stop those injustices?

B. DEVELOPMENT (20 minutes)

3. Order the Dates on the Timeline

Tell the students that we will now place the main events of Squanto’s life on the timeline. Have all students look at Timeline Sheet (WORKSHEET 3-2.A), which is also projected or written on the board or chart paper. Tell students that we will be completing this worksheet as we discuss the most important events in Squanto’s life.

Tell students that we need to first choose from our list of events in Squanto’s life the four most important events. Ask students to nominate events that we put on the board/chart paper and explain why they think it was important. When all the events that students want to include are nominated, have the class vote and decide which 4 events we will place on the timeline. Then have students use the dates of the events to put them in order. Help them if they struggle with the chronology. Then add the events to the time line.

4. Write Squanto’s Story

After students have successfully completed the Timeline Sheet (WORKSHEET 3-2.A), have the students use it to write on the exit ticket (ASSESSMENT 3-2.B) a historical story (narrative) describing Squanto’s life from his perspective. In the story, they should discuss the specific event that was the most important in his life, as well as any injustices that occurred. Circulate the room helping students write their answers.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (10 minutes)

5. Share Squanto’s Stories

Have students share their stories of Squanto with the class. Draw comparisons and differences between the different stories of Squanto’s life and list them on the board or chart paper using a two-column chart (differences; similarities).

6. Help Students See Different Perspectives of the Same Event

After students read their story, highlight different events that were chosen by the students. Ask, where there any events that most students included in their Squanto stories? Were there any events that you included, that most other students did not?



Ask, why do you think we can all be looking at the same facts, but decide to include different events as important?

EVALUATION

ASSESSMENT 3-2.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ story of Squanto may include different events from his life. All stories should cite at least 3 pieces of evidence (most likely events) from the board/chart paper.



LESSON PLAN 3-3: The Mayflower Voyage and Settlement

MATERIALS

“Mayflower 1620: A New Look at a Pilgrim Voyage” by Plimoth Plantation (Peter Arenstam, John Kemp, and Catherine O’Neill Grace) (not supplied; 5+ copies needed)
Pilgrim Quiz (WORKSHEET 3-3.A)
Two Column Sheet (WORKSHEET 3-3.B)
The Mayflower Voyage and Settlement: Exit Ticket (ASSESSMENT 3-3.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *Did the Pilgrims make the right choice in coming to America?*

A. OPENER (10 minutes)

1. Engage in a Brainstorm on the Pilgrims

Post the question on the board or chart paper, “What do you know about the Pilgrims?” Tell students to list anything they know or think they know. Afterward, we will find out if what we think is true. Write the students ideas on the board or chart paper. Anticipated responses may include: they wore funny black hats with buckles, they came here for religious freedom, they celebrated Thanksgiving, they did not get along with the Indians/Indigenous people, they landed in Massachusetts/Plymouth. Do not correct any inaccurate ideas, this will be done after the Pilgrim Quiz.

Have students quietly take the Pilgrim Quiz (MATERIALS 3-3.A). Do not pass out the answer sheet yet. Circulate the room monitoring their progress.



After all the students have taken the quiz, pass out the answer sheet. Have students read the answers and check them against their choices on the quiz. Ask the students, we're you surprised that many of the things we think about the Pilgrims around Thanksgiving time are false? Why do you think these myths, or something that is not true, started? Tell the students that we will be learning today about the Pilgrims' voyage and their life after settling in what became Plymouth. We are going to learn over the next couple lessons that much of what we know about the Pilgrims is not true or only part true.

B. DEVELOPMENT (20 minutes)

4. Investigate Parts of the Mayflower Voyage and Settlement

Put students into five groups. Assign each group one of the following sections from the book "Mayflower 1620: A New Look at a Pilgrim Voyage" by Plimoth Plantation: Seeking New Worlds (pp. 11-13); Departure (pp. 15-17); A Varied Company (pp. 21-23); The Voyage (pp. 27-31); Landfall (pp. 35-39). Have each group read its section. They take notes on their section using the Note Taking Sheet. Tell the students that they should then discuss the document and write down a list of facts.

5. Engage in a Jig Saw About the Mayflower Voyage and Settlement

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of five students, one is an expert on Seeking New Worlds (pp. 11-13); Departure (pp. 15-17); A Varied Company (pp. 21-23); The Voyage (pp. 27-31); Landfall (pp. 35-39). Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: "Did the Pilgrims make the right choice in coming to America?" In answering this question, students should look across the five different book sections, looking for reasons to come or not come to the Americas. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing a stance.

C. CLOSING (15 minutes)

6. Write Up Argument About the Mayflower Voyage and Settlement

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-3.D), where they write their own personal response to the lesson's Inquiry Question: "Did the Pilgrims make the right choice in coming to America?" Tell students they can choose from this list or something else they read in the sources. Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



7. Share Arguments About the Mayflower Voyage and Settlement

Have students share their groups' answers to the inquiry question. Ideally, the groups will have different perspectives, although it is possible they may all agree. In that case, offer a counter perspective (see the evaluation section).

EVALUATION

ASSESSMENT 3-3.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance on if the Pilgrims made the right choice in coming to America. All arguments should cite at least 3 pieces of evidence from the sources.

If student argues they should have come to America:

- They were treated poorly because of their religion.
- They braved a long journey over the ocean.
- They wanted to make a great colony.
- They created the Mayflower Compact.

If student argues they should not have come to America:

- The Atlantic crossing was dangerous.
- They were not ready to come to America.
- It was not their land to settle in.



LESSON PLAN 3-4: The First Thanksgiving?

The First Thanksgiving Video (Lesson3-4Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Clipboards (not supplied)

Source 1: Edward Winslow's First Thanksgiving Description (SOURCEBOOK 3-4.A)

Source 2: William Bradford's Of Plimoth Plantation (SOURCEBOOK 3-4.B)

Source 3: Image of the First Thanksgiving #1 (SOURCEBOOK 3-4.C)

Source 4: Image of the First Thanksgiving #2 (SOURCEBOOK 3-4.D)

Thanksgiving Thinking Questions (WORKSHEET 3-4.E)

The First Thanksgiving?: Exit Ticket (ASSESSMENT 3-4.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *How should we remember the Pilgrim and Wampanoag Thanksgiving?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post the four sources: Edward Winslow's First Thanksgiving Description (SOURCEBOOK 3-4.A), William Bradford's Of Plimoth Plantation (SOURCEBOOK 3-4.B), Image of the First Thanksgiving #1 (SOURCEBOOK 3-4.C), Image of the First Thanksgiving #2 (SOURCEBOOK 3-4.D)



A. OPENER (10 minutes)

2. The First Thanksgiving Video

Show the students a short video of the First Thanksgiving with a Wampanoag historian explaining that we do not know much about the 1621 Thanksgiving, because few records were kept (Lesson3-4Video1). Ask the students why they think we have created all these stories about an event we know little about. Anticipated responses may include: when Thanksgiving became a holiday, we needed stories, they tried to fill in the information they did not know, they wanted the Pilgrims to look better.

Tell the students that today they will be “history detectives” trying to figure out what actually happened at the first thanksgiving. Like historians, their job will be to help us better understand what happened in the past based on the evidence we have.

B. DEVELOPMENT (25 minutes)

3. Engage in a Carousel Activity on the Pilgrim and Wampanoag Thanksgiving

Give each student pencil and clipboard with the Thanksgiving Thinking Questions (WORKSHEET 3-4.E) on it. Ask students to go to each of the four stations (3-4.A, 3-4.B, 3-4.C, 3-4.D). At each station, the students should take notes on the descriptions of the Pilgrim and Wampanoag thanksgiving.

Once students have gone to each of the four stations, they should return to their seats.

C. CLOSING (10 minutes)

4. Write Up Argument on the Pilgrim and Wampanoag Thanksgiving

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-4.F), where they write their own personal response to the lesson’s Inquiry Question: “How should we remember the Pilgrim and Wampanoag Thanksgiving?” Tell students to cite at least three pieces of evidence from the sheets on the walls. Tell students that the evidence they use can be something that they wrote on the sheets. Encourage students to get up and look at the sheets on the wall, when they need evidence to write on their sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 3-4.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

The students' description of thanksgiving may include different facts. All stories should cite at least 3 pieces of evidence from the carousel documents.



LESSON PLAN 3-5: Choose Your Own Adventure: The Puritans

Choose Your Own Adventure: The Puritans (SOURCEBOOK 3-5.A)
Two Column Sheet (WORKSHEET 3-5.B)
The Puritans: Exit Ticket (ASSESSMENT 3-5.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *Did the Puritans make the right decisions?*

A. OPENER (20 minutes)

1. Engage in the “Choose Your Own Adventure” Activity

Tell students that today we will start social studies with a “Choose Your Own Adventure.” This is a type of story where you will make choices that lead you on an adventure. Hand out copies to students of the Choose Your Own Adventure: The Puritans (SOURCEBOOK 3-5.A) and project the first page of the Choose Your Own Adventure: The Puritans. Ask students to turn their packet to “Choice 1: Go on the Arabella?” Read the paragraph to the students. At the end, ask them to put thumbs up if they would go to America or thumbs down if they would stay in England. Ask students to tell you why they made that choice. Read the next page, “Outcome: Meet John Winthrop.” Ask students if they are happy with their choices, and “Do you think John Winthrop will be a good leader?”



Ask students to turn their packet to “Choice 2: Where to Live?” Read the paragraph to the students. At the end, ask them to vote if they settle in Plymouth, Salem, or Boston. Ask students to tell you why they made that choice. Read the next page, “Outcome: Boston and Indigenous People Displaced.” Ask students if they are happy with their choices, and “Do you think it is fair that the Puritans forced the Indigenous people to move or tried to change their religion?”

Ask students to turn their packet to “Choice 3: Choose A Leader.” Read the paragraph to the students. At the end, ask them to vote for John Winthrop or Thomas Dudley. Ask students to tell you why they made that choice. Read the next page, “Outcome: Winthrop Wins; Choice 4: Choose Rules.” This leads to another vote on the various laws in the Massachusetts Body of Liberties, which include these laws that students will vote thumbs up or down on. After each, ask students to tell you why they made their choices.

Law 1: Only free men should be leaders (no women or enslaved people allowed).

Law 2: Anyone who is found to be a witch shall be punished with death.

Law 3: All Catholics, Quakers, and non-Christians are banned from the colony.

Law 4: It is illegal to celebrate holidays.

Law 5: There are to be no pictures of Jesus, crosses, or other religious symbols.

Law 6: Anyone who violates these laws will be punished by banishment (kicked out of the colony) or death.

Read the next page, “Outcome: All the Rules Were Voted Yes.” Ask students if they are happy with their choices, and “Do you think it is fair that certain people were forced out of the colony or told to think a certain way?”

Tell the students that after learning the story of the Puritans and having to think about and then make the decisions yourselves, do you think they made the right choices? We are now going to get in groups and decide if we would make the same choices that they did. As you debate your choices, think about what it would be like to live back then and how their world was very different from today.

B. DEVELOPMENT (15 minutes)

2. Discuss the Inquiry Question About the Puritans

Divide the class into small groups of 3-4 students. Post the inquiry question on the board or chart paper: “Did the Puritans make the right decisions?” Pass out the Two Column Sheet (WORKSHEET 3-5.B). As the group discusses the question and uses Choose Your Own Adventure: The Puritans (SOURCEBOOK 3-5.A) as evidence, each student should be taking notes. Circulate the room, helping the groups consider all of the arguments and come to one stance they think is best based on their notes.

3. Write Up Argument on the Puritans

For the evaluation task, have the students individually complete the exit ticket (ASSESSMENT 3-5.C), where they write their own personal response to the lesson’s Inquiry Question: “Did the Puritans make the right decisions?” Tell students that they may use the points made by their groups in the discussion. Tell the students to cite at least three pieces of evidence from the “Choose Your Own Adventure” pages.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (10 minutes)

4. Share Groups' Arguments

Have students share their arguments about the Puritans with the class. Draw comparisons and differences between the different stances and list them on the board or chart paper using a two-column chart (differences; similarities).

5. Help Students See Different Perspectives of the Same Event

After students read their arguments, highlight different sources that were chosen by the students. Ask, where there any sources that most students included in their arguments? Were there any sources that you included, that most other students did not? Ask, why do you think we can all be looking at the same facts, but come to different conclusions on if the Puritans made the right choices?

EVALUATION

ASSESSMENT 3-5.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance on did the Puritans make the right choices. All arguments should cite at least 3 pieces of evidence from the sources.

If student argues the Puritans made the right choices:

- They created a colony that allowed them to practice their religion.
- Their religious beliefs told them that everyone should be Puritans and Christian, so they were trying to help.
- They wanted everyone to be good people.
- They made a government where people choose their leaders.
- They founded Boston.
- They wanted their city to be an example to others (Citty Upon a Hill).
- They made rules to make sure everyone did good things.



If student argues the Puritans did not make the right choices:

- They did not give equal/fair treatment to Massachusett people, women, and/or enslaved people.
- They forced their rules on everyone else.
- They made the Massachusett people move.
- They tried to convert the Massachusett people to Christianity (even if they did not want to).
- They should have stayed in England, if they wanted to change the Church of England.



LESSON PLAN 3-6: Roger Williams: Church and State

Freedom of Religion: The Engel Court Case (SOURCEBOOK 3-6.A)
Source 1: Roger Williams: Founder (SOURCEBOOK 3-6.B)
Source 2: Roger Williams: Diplomat (SOURCEBOOK 3-6.C)
Source 3: Roger Williams: Linguist (SOURCEBOOK 3-6.D)
Roger Williams: Exit Ticket (ASSESSMENT 3-6.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was Roger Williams' most important achievement?*

1. Post Definition of Achievement

Post the definition of achievement on the board or chart paper hidden from view.
Achievement: Something done well when it is not easy or difficult.

A. OPENER (5 minutes)

2. Have Students Read About the Engel Court Case (Engle v. Vitale)

Tell students that today we are going to look at a time when there was no religious freedom in America. Ask students what religious freedom means. Anticipated responses may include: being able to go to church, temple, mosque, or other religious places, being able to be whatever religion you want, respecting someone's religion. Tell the students that today in the United States, we have something called the First



Amendment and it protects everyone's religion. The government cannot say you must belong to one religion and that they cannot stop you from doing your religion.

Now let us read a short story about a court case. Ask students if they know what a court case is. Anticipated responses may include: when you have to go to trial, when you did something bad, when you break a law, when something wrong has been done to you. Tell students that while some court cases happen when the government thinks you break a law or did something bad, many court cases happen when something wrong has been done to you. Ask the students to read aloud (using choral, partner, or independent reading) the document on Freedom of Religion: The Engel Court Case (SOURCEBOOK 3-6.A). At the end, ask the students, "What is your reaction to this? Why is it important that all people can practice their religion or not be forced to do religious things?" Anticipated responses may include: there are many different religions, it wouldn't be fair to pick one, some people don't have a religion, it is important that every religion gets to practice in its own way.

Tell the students that this idea of religious freedom began back in the New England colonies. Today, we are going to learn about Roger Williams who got in trouble for his views on religion.

B. DEVELOPMENT (30 minutes)

3. Read About Roger Williams

Put students in small groups and assign them one of the sources: Roger Williams: Founder (SOURCEBOOK 3-6.B), Roger Williams: Diplomat (SOURCEBOOK 3-6.C), Roger Williams: Linguist (SOURCEBOOK 3-6.D). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

4. Engage in a Jig Saw About Roger Williams

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on 3-6.B, 3-6.C, 3-6.D. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: "What was Roger Williams' most important achievement?" Next, reveal and read the definition of achievement on the board or chart paper. Tell students they just read about three of Roger William's achievements. In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one achievement.

C. CLOSING (10 minutes)

5. Write Up Argument on Roger Williams

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-6.F), where they write their own personal response to the lesson's Inquiry Question: "What was Roger Williams' most important achievement?" Tell students to cite at least three pieces of evidence from the sources for this lesson.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

6. Share Arguments

Have students share their arguments with the class. Draw comparisons between the different students' arguments and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-6.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students' description of one of Roger Williams achievements may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

If they chose founder:

- He allowed religious freedom.
- He lived in peace with the Indigenous people/did not make them become Christian.
- He made people pay the Indigenous people for their land.
- He told people what was on his mind.

If they chose diplomat:

- He made peace between the Whites and Indigenous people.
- He warned the Narragansett and Wampanoag of attacks, saving many people's lives.
- He viewed the Indigenous people as equals.

If they chose linguist:

- He learned the Narragansett and Wampanoag languages.
- He taught Whites about the Indigenous people's cultures, including their religion, their families, their food, and their homes.
- This helped make peace between the Whites and Indigenous people.



LESSON PLAN 3-7: Anne Hutchinson: Women Should Lead!

Lined Paper (not supplied)

Source 1: Anne Hutchinson: Early Life (SOURCEBOOK 3-7.A)

Source 2: Anne Hutchinson: Preaching As a Woman/Trial (SOURCEBOOK 3-7.B)

Source 3: Anne Hutchinson: New Colony (SOURCEBOOK 3-7.C)

Anne Hutchinson: Exit Ticket (ASSESSMENT 3-7.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What should Anne Hutchinson be remembered for?*

A. OPENER (10 minutes)

1. Engage in a Brainstorm on “Standing Up”

Tell students that today we will be studying someone who stood up for what she believed in. People around her told her that she was not able to do something because she was a woman, but she disagreed and proved them wrong.

Give all students a piece of lined paper. Tell students that they should write down any times in their lives that they were told that they could not do something because others told you that you could not, maybe because of your age, your gender, your background, where you were from, or something else. How did you react? Did you listen? Or, did you try to do it anyway?



Have students share some of their answers. Tell students that today, we will learn about Anne Hutchinson. She was a woman living in Boston back in the 1600s and wanted to be a minister. The men told her no. Let's see what she did. Then you will pretend to be Anne Hutchinson and write her autobiography, which is a story that a person writes to tell others about their life.

B. DEVELOPMENT (25 minutes)

2. Read About Anne Hutchinson

Pass out the sources: Early Life (SOURCEBOOK 3-7.A); Preaching As a Woman/Trial (SOURCEBOOK 3-7.B); New Colony (SOURCEBOOK 3-7.C). Have students take turns reading aloud (using choral, partner, or independent reading) each source.

3. Write Anne Hutchinson's Autobiography

Hand out lined paper. Tell the students to imagine they are Anne Hutchinson. Using the three sources for facts and using the lined paper, you should write her story. Consider the following question when you decide what events to include and what to leave out: What should Anne Hutchinson be remembered for?

Tell students that they should out the autobiography first and then draft the writing part. If the students do not have much experience with outlines, model how this should be done.

The autobiographies (ASSESSMENT Lesson3_1.D) will serve as the evaluation task. Students' letters will address the lesson's Inquiry Question: "What should Anne Hutchinson be remembered for?" Tell students to cite at least three pieces of evidence from the sources for this lesson. Circulate the room, helping students who have difficulty.

C. CLOSING (10 minutes)

4. Share Autobiographies

Have students share autobiographies with the class. Draw comparisons between the different students' stories and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-7.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."



What to look for?

The students' autobiographies of Anne Hutchinson may include different facts/evidence. All autobiographies should cite at least 3 pieces of evidence.

Some facts they may consider include:

- She came to Boston from England.
- She believed women could be preachers/ministers.
- She went on trial and was accused of preaching while a woman.
- She was expelled from Massachusetts Bay because she believed women should be ministers.
- She stayed with Roger Williams in Providence.
- She stood up for what she believed in.
- She founded a new place for religious freedom.
- She studied hard in school.
- She knew a lot about the Bible.



LESSON PLAN 3-8: King Philip’s War

Images (SOURCEBOOK 3-8.A)

Source 1: Metacom/King Philip (SOURCEBOOK 3-8.B)

Note Taking Sheet (WORKSHEET 3-8.C).

Source 2: “Too Many People” Perspective (SOURCEBOOK 3-8.D)

Source 3: “Disrespect” Perspective (SOURCEBOOK 3-8.E)

King Philip’s War: Exit Ticket (ASSESSMENT 3-8.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T4.1: Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What caused King Philip’s War?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.



- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, we recommend reading this description with a video example from Grade 1 produced by the Milwaukee Art Museum:
<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

A. OPENER (8 minutes)

1. Engage in a Visual Thinking Strategy (VTS) on King Philip’s War Images

Give students Images (SOURCEBOOK 3-8.A). Do not reveal that these are images of King Philip’s War or the Indigenous and European people. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about a sad period in history called King Philip’s War. These two pictures are from that war. You had many good observations of the pictures. From the pictures, can you tell me how the people feel? Does one group look different than another group in their emotion? Are some people sad, happy, scared, angry? Anticipated answers may include: the Indigenous people look happy, nice (A) or scared, angry (B); the White people look scared (A) or angry (B). One of the important things we will learn today is that sometimes when people are afraid they may not make good choices.

B. DEVELOPMENT (27 minutes)

2. Introduce the Possible Arguments for King Philip’s War Debate

Tell students that today we will be looking at two possible reasons why King Philip’s War happened. You will look at the different reasons and then choose the one you think is the strongest or most likely. Ask the students to read aloud (using choral, partner, or independent reading) the document on Metacom/King Philip (SOURCEBOOK 3-8.B). After they read it, the students should take notes on the Note Taking Sheet (WORKSHEET 3-8.C).

3. Prepare for the King Philip’s War Debate

Divide the class into two groups, one will represent the “Disrespect” Perspective and the other will represent the “Too Many People” Perspective. Ask students if they know what “disrespect” means. After some discussion, write the definition on the board or chart paper: “Disrespect: Lack of respect. To think something or someone is not important.”



Tell both groups to look at their documents, either “Disrespect” Perspective (SOURCEBOOK 3-8.D) or “Too Many People” Perspective (SOURCEBOOK 3-8.E). Ask students to discuss in their groups, based on what they read, the reasons why their view is stronger or more likely. Have students use the Note Taking Sheet (WORKSHEET 3-8.C) to help make your argument (students should only complete the notes for their debate side at this point). Have students use a piece of paper to prepare an opening speech. Tell students to choose one student to read their opening speech. Circulate the room helping students complete their opening speech.

4. Participate in the King Philip’s War Debate

Have students put their chairs in a position where the two sides of the debate can see each other. Tell students that we will now have a debate about which idea we think is more likely. Tell students that there will be three rules for our debate:

1. We must respect each other. There is no one right answer and everyone’s ideas are important.
2. We should only have one person speaking at a time (you may consider using a talking stick or item for this activity-where only the student holding that stick/item has the right to speak)
3. We should be listening when others speak.

Have one of the debate sides read their opening speech. Next, have the other debate side read their opening speech [NOTE: It does not matter which side goes first].

After the opening speeches are read, tell the first team that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Tell the second team that they get to speak for 3 minutes and the other team cannot interrupt them. This is their chance to say why they think their idea is right.

Have students make points or ask questions to the other side and allow the other side time to respond. This should last 5-7 minutes. Go back and forth having each side ask and the other side answer their question/respond to their statement.

Tell the students that the debate is now over and that they will have a chance to make up their own mind, which may be different than the debate side that they were on. Before they make up their own mind, tell them that we will review the arguments from each side. Ask the class to remind us of the arguments for “Too Many People.” List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation. Ask the class to remind us of the arguments for “Disrespect.” List these ideas on the board or chart paper. Have students add them to their worksheets, if they are not already recorded from the debate preparation.

Have students complete the evaluation task and then share their answers.



C. CLOSING (10 minutes)

5. Write Up Argument on King Philip’s War

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-8.F), where they write their own personal response to the lesson’s Inquiry Question: “*What caused King Philip’s War?*” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

6. Share Arguments

Have students share their arguments with the class. Draw comparisons between the different students’ arguments and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-8.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ description of the cause of King Philip’s War may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

If student argues the Whites disrespect for the Indigenous people’s way of life (“Disrespect” Perspective):

- They Indigenous people were hear first, so their way of life should have been respected.
- The Whites did not respect or allow the Indigenous people’s religion.
- The Whites’ cows ruined the Indigenous people’s crops.
- Metacom said he did not want war, just to allow his people to not be forced to be Christian or have their crops ruined.

If student argues that too many Whites had settled in the Boston area (“Too Many People” Perspective):

- The Whites should have stayed in Europe or lived apart from the Indigenous people.
- By moving to America in such large numbers, the Whites had put too many people in one place.
- They had rules that only allowed people to be Christian.



- Whites did not view Indigenous people as equals.



LESSON PLAN 3-9: Revolutionary Leaders: John Adams, Samuel Adams, John Hancock, and Paul Revere

American Revolution Video (Lesson3-9Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Clipboards (not supplied)

Source 1: John Adams (SOURCEBOOK 3-9.A)

Source 2: Samuel Adams (SOURCEBOOK 3-9.B)

Source 3: John Hancock (SOURCEBOOK 3-9.C)

Source 4: Paul Revere (SOURCEBOOK 3-9.D)

Revolutionary Leaders Thinking Questions (WORKSHEET 3-9.E)

Revolutionary Leaders: Exit Ticket (ASSESSMENT 3-9.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.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.

MA-HSS.P.5: Evaluate the credibility, accuracy, and relevance of each source.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: Which Boston leader had the best way to spread revolutionary ideas?

PREPARATION

1. Set Up Carousel Activity

Around the room, post the four sources: John Adams (SOURCEBOOK 3-9.A), Samuel Adams (WORKSHEET 3-9.B), John Hancock (SOURCEBOOK 3-9.C), Paul Revere (SOURCEBOOK 3-9.D).



2. Post Definition of Revolutionary, Taxation, and Representatives

Post the definitions of revolutionary, taxes/taxation, and representatives on the board or chart paper hidden from view.

Revolutionary: To make a large change in the way things are done.

Taxes/Taxation: Money collected by the government to pay for what it does for the people

Representative: People chosen to speak and act for you, like in a Parliament or Congress.

A. OPENER (10 minutes)

3. Watch American Revolution Video

Show the students a short video of the American Revolution Video (Lesson3-9Video1). This video gives a brief summary of the causes of the American Revolution. As major events are discussed (i.e. Debt from French and Indian War, Stamp Act, “No Taxation Without Representation,” Boston Tea Party, Paul Revere’s Ride, Battle of Lexington) stop the video, write the event on the board or chart paper and briefly explain each.

At the end of the video, ask the students to describe to explain what were the major causes, or reasons why it happened, for the American Revolution. Anticipated responses may include: the debt caused by war, no representation in Parliament, the acts that increased taxes, battles between British soldiers and American colonists.

Tell the students that the American Revolution started in Boston. It is the reason why Boston is sometimes called the Cradle of Liberty (cradle, means baby’s bed). Today, we are going to look at three different revolutionary thinkers from Boston and you will decide which had the most important idea.

Tell students that we need to go over three words that will come up over and over again today. Reveal the words “revolutionary,” “taxes/taxation” and “representative” and their definitions. After reading each definition, ask the students if they can think of any examples of revolutionary ideas (want to change our communities, country, or world), taxes, and representatives.

B. DEVELOPMENT (25 minutes)

4. Engage in a Carousel Activity on Revolutionary Leaders

Give each student pencil and clipboard with the Revolutionary Leaders Thinking Questions (WORKSHEET 3-9.E) on it. Ask students to go to each of the four stations (3-9.A, 3-9.B, 3-9.C, 3-9.D). At each station, the students should take notes on the ideas of the Boston leader.

Once students have gone to each of the four stations, they should return to their seats.



C. CLOSING (10 minutes)

5. Write Up Argument on the Revolutionary Leaders

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-9.F), where they write their own personal response to the lesson's Inquiry Question: "Which Boston leader had the best way to spread revolutionary ideas?" Tell students to cite at least three pieces of evidence from the sheets on the walls. Tell students that the evidence they use can be something that they wrote on the sheets. Encourage students to get up and look at the sheets on the wall, when they need evidence to write on their sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 3-9.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students' description of their most revolutionary leader may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

Some information that students may include in their answer to the question:

John Adams

- Used the courts to get his revolutionary ideas across
- Was against taxation without representation
- Did not lead to violence

Samuel Adams

- Used protests and boycotts to get his revolutionary ideas across
- Was against taxation without representation
- Involved dumping tea in Boston Harbor during the Tea Party

John Hancock

- Used smuggling to get his revolutionary ideas across
- Was against taxation without representation
- Refused to pay or charge taxes



Paul Revere

- Used communication, pictures and words, to get his revolutionary ideas across
- Was against taxation without representation
- Made pictures (engravings) to make his point
- Rode through the streets yelling “The regulars are coming!”



LESSON PLAN 3-10: Massachusetts, From Slavery to Anti-Slavery: Frederick Douglass, Sojourner Truth, and William Lloyd Garrison

Parent Letter (LETTER 3-10.A)
History of Slavery in Massachusetts (SOURCEBOOK 3-10.B)
Source 1: Frederick Douglass (SOURCEBOOK 3-10.C)
Source 2: Sojourner Truth (SOURCEBOOK 3-10.D)
Source 3: William Lloyd Garrison (SOURCEBOOK 3-10.E)
Mini-Play Script Example and Draft Sheet (WORKSHEET 3-10.F)
Abolition Leaders: Exit Ticket (ASSESSMENT 3-10.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.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.

MA-HSS.5.T5.3: Explain the ideas and roles of some of the people of the pre-Civil War era who led the struggle against slavery (abolitionism) and for voting and property rights for African Americans (e.g., Harriet Tubman, Nat Turner, Sojourner Truth, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe).

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was the best way that Massachusetts abolitionists convinced people to oppose slavery?*



PREPARATION

1. Note About This Topic and Parent Letter to Send Home

It is important that young children learn about difficult histories from the caring and supportive adults in their lives, including parents/guardians and teachers. For an explanation of how slavery will be addressed in this lesson, we ask that you read the attached letter (LETTER 3-10.A) and we encourage you to send it home to parents a week before you teach this lesson.

In addition to this lesson, we suggest that you include other lessons on the experience of enslaved people to help students understand the wider historical contents. Pictures books may be one of the best devices for introducing young children to difficult topics such as slavery. Here is a list of other recommended elementary-level texts on slavery: <http://www.chicagotribune.com/lifestyles/books/ct-prj-slavery-in-childrens-books-20160227-story.html>

2. Two Day Lesson

This lesson spans over two days. Day 1 involves learning about Massachusetts abolitionists/drafting mini-plays and Day 2 includes practicing mini-plays, making revisions, and performing plays for the class.

DAY 1

A. OPENER (10 minutes)

3. Read History of Slavery in Massachusetts

Tell students that today we are going to learn about slavery in Massachusetts and what people did to stop it. Ask the students if they can tell you what they know about slavery. Anticipated student responses may include: we learned about it last year, it is when a person owns another person, master's treated enslaved people badly, it is illegal today, the Civil War ended slavery, it was common in the southern states/colonies. Hand out to the students History of Slavery in Massachusetts (SOURCEBOOK 3-10.B) and have them follow along as you read it to them. This worksheet describes the history of slavery in Massachusetts.

Tell students that today we are going to read the stories of three important abolitionists from Massachusetts. After we learn about them, we are going to write and act out a play imagining that they are all in the same room discussing slavery and ways to end it.

B. DEVELOPMENT (15 minutes)

4. Read About Massachusetts Abolitionists

Form groups of three students (if there are some extra students, they can be added as a fourth student in a group. Pass out the sources: Frederick Douglass (SOURCEBOOK 3-10.B); Sojourner Truth (SOURCEBOOK 3-10.C); William Lloyd Garrison (SOURCEBOOK 3-10.D). Have students take turns reading aloud (using choral, partner, or independent reading) each source.



C. CLOSING (20 minutes)

5. Write Mini-Plays on Abolitionist Leaders

When all groups are finished reading, explain that they will now pretend to be these abolitionists having a conversation about slavery and how to end it. You will each be one of the abolitionists. If you have more than three students, the other students can be narrators (someone not in the story, but explaining what is happening). First, the groups should go through the sources again and underline/highlight any important information about the person.

In their groups, students should discuss what they think each person would say, if they were talking to each other. Next, they should begin drafting their lines. Have students look at the example of the Mini-Play Script Example and Draft Sheet (WORKSHEET 3-10.F). They should also use this sheet to draft their lines.

DAY 2

A. OPENER (20 minutes)

6. Continuing Drafting and Revising Mini-Plays

In their groups, students should take their drafts from last class and practice reading aloud their mini-plays. After they practice, they should each write a final script on the Abolition Leaders: Exit Ticket (ASSESSMENT 3-10.G). If they have time, have students practice their mini-plays one more time.

B. DEVELOPMENT (20 minutes)

7. Share Mini-Plays

Have students share their mini-plays with the class. They should be allowed to read off of their sheets (no need to memorize, unless they want to).

C. CLOSING (5 minutes)

8. Reflect on Mini-Plays

Draw comparisons between the different students' stories and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-10.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."



What to look for?

The students' description of their abolitionist leaders may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

Frederick Douglass

- Method: Autobiography and speeches
- Thought that slavery should not be allowed under the Constitution
- Started the North Star newspaper

Sojourner Truth

- Method: Farm/raising money and speeches
- Was against taxation without representation
- Though religion, and especially Christianity, said slavery was wrong

William Lloyd Garrison

- Method: Writing a newspaper
- Thought the Constitution needed to be replaced
- Thought the North should become a separate country



LESSON PLAN 3-11: Women’s Rights: Abigail Adams, Susan B. Anthony, the Grimké sisters, and Lucy Stone

2017 Women’s March Video (Lesson3-11Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Images of the 2017 Women’s March in Boston (SOURCEBOOK 3-11.A)

Lined paper (not supplied)

STRONGLY AGREE, AGREE, DISAGREE, STRONGLY DISAGREE signs (MATERIALS 3-11.C)

Corner Debate Information (SOURCEBOOK 3-11.D)

Women’s Rights Leaders: Exit Ticket (ASSESSMENT 3-11.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: Which Massachusetts women’s rights leader had the best strategy for equality?

PREPARATION

1. Post Definition of Inequality

Post the definitions of inequality on the board or chart paper hidden from view.

Inequality: Not being equal or having the same for everyone; some people have rights that others do not.



A. OPENER (10 minutes)

2. Watch 2017 Women’s March Video

Show the students a short video of the 2017 Women’s March Video showing a recent protest for women’s rights (Lesson3-11Video1). At the end of the video, project for the students Images of the 2017 Women’s March in Boston (SOURCEBOOK 3-11.A). Explain that over 200,000 people came to Boston Common on January 21, 2017 for the Women’s march and worldwide over 2.5 million people marched. Ask students if they have ever attended a rally, march, or protest. What was it like? Tell students that millions of women were marching because they did not think the government, and especially the president, supported equality for women. Ask students if they know what equality means. Anticipated student responses may include: everyone being treated equal, everyone getting the same thing, no one treated your poorly because of your background or who you are. Reveal and read the definition of inequality on the board or chart paper. Tell students that today, we will learn about some important people from Massachusetts who wanted equality for women.

B. DEVELOPMENT (15 minutes)

3. Participate in a Corner Debate on Women’s Rights

Write the following questions on the board or chart paper:

1. Men are needed to help women be equal.
2. It is okay to break a law, if that law is wrong.
3. The best way to make change it is to make a group and do it together.
4. Women do not need men to be successful.

Have students individually think about each women’s rights question using lined paper (not supplied) and tell them to write down reasons for why they feel the way they do.

Next, ask students to bring their lined paper with notes with them and stand up in the middle of the room. Post in the four corners of the room the signs that say “STRONGLY AGREE,” “AGREE,” “DISAGREE,” “STRONGLY DISAGREE” (MATERIALS 3-11.C).

Read each of the questions below one at a time and tell students if they think would be a good choice, they should stand under “STRONGLY AGREE” or “AGREE,” or a bad choice, they should stand under “DISAGREE” or “STRONGLY DISAGREE.” Ask students to explain why they agree or disagree. Repeat this with the other questions. If there are no agrees or disagrees for a question, you should stand there and give a reason why it might be a good or bad choice.

1. Men are needed to help women be equal.
2. It is okay to break a law, if that law is wrong.
3. The best way to make change it is to make a group and do it together.
4. Women do not need men to be successful.

After the students have heard a discussion of each choice, have students return to their seats. Have students take turns reading Corner Debate Information (SOURCEBOOK 3-11.D). Have students take turns reading about each question. Tell students that after respectfully listening to the different opinions of different ways to help women’s rights, they will now have a chance to make you own mind up.



C. CLOSING (6 minutes)

4. Write Up Argument on Women's Rights

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-11.E), where they write their own personal response to the lesson's Inquiry Question: "Which Massachusetts women's rights leader had the best strategy for equality?" Tell students to cite at least three pieces of evidence from Corner Debate Information (WORKSHEET 3-11.D) or our class debate.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 3-11.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students' description of their abolitionist leaders may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

Abigail Adams

- Wrote to her husband asking him to support women in the Declaration of Independence
- Said women must convince men to support equal rights for women.

Susan B. Anthony

- She started groups to support women's rights.
- She voted illegally to make a point.

The Grimké sisters

- They were able to get 20,000 Massachusetts citizens to sign an anti-slavery petition.
- They taught enslaved people to read, which was against the law.

Lucy Stone

- She thought that women didn't need men (she kept her original last name when she was married)
- She decided to wear pants in public, which was not allowed at the time.



LESSON PLAN 3-12: New England Factory Life

Mill Times Video (Lesson3-12Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Two Column Sheet (WORKSHEET 3-12.A).
Mill Town Sources (SOURCEBOOK 3-12.B)
Factory Life: Exit Ticket (ASSESSMENT 3-12.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.T4.4: On a map of New England, locate cities and towns that played important roles in the development of the textile and machinery industries, whaling, shipping, and the China trade in the 18th and 19th centuries and give examples of the short- and long-term benefits and costs of these industries.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *Did Massachusetts factory owners treat their workers well?*

A. OPENER (20 minutes)

1. Watch Mill Times Video

Show the students a longer video of Mill Times, which is a cartoon telling a story of a mill that was created in Pawtucket, Rhode Island (Lesson3-12Video1). Stop the video at various points asking students clarifying questions. Take notes on those questions on the board or chart paper (this will later be used by the students during their evaluation activity) and have students write on the Two Column Sheet (WORKSHEET 3-12.A), which sorts details based on.

After the video, ask students if they think that the factory was a good place to work. Anticipated student responses may include both positive and negative qualities: many people seemed happy working there, it helped people get off the farms, it made a lot of money for the factory owners, people often were hurt or killed in the machines, workers worked for long hours, they tried to group together in unions, only the owner became



very wealthy, newer factories often put older factories out business (water rights/back flow).

B. DEVELOPMENT (15 minutes)

2. Participate in a Group Discussion About Mill Workers

Put students in small groups and have them take turns reading Mill Town Sources (SOURCEBOOK 3-12.B). As the student reads, tell the other group members to add to the Two Column Sheet (WORKSHEET 3-12.A). After students are done reading the sources, they should discuss the inquiry question “Did Massachusetts factory owners treat their workers well?”

C. CLOSING (10 minutes)

3. Write Up Argument on Mill Workers

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-12.C), where they write their own personal response to the lesson’s Inquiry Question: “Did Massachusetts factory owners treat their workers well?” Tell students to cite at least three pieces of evidence from Two Column Sheet (WORKSHEET 3-12.A) or our class discussion.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 3-12.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ arguments about the mill workers should take a stance that the factory owners treated them well or not. All arguments should cite at least 3 pieces of evidence.

If student argues that the factory workers were treated well by factory owners:

- It employed many immigrants who were living difficult conditions in their home countries.
- They gave jobs that supported struggling farm families.



If student argues that the factory workers were not treated well by factory owners:

- The work was dangerous. People were hurt or killed by machines.
- Women and children were paid less.



LESSON PLAN 3-13: Massachusetts: The Birthplace of Public Education

The Dame School (Lesson3-13Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Clipboards (not supplied)

Image: Horace Mann (SOURCEBOOK 3-13.A)

Six Principles for Public Education (SOURCEBOOK 3-13.B)

Source 1: Education Paid by Taxes (SOURCEBOOK 3-13.C)

Source 2: Education for All (WORKSHEET 3-13.D)

Source 3: More and Better Schools (WORKSHEET 3-13.E)

Source 4: Schools for Teachers (SOURCEBOOK 3-13.F)

Horace Mann Thinking Questions (SOURCEBOOK 3-13.G)

Public Education: Exit Ticket (ASSESSMENT 3-13.H)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was Horace Mann’s most important achievement?*

1. Set Up Carousel Activity

Around the room, post the four sources: Education Paid by Taxes (SOURCEBOOK 3-13.C), Education for All (SOURCEBOOK 3-13.D), More and Better Schools (SOURCEBOOK 3-13.E), and Schools for Teachers (SOURCEBOOK 3-13.F).

A. OPENER (20 minutes)

2. Watch the Dame School Video

Show the students a video about the “dame school,” which was a type of schools in 18th century Massachusetts before the common school (Lesson3-13Video1). Stop the video



at various points asking students clarifying questions. Emphasize that it is called a “dame school,” because women (or dames) ran it. Schools back then were in someone’s home and taught by a mother. Children would only go to school for a few weeks to a year over their entire lives (unlike today, where students go to school for 13 years or longer if they go to college). Girls were not allowed to go to college then. At the end of the video, ask the students to describe how schools today are similar and different to those of the past. Anticipated responses may include: it was in someone’s home (although some students may know children who attend home schools today), the teacher did not go to school to be a teacher, they only went for a few weeks or maybe a year, they had to pay the teacher. Ask the students what they think the positive and negative parts of this type of school. Take notes on the board or chart paper using a two-column chart labeled “positive” and “negative.” Anticipated responses may include: girls couldn’t go to college, girls learned to do chores like cook and clean, the teacher only taught students a few things like letters and numbers, students had to pay for school, students only went to school for a short time (weeks or maybe a year), everyone lived close to their school, they had more time to do other things like work on farms.

B. DEVELOPMENT (15 minutes)

3. Introduce Horace Mann

Project the image of Horace Mann (SOURCEBOOK 3-13.A) or print and handout copies to the students. Tell students that this is Horace Mann. He grew up in a town called Franklin, Massachusetts. His family were farmers and they did not have much money to send him to school. He would work, save up money, and then go to college. He would eventually become the first secretary of education in Massachusetts. Today, we will read about the different things Horace Mann did to change school here and across the United States.

4. Engage in a Carousel Activity on Horace Mann

Give each student pencil and clipboard with the Horace Mann Thinking Questions (WORKSHEET 3-13.G) on it. Ask students to go to each of the four stations (3-13.C, 3-13.D, 3-13.E, 3-13.F). At each station, the students should take notes on the ideas of Horace Mann.

Once students have gone to each of the four stations, they should return to their seats.

C. CLOSING (10 minutes)

5. Write Up Argument on Public Education

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-13.H), where they write their own personal response to the lesson’s Inquiry Question: “What was Horace Mann’s most important achievement?” Tell students to cite at least three pieces of evidence from the Horace Mann Thinking Questions (WORKSHEET 3-13.G) sheet or our class discussion.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 3-13.H

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ argument should choose the most important achievement of Horace Mann and explain why that was his most important achievement. All arguments should cite at least 3 pieces of evidence.

If student chose education should be paid for by taxes:

- This allows everyone, including people with less money, to go to school.
- If everyone is educated, it will help the community.

If student chose education should be for all people:

- It was unfair that only certain people could get an education.
- This allowed girls and kids with less money to get an equal education.

If student chose he made more and better schools:

- He made kids go to school until 16 years old.
- He made the school year longer.
- He made students learn more subjects, like history, geography, science, math, reading, and writing.
- He made the school buildings better.

If student chose he made more and better schools:

- Teachers should learn to teach at a school (normal school).
- He made teachers better.



LESSON PLAN 3-14: Massachusetts: A State of Firsts

Asimo Robot Video (Lesson3-14Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Rubber (Goodyear) (SOURCEBOOK 3-14.A)

Source 2: Telephone (Bell) (SOURCEBOOK 3-14.B)

Source 3: Rocket (Goddard) (SOURCEBOOK 3-14.C)

Source 4: Internet (Berners-Lee) (SOURCEBOOK 3-14.D)

Inventions: Exit Ticket (ASSESSMENT 3-14.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.5.T5.8: Research and analyze one of the people, organizations, events, or legislative acts from the 20th century that contributed to expanding civil rights of African Americans, women, and others in the United States.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *Which Massachusetts invention was the most important?*

PREPARATION

1. Post Definition of Invention

Post the definition of invention on the board or chart paper hidden from view.

Invention: Making something new or a new way of doing something.

A. OPENER (10 minutes)

2. Watch Asimo Robot Video

Show the students a short video of President Barack Obama meeting the Japanese robot Asimo (Lesson3-1Video1). Ask the students if they would want a robot like that. How might it be helpful to you? How might it be helpful to others? Anticipated



responses: It could help you practice sports, it could get things that are in hard to reach places, it could save people during disasters or fires.

Ask students if they can tell you what “invention” means. After students have shared their descriptions of inventions, reveal the dictionary definition on the board or chart paper of “Making something new or a new way of doing something.”

Explain to students that the Asimo Robot was a recent invention made by researchers at the Honda company in Japan. Tell students that today we will be talking about famous inventions from here in Massachusetts. There are so many universities and companies here that this is a place where many important things have been invented. Ask students if they have any examples, like Asimo, of inventions that they use today. Anticipated responses may include: cars/trucks, computers/tablets, cell phones, radios.

B. DEVELOPMENT (25 minutes)

3. Read About Massachusetts Inventions

Put students in small groups and assign them one of the sources: Rubber (Goodyear) (SOURCEBOOK 3-14.A), Telephone (Bell) (SOURCEBOOK 3-14.B), Rocket (Goddard) (SOURCEBOOK 3-14.C), World Wide Web (Berners-Lee) (SOURCEBOOK 3-14.D).

Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

4. Engage in a Jig Saw About Massachusetts Inventions

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of four students, one is an expert on 3-14.A, 3-14.B, 3-14.C, 3-14.D. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What quality of Indigenous life do you think we should adopt today in our society?” In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (10 minutes)

5. Write Up Argument on Massachusetts Inventions

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-14.E), where they write their own personal response to the lesson’s Inquiry Question: “Which Massachusetts invention was the most important?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 3-14.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ description of their most important invention may include different facts/evidence. All arguments should cite at least 3 pieces of evidence.

Some information that students may include in their answer to the question:

Rubber

- Allowed for the creation of tires, flooring, gloves, and numerous other things
- Helped make transportation easier, faster, and better
- Much better than wooden or metal wheels
- Lists uses of rubber in their own life

Telephone

- Allowed for communication over long distances
- Helped make the world a much smaller place
- Makes it possible to stay in touch with people far away
- Lists uses of the telephone in their own life

Rocket

- Allowed for the creation of space ships, satellites, and missiles
- Helped make space flight possible
- Much better than old rockets with gun powder that could explode
- Lists uses of rockets in their own life

World Wide Web

- Allowed for the sending of files from any computer in the world
- Helped make communication, send files, or talking easier, faster, and better
- Much better than sending things through the mail, which takes a long time (this is almost instant)
- Lists uses of the world wide web in their own life



LESSON PLAN 3-15: Massachusetts Town Meeting: How Does It Work?

Boston City Council Video (Lesson3-15Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Mock Town Meeting Ordinances (WORKSHEET 3-15.A)
Mock Town Meeting: Exit Ticket (ASSESSMENT 3-15.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

MA-HSS.P.1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *If you were a member of a town meeting, what would you want to pass and why?*

PREPARATION

1. Two-Day Lesson

This lesson spans over two days. Day 1 involves preparing for a mock Town Meeting. Day 2 includes engaging in a mock Town Meeting.

[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, alter the resources for your community. Using Google or another search engine may be helpful for finding descriptions or videos.]



DAY 1

A. OPENER (10 minutes)

2. Watch the Boston City Council Video

Tell students that today we are going to learn about city and town government. In Massachusetts, cities are larger and they have a mayor and city council. Tell students that today, since Boston is a large city, it has a city council.

Show the students a short video of Boston City Councilor Tito Jackson discussing a proposal to fix lights and make pedestrian safety better on Blue Hill Ave. in Mattapan and Dorchester (Lesson3-1Video1). Ask students to pay attention to how City Council Meeting happen. At the end of the video, ask the students about what they noticed about Tito Jackson. How does he speak? What does he wear? How does he tell people what he thinks about an issue? Do you agree with the proposal to make the lights and pedestrian crossings better on Blue Hill Ave.? Why or why not?

In Massachusetts, towns are smaller than cities and they have a town meeting instead of a city council. Tell students that before 1822, Boston was a town and had a town meeting. In city councils, people vote for someone to speak for them. At most town meetings, all people could vote on the issues of the town. Every citizen gets a say and votes on each issue. In fact, many of the towns outside Boston, like Milton, Dedham, and Brookline still have town meetings. Today, we are going to do a mock town meeting, just like Boston had 200 years ago and many towns still have.

B. DEVELOPMENT (15 minutes)

3. Set Up Roles for Mock Town Meeting and Brainstorm Issues

Explain that over the next two classes we will have a mock town meeting. Tell the students that you (teacher) will be playing the role of “town moderator,” whose job is to make sure everyone was being respectful during the discussions and votes.

Put students into groups of 2-3 students. Handout the Mock Town Meeting Ordinances (WORKSHEET 3-15.A). Have students look at Part 1. Part 1 will help students brainstorm issues in their community that they think need to be changed or made better. Tell students in their partners or groups to think of the different issues in their community that need to be made better. You should supply them with some examples to help get their ideas started. This may include: *more playgrounds, more police officers, better grocery stores, less pollution, etc.* Circulate the room answering questions and giving groups guidance and suggested topics (if they are having trouble thinking of some).

C. CLOSING (20 minutes)

4. Write up Ordinances

After 5-10 minutes, have students discuss the issues that they listed and choose the one issue that they think is most important to work on. Tell them that they will now all create ordinances about these issues. Write “ordinance” on the board or chart paper and tell the students that an ordinance is another name for a law or rule.



After students have chosen one issue, tell them to complete Part 2 of the Mock Town Meeting Ordinances (WORKSHEET 3-15.A). Students should answer all three components: (1) the issue that they chose, (2) reasons why that issue needs to be improved, (3) what the students think should be done (solutions).

It is recommended that before students work on their own ordinances, you choose an issue that no group has picked and model completing the worksheet with that issue. For instance, you could choose: (1) smaller classroom sizes, (2) reasons include that students can learn better if they get more help from the teacher, it is difficult to help all students if there are too many students, (3) this ordinance would require all elementary school classrooms to have less than 20 students, so we would give more money to schools to hire more teachers to make smaller classrooms.

Collect Mock Town Meeting Ordinances (WORKSHEET 3-15.A) sheets to be used next class.

DAY 2

A. OPENER (5 minutes)

5. Review From Last Class

Pass out students' Mock Town Meeting Ordinances (WORKSHEET 3-15.A) sheet and have them review their ordinances. Assign any students who were absent to a group and ask their classmates to review what they did last class with them.

B. DEVELOPMENT (30 minutes)

6. Engage in Mock Town Meeting

Ask for a group to volunteer their ordinance first. Using a document camera or type up in PowerPoint, project on the board the ordinance, which includes: (1) the issue that they chose, (2) reasons why that issue needs to be improved, (3) what the students think should be done (solutions). Have a member of the group read their full ordinance. Tell students that they will now have a chance to speak in favor of the ordinance (which means you like it), against the ordinance (which means you do not like it), or ask a question of the group who made it. Moderate the discussion by calling on students who want to speak for, against, or ask a question. After a few minutes, close the discussion and tell the students that it is now time to vote. On the board or chart paper, list the topic of the ordinance. The have students vote with thumbs up if they support or thumbs down if they do not support. If more than half of the class votes for an ordinance, it passes. Write the word "pass" next to it, if it passes. Write "does not pass" next to any ordinance that has less than half the class.

Continue these steps with other groups' ordinances. Try to get to as many as possible. If you do not get to every ordinance, tell students that this also happens in town meetings. They only have a day or a few days to go over all of the ordinances that are made.



C. CLOSING (10 minutes)

7. Write Up Argument on the Town Meeting Ordinances

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-15.B), where they write the choose one of the ordinances and write their own personal response to the lesson’s Inquiry Question: “If you were a member of a town meeting, what would you want to pass and why?” Tell students that they should choose one of the ordinances that they or a classmate write and have at least 3 three pieces of evidence to support why they think that ordinance should be passed.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 3-15.B

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should choose one issue discussed in class (ordinances) and describe why they think it is something that their community to pass. All arguments should cite at least 3 pieces of evidence.

Students answers will vary based on which issue they chose.



LESSON PLAN 3-16: Running for Mayor

MATERIALS

Poster board or chart paper (not supplied)
Lined paper (not supplied)
Box with slot cut in top (not supplied)
Image: Martin J. Walsh (SOURCEBOOK 3-16.A)
Mayor's Responsibilities (SOURCEBOOK 3-16.B)
Campaign Roles (SOURCEBOOK 3-16.C)
Running for Mayor: Exit Ticket (ASSESSMENT 3-16.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

MA-HSS.P.1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What issues do you want the Mayor of Boston to address?*

PREPARATION

1. Two-Day Option

This lesson can be divided into two days, if time permits. Day 1 would involve preparing for the election. Day 2 would involve presenting candidates and voting.

2. Post Definition of Responsibility

Post the definition of responsibility on the board or chart paper hidden from view.
Responsibility: What a person must do as a part of her or his job.



A. OPENER (5 minutes)

3. Brainstorm on the Mayor of Boston

Give students Image (SOURCEBOOK 3-16.A). Do not reveal that this is an image of Boston Mayor Marty Walsh. Project the image and tell the students to look at the image closely and quietly. Give them about thirty seconds. Ask students if they can name who this is. Anticipated answers may include: the mayor, the governor, the president, a principal, a city councilor, a business owner, a teacher. If no student guesses the mayor, reveal that it is a picture of the current Mayor of Boston. Next, ask students if they know who the name of the current mayor. If no students guess the mayor's name, reveal that it is Martin J. Walsh and that he usually goes by Marty. Next, ask students if anybody knows what neighborhood Mayor Marty Walsh lives in. If no students guess the mayor's neighborhood, you should reveal that he lives here in Dorchester (in the Lower Mills section). Ask students if anyone has ever met the mayor (this is very possible, since he routinely goes to community events and schools). If some students have met the mayor, ask them where and if they were able to talk to him.

Ask students if they could tell you what the word "responsibility" means. After students have taken some guesses, reveal the word "responsibility" and its definition of "What a person must do as a part of her or his job." Ask students if they could tell you any of the responsibilities that the mayor has or does. Anticipated answers may include: in charge of the city, runs the schools, makes sure trash gets picked up, fixes the road, builds new parks. Next, give students the Mayor's Responsibilities (SOURCEBOOK 3-16.B) sheet. Ask the students to read aloud (using choral, partner, or independent reading) to the class the document. Ask students if they have any questions about what the mayor does. Give students clarity and answer their questions.

B. DEVELOPMENT (25 minutes)

4. Set Up Mayoral Campaigns

Tell students that today we will be having a pretend mayoral election. Some of your classmates will get a chance to run for this important office. Ask students to use thumbs up, if they agree, thumbs down, if they disagree: Who here would like to be mayor of Boston someday? Ask for 3-4 volunteers to run for mayor in our pretend mayoral election. After you have chosen 3-4 students to run for mayor (it is recommended that you choose students who may show good leadership skills), assign 3 more students to each candidate's group.

Ask students to read aloud (using choral, partner, or independent reading) each person's role listed in the Campaign Roles (SOURCEBOOK 3-16.C) sheet. Depending on the class, for each campaign group, either assign or allow the students to choose one of the three roles: campaign director, communications director, and field director. The campaign director will work with the candidate to think of ways to win the election. This includes making a platform or a list of things that they will do for the city when they become mayor, which they will later read to the class (so remind them to make it readable). The communications director is in charge of advertising for the mayoral candidate. They will work with the candidate to make a sign (and if time, multiple signs) advertising to vote for them. The field director is voter outreach and should go around the class speaking to individual or small groups of students about the reasons why they should vote for the candidate.



The remaining students in the class will be the city’s voters. While the campaigns are preparing, the voters should be given a piece of lined paper and they should be directed to make a list of the different issues that they care about related to their city. Write on the board that each student must think of at least 5 issues they care about related to the city. Provide an example like this: “One issue that I care about is playgrounds. I think that there are not enough playgrounds in our city and I want the mayor to make more playgrounds, so kids have a safe place to play and exercise.” While students are working on their issue lists, the field directors will be walking around listening to what the voters want and bringing those ideas back to the candidate, campaign director, and communications director. The campaign director will be making a list of issues and solutions for the candidate’s platform on a lined piece of paper. The communications director will be making posters on poster board or chart paper. The candidate will be working with all three people to prepare for the next step. Circulate the room, making sure students are doing their specific tasks and helping the students who may be having difficulty.

5. Engage in the Mayoral Campaign

Have the first candidate and their campaign staff present their platform by reading what issues and solutions they would do as mayor. After they read their platform, have the communications director show everyone their poster(s). Next, have the other 2-3 candidates go in order and follow the same procedure. Once all of the candidates have had a chance to present their platforms and advertisements, give the students 5 minutes to go around the room and speak with each candidate about their positions. Allow the candidates and the campaign staff to answer any questions students have.

6. Vote for Mayor

Write the names of the three candidates on the board or chart paper. Handout a piece of lined paper to each student. Tell students to write the name of the person who they would like to be mayor on the “ballot” or lined paper. Walk around the room with a box that has had a slot cut in the top. Tell students that this is ballot box. After all students have placed their ballot in the ballot box, bring it to the front of the room and count up the votes. Announce the winner. Explain to students that in a democracy sometimes the people we vote for did not win, but if the vote was fair, we must accept the outcome of the election. If we are unhappy with the winner, that is why we have elections every two or four years. If the person is not a good leader, then the people have a chance to vote for someone else.

C. CLOSING (15 minutes)

7. Write Up Argument on Mayoral Candidates

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-16.D), where they write their own personal response to the lesson’s Inquiry Question: “What issues do you want the Mayor of Boston to address?” Tell students to cite at least three pieces of evidence from the platforms, posters, or discussion about the issues.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 3-16.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should explain, based on the issues, why they chose a certain candidate. All arguments should cite at least 3 pieces of evidence from the platforms, posters, or things said about the issues.

Students answers will vary based on the issues they chose.



LESSON PLAN 3-17: Taxes: You Decide What Should Be Funded!

Tax Video (Lesson3-17Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Public Safety (Police and Fire) (SOURCEBOOK 3-17.A)

Source 2: Education (Schools and Libraries) (SOURCEBOOK 3-17.B)

Source 3: Parks (Playgrounds, Community Centers, and Natural Areas) (SOURCEBOOK 3-17.C)

Source 4: Transportation (Roads, Trains, Subways, and Buses) (SOURCEBOOK 3-17.D)

Taxes: Note Taking Sheet (WORKSHEET 3-17.E)

Taxes: Exit Ticket (ASSESSMENT 3-17.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

MA-HSS.P.1: Demonstrate civic knowledge, skills, and dispositions.

MA-HSS.P.7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What should our city/town use our tax money for?*

[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, alter the resources for your community. Using Google or another search engine may be helpful for finding descriptions or videos.]



A. OPENER (10 minutes)

1. Watch Tax Video

Tell students that today we will be learning about taxes. We learned about taxes earlier this year when we studied the American Revolution. Ask students if they can tell you what taxes mean in their own words. Write the definition of taxes/taxation that we used in a previous lesson on the board or chart paper. Taxes/Taxation: Money collected by the government to pay for what it does for the people. Ask students to think of any things that they think are paid for through taxes. Write those correct items on the board or chart paper. Anticipated responses may include: parks, schools, police, fire fighters, ambulances, libraries.

Show the students a short video from the 1950s on taxes (Lesson3-17Video1), which discusses all of the different services that tax money goes to. Ask students if they were surprised about anything listed in the video that is paid for by taxes. Next, tell students that today we will have a debate over what the government should spend its tax money on. While the government needs to use taxes to pay for everything, you will decide today what is the most important thing that taxes should be spent on. Just like you family, the government does not have unlimited money. It needs to choose what is most important and spend more money on that.

B. DEVELOPMENT (25 minutes)

2. Participate in a Small Group Discussion About Taxes

Put students in small groups and have them take turns reading the different sources: Public Safety (Police and Fire) (SOURCEBOOK 3-17.A), Education (Schools and Libraries) (SOURCEBOOK 3-17.B), Parks (Playgrounds, Community Centers, and Natural Areas) (SOURCEBOOK 3-17.C), Transportation (Roads, Trains, Subways, and Buses) (SOURCEBOOK 3-17.D). As the student reads, tell the other group members to underline or highlight any important information. After the group reads a source, have them make a list of reasons why that item is important on the Taxes: Note Taking Sheet (WORKSHEET 3-17.E). Tell them that this will be used later in their discussion. Circulate the room, helping the students who may have difficulty completing the note taking sheet.

3. Discuss What the Taxes Should Be Spent On

Once all of the groups are done reading through and taking notes on the sources, tell them that now they should discuss with their group which of these items is most important for a city/town to spend its tax money on. Tell them to imagine that they are a mayor or town meeting and they have to decide which of these things deserves the most money. Tell students to use the sources and their note taking sheet for evidence. Circulate the room, helping the students who may have difficulty coming to an agreement on what is most important.

C. CLOSING (10 minutes)

4. Write Up Argument on Taxes

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-17.F), where they write their own personal response to the lesson's Inquiry Question: "What should our city/town use our tax money for?" Tell students to cite at least three pieces of evidence from the sources for this lesson.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

5. Share Arguments

Have students share their arguments with the class. Draw comparisons between the different students' arguments and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-17.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should choose one issue that is most important and should receive the most funding. All arguments should cite at least 3 pieces of evidence. If they chose public safety:

- To stop crime and make arrests
- To help people when their homes or business catch on fire
- To help people get to the hospital
- To make sure our community is safe

If they chose education:

- To help all students and adults learn
- To let people borrow books, especially those people who cannot afford many books
- To make sure all community members are smart/intelligent

If they chose parks:

- To help people have places to play or exercise
- To give people natural spaces to enjoy
- To improve people's health
- To make sure our community is a nice place to live

If they chose transportation:

- To help people get to work, school, or stores
- To help people who cannot afford a car
- To reduce traffic
- To fix the roads when they get worn out or snowy



LESSON PLAN 3-18: Preserving Boston: The Pierce House, The Strand Theater, The Ladder Blocks, The Little-Collins (Malcolm X) House

Clipboard (not supplied)

Little-Collins House Dig Video (Lesson3-18Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: The Pierce House (Dorchester) (SOURCEBOOK 3-18.A)

Source 2: The Strand Theater (Dorchester) (SOURCEBOOK 3-18.B)

Source 3: The Ladder Blocks (Downtown) (SOURCEBOOK 3-18.C)

Source 4: The Little-Collins House (Roxbury) (SOURCEBOOK 3-18.D)

Historic Buildings: Note Taking Sheet (WORKSHEET 3-18.E)

Historic Buildings: Exit Ticket (ASSESSMENT 3-18.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.1: On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.

MA-HSS.P.1: Demonstrate civic knowledge, skills, and dispositions.

MA-HSS.P.7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *Which historic building in Boston is the most important to preserve?*

PREPARATION

1. Set Up Carousel Activity

Around the room, post the four sources: The Pierce House (Dorchester) (SOURCEBOOK 3-18.A), The Strand Theater (Dorchester) (SOURCEBOOK 3-18.B), The Ladder Blocks (Downtown) (SOURCEBOOK 3-18.C), The Little-Collins House (Roxbury) (SOURCEBOOK 3-18.D)



[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, alter the resources for your community. Using Google or another search engine may be helpful for finding descriptions or videos.]

A. OPENER (10 minutes)

2. Watch the Little-Collins House Dig Video

Tell students that there are many old buildings and other structures that are falling apart. Over time, very few buildings last more than a hundred years, so when a building does get that old, it is important that we keep it, so we can remember what life was like in the past. In many ways, these buildings are no different than documents or personal objects, like clothes, from history.

Show the students a short video of the city of Boston doing an archeological dig at the Little-Collins House (Lesson3-17Video1). This video shows how the city was looking for objects from the past on the property of the house were civil rights leader Malcolm X once lived. Tell students that today you will read about four historic buildings in Boston that are in danger of falling apart. You will have to decide which historic site is in most need of help.

B. DEVELOPMENT (25 minutes)

3. Engage in a Carousel Activity on Historic Buildings

Give each student pencil and clipboard with the Historic Buildings: Note Taking Sheet (WORKSHEET 3-18.E) on it. Ask students to go to each of the four stations (3-18.A, 3-18.B, 3-18.C, 3-18.D). At each station, the students should take notes on the descriptions of the buildings, specifically noting what makes those buildings important to protect or repair.

Once students have gone to each of the four stations, they should return to their seats. Have students turn and talk with a partner. They should discuss what building they think is most important to protect or repair out of the four that they looked at.

C. CLOSING (10 minutes)

4. Write Up Argument on Historic Buildings

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-18.F), where they write their own personal response to the lesson's Inquiry Question: "Which historic building in Boston is the most important to preserve?" Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

5. Share Arguments

Ask students if they have been to any of the historic structures that we studied today. Ask students to share examples of when they went to these historic structures. Next, have students share their arguments with the class. Draw comparisons between the different students' arguments and list them on the board or chart paper.



EVALUATION

ASSESSMENT 3-18.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should choose one building that is most important and should describe why it should be protected or repaired. All arguments should cite at least 3 pieces of evidence.

If they chose the Pierce House:

- Across from my school/in my neighborhood
- I have been inside of it
- One of the oldest houses in all of Boston

If they chose the Strand Theater:

- In my neighborhood
- I have attended plays or musicals there/been in plays or musicals there
- An important place for community events
- Helps us have more art and music in our community
- One of the older theaters in Boston

If they chose the Ladder Blocks:

- I have walked down these streets/where I go shopping (Downtown Crossing)
- It has many old buildings from the 1800s

If they chose the Little-Collins (Malcolm X) House:

- I have visited it
- Malcolm X, an important civil rights leader, lived there
- It is the only known house still standing that a young Malcolm X lived in
- It is in need of repairs
- The family hopes it can one day be a house for students of civil rights and social justice



LESSON PLAN 3-19: Our Past: Dorchester’s History

Images (SOURCEBOOK 3-19.A)

Source 1: Settlement by the Neponset People (SOURCEBOOK 3-19.B)

Source 2: Arrival of the “Mary and John” Ship (SOURCEBOOK 3-19.C)

Source 3: First Chocolate Factory in the America Colonies (SOURCEBOOK 3-19.D)

Source 4: Creation of the “Triple-Decker” (SOURCEBOOK 3-19.E)

Source 5: First Supermarket in the United States (SOURCEBOOK 3-19.F)

Dorchester History: Exit Ticket (ASSESSMENT 3-19.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.1: On a current map of Massachusetts, use cardinal directions, map scales, legends, and titles to locate and describe the city or town where the school students attend is located, its local geographic features and historic landmarks, and their significance.

MA-HSS.P.6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What was the most important event in our community’s history?*

PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.



- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, we recommend reading this description with a video example from Grade 1 produced by the Milwaukee Art Museum:
<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, alter the resources for your community. Using Google or another search engine may be helpful for finding descriptions and images.]

A. OPENER (8 minutes)

1. Engage in a Visual Thinking Strategy (VTS) on Baker Chocolate Images

Give students Images (SOURCEBOOK 3-19.A). Do not reveal that these are images of the Walter Baker Chocolate Company in Dorchester. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS question about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Tell students that today we will be learning about several important events that happened in Dorchester history. These two pictures are from the famous Walter Baker Chocolate Factory in Lower Mills. Tell students to raise their hands if they have seen or been to this building. Tell students that this factory closed in 1965 and today people live in it, because it is now apartments and artist’s studios. Ask them if they knew that this was the first chocolate factory in what became the United States. Today, we are going to look at several important events in Dorchester’s history and how it influenced the United States and the world.

B. DEVELOPMENT (25 minutes)

2. Read About the Different Dorchester Historical Events

Put students in small groups and assign them one of the sources: Settlement by the Neponset People (SOURCEBOOK 3-19.B), Arrival of the “Mary and John” Ship (SOURCEBOOK 3-19.C), First Chocolate Factory in the America Colonies (SOURCEBOOK 3-19.D), Creation of the “Triple-Decker” (SOURCEBOOK 3-19.E), First Supermarket in the United States (SOURCEBOOK 3-19.F). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.



3. Engage in a Jig Saw About Dorchester History

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of four students, one is an expert on 3-19.B, 3-19.C, 3-19.D, 3-19.E. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “What was the most important event in our community’s history?” In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (10 minutes)

4. Write Up Argument on Dorchester History

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-19.G), where they write their own personal response to the lesson’s Inquiry Question: “What was the most important event in our community’s history?” Tell students to cite at least three pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

5. Share Arguments

Have students share their arguments with the class. Draw comparisons between the different students’ arguments and list them on the board or chart paper.

EVALUATION

ASSESSMENT 3-19.G

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should choose one event from Dorchester history and explain why they think it is most important. All arguments should cite at least 3 pieces of evidence.

If they chose the settlement of the Neponset people:

- They were the first humans to settle here
- They did little damage to the natural areas/lived from the food in the river and hills
- Many of the places in Dorchester have Indigenous names



If they chose the “Mary and John” ship:

- They were first English people to settle in Dorchester
- Gave it the name Dorchester
- Built the first roads and houses

If they chose the first chocolate factory in the American colonies:

- Was the first chocolate factory/I love chocolate
- Provided jobs for people in Dorchester
- Made the neighborhood smell like chocolate

If they chose the triple-decker:

- Housed all of the immigrants who came to Dorchester to work in the factories
- Many people still live in triple-deckers today/I live in a triple-decker
- Helped make housing cheaper

If they chose the first supermarket in the United States:

- First supermarket in U.S.
- Changed the way people shopped for groceries/allowed people to choose their own products
- Supermarkets today use the same shelves and cash register set up



LESSON PLAN 3-20: Our Future: Making Boston Better

Books on global warming, overcrowding/population, and elder care (not supplied)
Classroom computer or computer lab (not supplied)
Year 2100 Video (Lesson3-20Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Source 1: Global Warming (SOURCEBOOK 3-20.A)
Source 2: Overcrowding (SOURCEBOOK 3-20.B)
Source 3: Larger Elderly Population (SOURCEBOOK 3-20.C)
Boston's Future: Notes Sheet (WORKSHEET 3-20.D)
Boston's Future: Exit Ticket (ASSESSMENT 3-20.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.3.T1.3: Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities.

MA-HSS.P.1: Demonstrate civic knowledge, skills, and dispositions.

MA-HSS.P.7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

PROCEDURES

Inquiry Question: *What is the most important issue for our community to solve in the future?*

[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, alter the resources for your community. Using Google or another search engine may be helpful for finding descriptions and images.]



A. OPENER (5 minutes)

1. Watch the Year 2100 Video

Start by asking students how old they will be in the year 2100. To help students calculate the answer, draw a line on the board or chart paper. Start with their birth year at the beginning of the line (there will likely be multiple birth years, so choose the most common for the class). Then go by 10s for each decade from their birth year and add a new notch on the timeline and list the year. Have students count up the years between now and 2100. For instance, if your students were born in 2012, then you should start with 2010, then make a notch for 2020, 2030, 2040, etc. Count up by 10s and your class should arrive at 90. Tell your students that the video we are about to watch is one group of scientists think the world will be like when you are 90 years old (if your students were born in 2012).

Show the students a short video of what life may be like in 2100 using the title track from the popular futuristic children’s show “The Jetsons” (Lesson3-20Video1). This video gives a brief summary of possible future changes (i.e. flying and self-driving cars, buildings with trees and plants growing on them, holograms used to communicate and to design products instead of traditional computers). At each of these future changes, stop the video, write the event on the board or chart paper and ask students if they think it is likely that change will happen or not.

At the end of the video, ask the students to tell you what things they think will exist in the future. Anticipated responses may include: medicine that can help you live much longer/end cancer, self-driving cars, flying cars, people living in taller buildings.

Tell students that while some of the changes in the future will be good, for instance wouldn’t it be neat to have a flying car, some of the changes in the future will be bad. As the future adults of our community, you will need to figure out solutions to the future problems. Today, we are going to imagine that it is Boston in the year 2100. We are going to look at four possible problems and you as groups will have to think up solutions for these problems.

B. DEVELOPMENT (30 minutes)

2. Read About the Different Future Problems

Put students into three groups. Assign each group one of the three sources: Global Warming (SOURCEBOOK 3-20.A), Overcrowding (SOURCEBOOK 3-20.B), Larger Elderly Population (SOURCEBOOK 3-20.C). Have one student from each group read their source, which presents three possible solutions to their global problem. As the student reads, tell the other group members to underline or highlight any important information.

3. Discuss Possible Solutions to Future Problems

Tell students to discuss each solution (Solutions 1-3). They should use the Boston’s Future: Notes Sheet (WORKSHEET 3-20.D) to make a list of “good” and “bad” for each of their 3 possible solutions. You can give them an example from the Global Warming group. Their first choice is to reduce the amount of fossil fuels, like natural gas, oil, and coal, that we use. A good outcome is that it would slow down the sea from rising. A bad outcome is that we would need most other cities and countries to do it for it to work. The students should then use the information on the sources from this lesson to decide



which solution is the best one. Tell students that each group will then present their problems and solutions to the class. Then, at the end, each student will decide which problem they think needs the most attention or is most important to fix. When the students have chosen a solution to their group’s problem, they should explain their reasons why on the Boston’s Future: Decision Sheet (WORKSHEET 3-20.E). Circulate the room, helping the students who may have difficulty choosing a solution and finding evidence to support their decision.

It is recommended that you supply reference books from the school or local library on these topics and/or give students access to computers, so they can look up more information about their problem and possible solutions.

4. Share About Boston’s Future Problems and Solutions

Have each group read their problem and share their chosen solution. Ask them to explain which solution they choose and why. After each group reads their solution. After each group reads its solution, list on the board or chart paper reasons why they chose that solution.

C. CLOSING (10 minutes)

5. Write Up Argument on Boston’s Future

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 3-20.E), where they write their own personal response to the lesson’s Inquiry Question: “What is the most important issue for our community to solve in the future?” Tell students to cite at least three pieces of evidence from their classmates’ presentations or the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

D. EXTENSION

6. Write Letters to Political Leaders About Your Problem

Use language arts time to have students write letters to political leaders (e.g. mayor, state representative, governor, congressperson, senator, president) about their local issue and proposed solutions.

EVALUATION

ASSESSMENT 3-20.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

The students should choose one future problem that they think is most important to address and should describe how they would fix the problem. All arguments should cite at least 3 pieces of evidence.

Answers will vary based on students' solution choice. All students' answers should include at least 3 pieces of evidence from the sources, reference books, or internet.



GRADE 3 POST-TEST: ANSWERS

At the end of the Understanding Our World Curriculum Grade 3, it is recommended that teachers administer the Grade 3 Post-Test, which is located after Lesson 3-20 in the Student Workbook. The Grade 3 Post-Test is a 12-question assessment of the main concepts that should have been learned in previous years (questions 1-5) and new concepts that are included in this curriculum (questions 6-12). This assessment will give an indication of the students' current social studies knowledge and their results can be compared to the pre-test that they took at the beginning of the year.

Below are the answers to the post-test.

Question 1. What does it mean to be an Indigenous person?

Answer 1. The first people in a place, the Native people, American Indians/Indians, or names specific nations/tribes.

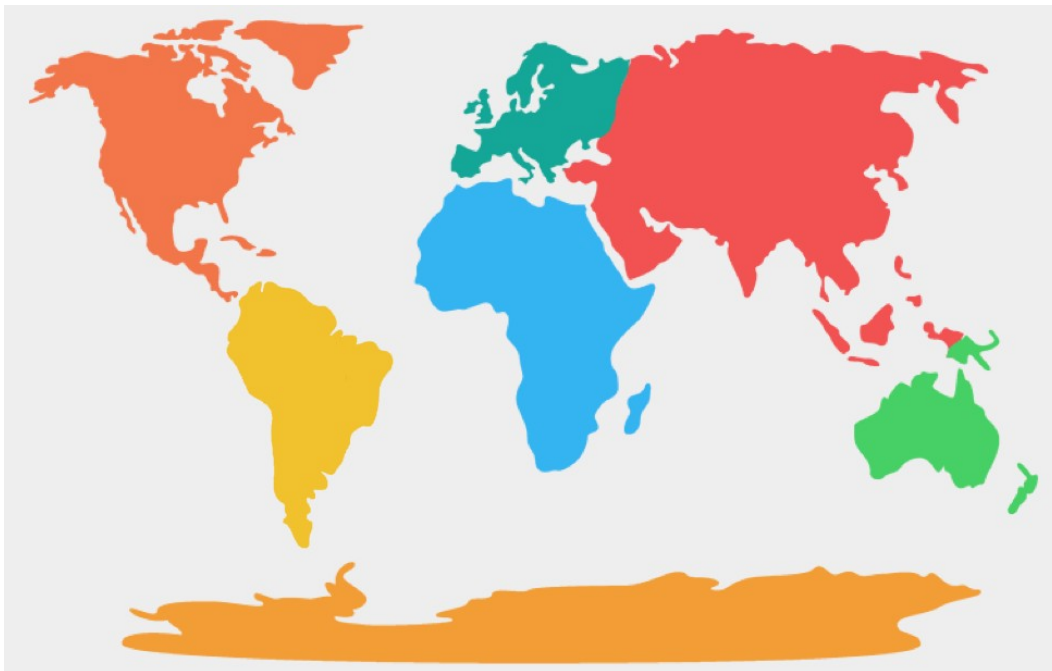
Question 2. What is an immigrant?

Answer 2. Someone who moves to a new country/leaves their birth country or another country.

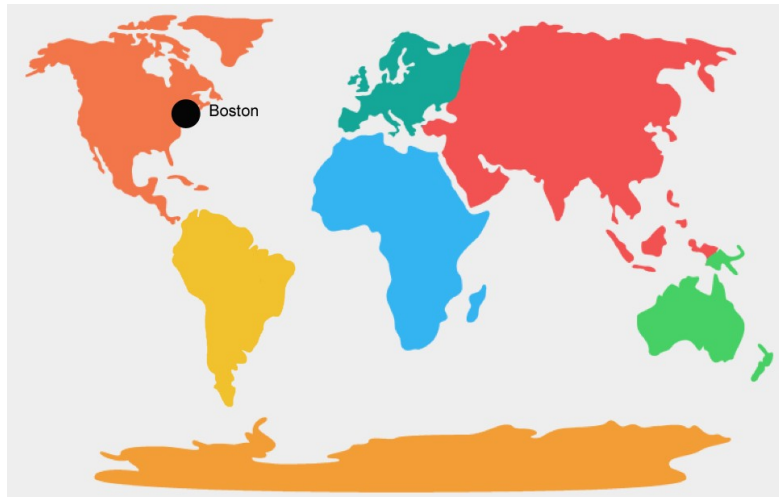
Question 3. What is slavery?

Answer 3. It is when someone is forced to work for free for someone or is owned by another person.

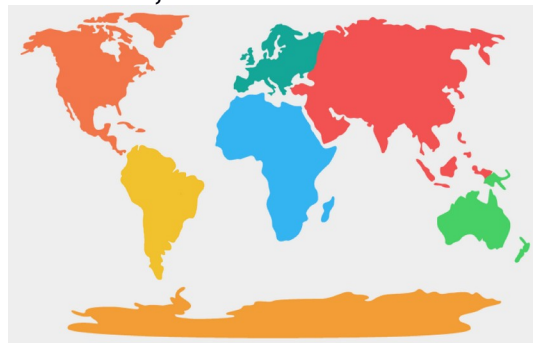
Question 4. Draw a circle in the place where you live (Boston) on the picture below.



Answer 4.



Question 5. Label each continent on the picture below: Antarctica, Africa, Asia, Australia, Europe, North America, South America.



Answer 5.



Question 6. What is a settler?

Answer 6. A person who moves to a new place to stay there.

Question 7. What is a colonist?

Answer 7. People from one group who take over land from other people.

Question 8. What was the American Revolution?

Answer 8. An idea that the people in America/American colonies should not be part of England/Britain or a war for independence of the American colonies from England/Britain.

Question 9. What are rights?

Answer 9. Something that is given to all people or may list specific rights, such as free speech, press, protest, right to a trial, right to vote.

Question 10. What is a movement?

Answer 10. When a group of people join together to make a change to the world or get people to think about new ideas.

Question 11. What was the most important event in Massachusetts history?

Answer 11. Answers will vary. Students should use at least three pieces of evidence to support their answer.

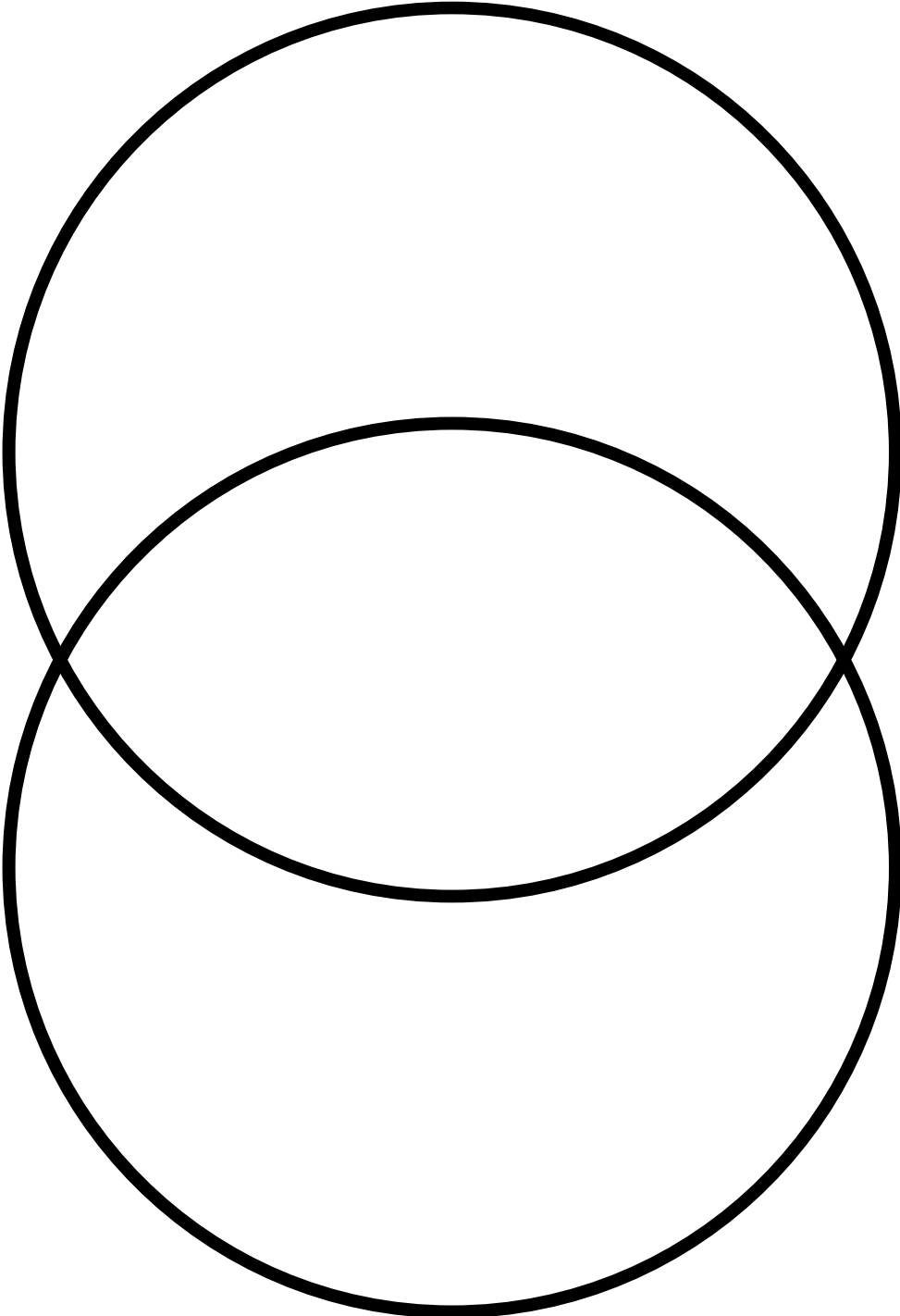
Question 12. What is the most important issue for our community to solve?

Answer 12. Answers will vary. Students should use at least three pieces of evidence to support their answer.

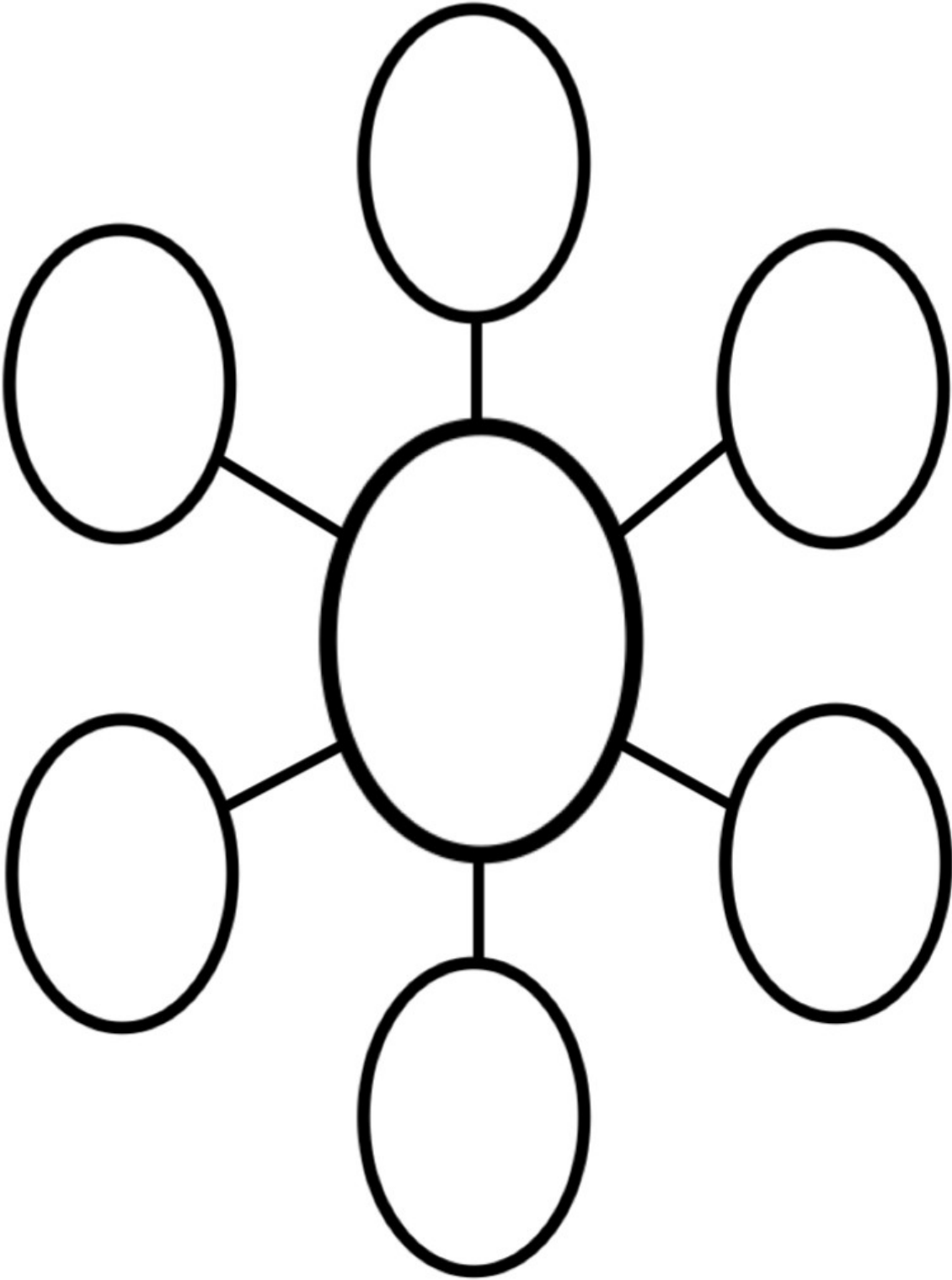


ORGANIZERS

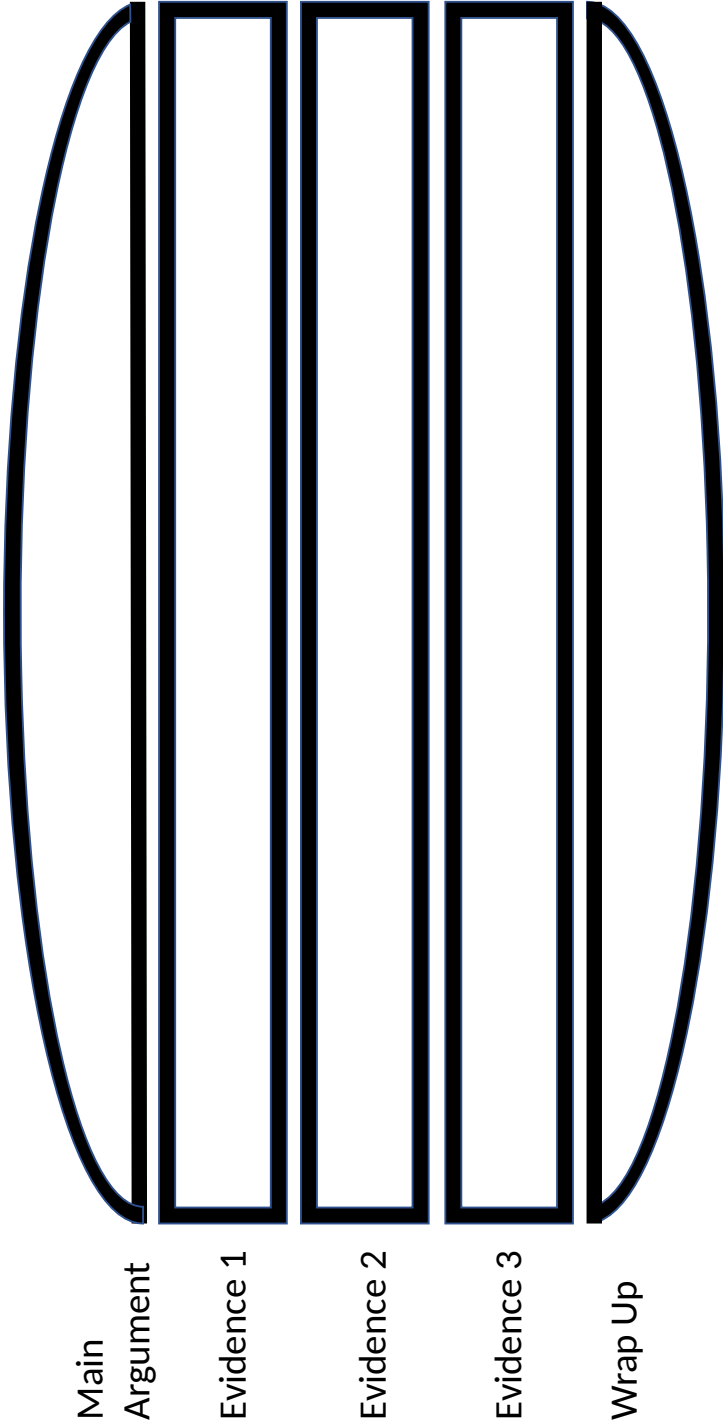
Venn Diagram



Thought Web



Paragraph Sandwich



Two Column Notes

Main Idea	Details



WRITING RUBRIC

	4	3	2	1
Argument	Made an argument	Described an opinion (stated a side with no evidence)	Only explained; did not take a side	Did not answer question
Evidence	Included more than 3 pieces of evidence	Included 3 pieces of evidence	Included less than 3 pieces of evidence	Included no evidence
Links Evidence to Argument	Connected each piece of evidence to the argument	Connected most pieces of evidence to the argument	Connected few pieces of evidence to the argument	Did not connect evidence to argument/did not have an argument or evidence



ADDITIONAL RESOURCES

Below is a list of lesson plan and unit resources from other organizations, which in conjunction with Understanding Our World, may help teachers develop a content-rich elementary social studies curriculum.

Boston Public Schools: History and Social Studies Department

K-12 Curriculum Resources

<https://sites.google.com/a/bostonpublicschools.org/history/curriculum-documents/>

Massachusetts Department of Elementary and Secondary Education

Model Curriculum Units (Elementary-Level; Social Studies)

http://www.doe.mass.edu/candi/model/download_form.aspx

C3 Teachers

Inquiries

<http://www.c3teachers.org/>

New York State Education Department

New York State K-12 Social Studies Resource Toolkit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Teaching Tolerance

Elementary Resources

<http://www.tolerance.org/activities>

Facing History and Ourselves

Educator Resources

<https://www.facinghistory.org/educator-resources>

Primary Source

Online Curriculum

<https://www.primarysource.org/for-teachers/online-curriculum>

Share My Lesson (American Federation of Teachers)

Educator Resources

<https://sharemylesson.com>

Better Lesson (National Education Association)

Educator Resources

<https://betterlesson.com>



ABOUT THE DEVELOPERS



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Chris Martell is an Assistant Professor of Social Studies Education at the University of Massachusetts Boston. He teaches courses on elementary and secondary social studies methods. He was a social studies teacher for eleven years in urban and suburban contexts. For most of his teaching career, Chris taught in Framingham, Massachusetts, which is a racially and economically diverse urban school outside Boston with large immigrant populations from Brazil, Central America, and the Caribbean. His research and professional interests focus on social studies teachers in urban and multicultural contexts, critical race theory, culturally relevant pedagogy, and historical inquiry.



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Jenn Bryson is a former elementary classroom teacher in the Chelsea Public Schools and specializes in the professional preparation of elementary education teachers at Boston University. Her responsibilities include coordination and supervision of student teachers in the elementary education program and the student-teaching abroad programs in London, England, Sydney, Australia, and Quito, Ecuador. She also facilitates the elementary pre-practicum placements for juniors and graduate students. In addition, Jenn teaches a course on urban education, leads field seminars on classroom management, and facilitates a book club entitled “Dads Read” at the William Monroe Trotter School in Dorchester, Massachusetts.

