

**Stratford Public Schools Social Studies Curriculum
Grade 3 – Unit 1**

Unit Name: History of Stratford **Est. # of Weeks: Approximately 20 lessons – over 5 weeks**

Synopsis: Students will learn about the early inhabitants of Stratford. They will discover how the natural resources of the town and certain historical events effected the development of our community.

***Constitution Day is September 17th. Federal law mandates that on this day students learn about the U.S. Constitution.**

STUDENT LEARNING GOALS

Content-Specific Powered Standards

Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.

- 1.1 Demonstrate an understanding of significant events and themes in US history
- 1.2 Describe the importance of significant events in local and CT history and their connections to US history.
- 1.3 Understand the characteristics of and interactions among culture, social systems and institutions.
- 1.6 Describe patterns of human movement across time and place.

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

- 2.2 Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images, and print materials)
- 2.3 Create various forms of written work to demonstrate an understanding of history and social studies issues.

Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.

- 3.1 Use evidence to identify, analyze and evaluate historical interpretations.

Interdisciplinary Standards (as appropriate)

- Math: timeline
- Reading: compare/contrast, cause/effect, sequence of events
- Writing: expository paragraph

Key Vocabulary

Natural resource, Native American, lot, oyster, contagious

Enduring Understandings

- The Cupheag Indians were living in what is now Stratford when the settlers from England arrived.
- Life in Stratford today is much different than it was when it was first settled in the 1600's.

Essential Questions

- Who were the Native Americans and early settlers of Stratford?
- How was life different in the 1600's?

<ul style="list-style-type: none"> ▪ Stratford’s many natural resources helped the Native Americans and early settlers of Stratford create their community. 	<ul style="list-style-type: none"> ▪ What were the natural resources that the Native Americans and early settlers used to help them create their community?
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<p>Learning Objectives / Grade Level Expectations</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> ▪ Explain the significance of events surrounding historical figures. (GLE#1) ▪ Describe historical events, sites and people in the local region including American Indians. (GLE#2) ▪ Identify connections between events in local and regional history. (GLE#3) ▪ Analyze how changes in the past affect a state or region today. (GLE#4) ▪ Explain characteristics that help define an ethnic group (e.g. language, religion, clothing). (GLE#17) ▪ Compare and contrast individual identity (e.g., beliefs, values, abilities) with that of both peer group and other ethnic/cultural groups. (GLE#18) ▪ Analyze how and why people settled in various areas in their community (religion, ethnicity, socioeconomic level). (GLE#8) ▪ Explain different points of view expressed in texts (fiction/nonfiction). (GLE#22) ▪ Compare and summarize information from political and physical maps by using map symbols. (GLE#23) ▪ Compare and summarize information from charts and graphs. (GLE#24) ▪ Write 1-2 paragraph descriptions of historical events, people and/or places by using relevant social studies vocabulary. (GLE#25) ▪ Evaluate the accuracy of different sides/points of view of one event. (GLE#28) 	
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ASSESSMENT PLAN	
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<p>Summative Assessment(s) End of unit assessment included.</p>	<p>Formative and Diagnostic Assessment(s) Class KW chart: Students share their schema of Stratford’s history and questions they would like answered related to the essential questions of the unit.</p>
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