

3

Changing Communities: Understanding Local and State History



Social Studies

Fairfield Public Schools

Grade 3-Connecticut and Fairfield History (11/19/2015) DRAFT

Description:

In Grade 3, students will engage in a year-long study of Connecticut and Fairfield. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and Fairfield. The study of Connecticut requires that students generate and research compelling questions across the four core disciplines (History, Civics, Economics, and Geography).

Overview

Central Understanding (Goals)

- Students will understand how the Town of Fairfield's communities have contributed to Connecticut's story, past and present.
- Students will compare and contrast the past and present changes of Fairfield and Connecticut.
- Students will identify the significance of Connecticut's contribution to America's story and how did that influence impact our state's identity.

Compelling Questions

HISTORY:

- In what ways has our town and Connecticut changed and/or stayed the same over time?
- What is the significance of Connecticut's contribution to America's story?
- How does our town/city contribute to Connecticut's history?
- How has our local community contributed to Connecticut's story, past and present?

CIVICS:

- How are governmental decisions made at the state and local levels?
- Is it possible to make political decisions that are "fair" to all people?
- Why are rules/laws important?

ECONOMICS:

- What resources are in our community and state?
- How do we pay for goods and services?
- How does our government pay for goods and services?

GEOGRAPHY:

- What is Connecticut's state identity and in what ways is that identity inclusive of all residents?
- Why do you live where you live?

Connecticut and Fairfield History: Year at a Glance

Trimester 1: The Impact of The Indigenous Peoples and Geography on Fairfield

Trimester 2: The Structure and Function of Government: Connecticut and Fairfield

Trimester 3: The Role of Fairfield and Connecticut in America's Story

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated as well as district-wide, formative summative and project based assessments.

[CCSS.ELA-Literacy.RI.3.3](#)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[CCSS.ELA-Literacy.RI.3.6](#)

Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas:

[CCSS.ELA-Literacy.RI.3.7](#)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[CCSS.ELA-Literacy.RI.3.8](#)

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

[CCSS.ELA-Literacy.RI.3.9](#)

Compare and contrast the most important points and key details presented in two texts on the same topic.

Unit 1: The Impact of The Indigenous Peoples and Geography on Fairfield

Content Objectives:

Students will be able to:

- Identify how the indigenous peoples affected the history and culture of Fairfield.
- Compare and contrast indigenous peoples in Fairfield to indigenous peoples in surrounding regions.
- Explore how various groups and industry utilized the rivers and other geographic features in Fairfield (and surrounding regions) to develop communities and economic systems.
- Recognize how geography has affected the growth and development of Fairfield and Connecticut.

Unit Compelling and Supporting Questions

Compelling Question

What influence did the indigenous peoples and geography have on Fairfield?

Supporting Questions

HIST:

- Who were the indigenous peoples and how has their cultures influenced contemporary Fairfield?

CIV:

- How were the daily lives of the indigenous peoples affected by the arrival of the early settlers and the implementation of their (early settlers) rules/laws?

ECON:

- In what ways have the rivers and waterways in Connecticut influenced economic development in Fairfield?

GEO:

- What are the histories of towns, landmarks, and geographical features that are named after indigenous peoples in Connecticut?

Standards Emphasized in the Unit

C3 Inquiry Standards and Corresponding Connecticut Core Standards:

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

CT Core Standards: CCSS.ELA-Literacy.RI.3.1, CCSS.ELA-Literacy.W.3.7, CCSS.ELA-Literacy.SL.3.1 Key academic vocabulary: questioning, argument, explanation, point of view

Change, Continuity, and Context

HIST 3.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 3.2 Compare life in specific historical time periods to life today.

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

Processes, Rules, and Laws

CIV 3.6 Explain how rules and laws change society and how people change rules and laws.

CIV 3.7 Explain how policies are developed to address public problems.

Exchange and Markets

ECO 3.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used.

Human-Environment Interaction: Places, Regions, and Culture

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3–5.9 Use evidence to develop claims in response to compelling questions.

CT Core Standards: CCSS.ELA-Literacy.RI.3.1-10, CCSS.ELA-Literacy.W.3.1-2, CCSS.ELA-Literacy.W.3.7-10, CCSS.ELA-Literacy.SL.3.1, CCSS.ELA-Literacy.L.3.1-3

Key academic vocabulary: argument, sources, evidence, claims, counterclaims, gather

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:

INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

CT Core Standards: CCSS.ELA-Literacy.RI.3.1, CCSS.ELA-Literacy.W.3.1-8, CCSS.ELA-Literacy.SL.3.1-6, CCSS.ELA-Literacy.L.3.1-3 **Key academic vocabulary:** *argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility*

Fairfield Public Schools Library Media Standards (K-12):

1. Inquiry and Information Skills

- 1.1 Students will become efficient at gathering, evaluating, using, and creating information using problem-solving and research strategies
- 1.2 Students will practice responsible and ethical use of information and technology, demonstrating personal digital citizenship

2. Critical Thinking and Creativity

- 2.1 Students will analyze, synthesize, and think critically about complex information/data in order to draw conclusions and make decisions
- 2.2 Students will apply their learning to connect interrelated concepts, create new knowledge, develop original products, and generate innovative ideas

3. Communication and Collaboration

- 3.1 Students will work collaboratively in a group to solve problems or make decisions
- 3.2 Students will use a variety of ways to craft a message and construct communication to an audience
- 3.3 Students will think critically about media messages, bias, global perspectives, and cultural heritage when analyzing print, visual, and digital information

4. Independent Reading

- 4.2 Students will select and read informational texts that support classroom instruction

5. Technology Skills

- 5.1 Students will become proficient in a variety of technology systems and digital media applications
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Unit 2: The Structure and Function of Government: Connecticut and Fairfield

Content Objectives:

Students will be able to:

- Identify key features, individuals, and structures of government in Fairfield and Connecticut.
- Recognize how citizens can affect decisions made by state and local officials.

Unit Compelling and Supporting Questions

Compelling Question

- How are government decisions made at the state and local level and are these laws/rules “fair” to all people?

Supporting Questions

HIST:

- How have laws changed or stayed the same over time?

CIV:

- How are our local government and state government run?

ECON:

- What are taxes and how are financial decisions made in Fairfield and Connecticut?

GEO:

- What economic or geographic features have caused people to move to (or move out of) Fairfield?

Standards Emphasized in the Unit

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Change, Continuity, and Context

HIST 3.2 Compare life in specific historical time periods to life today.

Civic and Political Institutions

CIV 3.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.

CIV 3.3 Explain how groups of people make rules to create responsibilities and protect freedoms.

National Economy

ECO 3.4 Explain the ways in which the government pays for the goods and services it provides.

Human Population: Spatial Patterns and Movement

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GEO 3.8 Explain how human settlements and movements relate to the locations and use of various natural resources.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

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3. Communication and Collaboration

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4. Independent Reading

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5. Technology Skills

- 5.1 Students will become proficient in a variety of technology systems and digital media applications

Unit 3: The Role of Fairfield and Connecticut in America's Story

Content Objectives:

Students will be able to:

- Identify the significance of Fairfield's contribution to America's story.
- Analyze specific events and/or periods in Connecticut's history where Fairfield played a major role.
- Recognize historical monuments and memorials in Fairfield, as well as individuals and events and their contribution to the community.

Unit Compelling and Supporting Questions

Compelling Question

- What is the significance of Connecticut's contribution to America's story?

Supporting Questions

HIST:

- Investigate historical Connecticut residents and their impact on Connecticut and national history.

CIV:

- How did Connecticut's historical government leaders influence the development of the Constitution?

ECON:

- How did industries such as whaling, manufacturing, and technology create Connecticut's history and contribute to America's story?

GEO:

- What attracts a person to Fairfield today and how is that different from what may have attracted them there in 1800?

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HIST 3.11 Explain probable causes and effects of events and developments.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

Exchange and Markets

ECO 3.3 Explain why individuals and businesses specialize and trade.

Human-Environment Interaction: Places, Regions, and Culture

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions

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