



Grade 3 - Unit 2 - Connecticut History

Unit Focus
In the second unit, students will investigate and apply historical knowledge to better understand Connecticut's story. Beginning with the first settlements by indigenous populations, students will analyze the initial encounters native peoples had with Europeans. Students will understand the establishment and growth of the Connecticut Colony and its first government by exploring this period through multiple perspectives. This foundation will serve students as they investigate historical figures, early economic developments, early transportation systems, and the relationship between these and Connecticut's history. Students will discover how the movement of populations into Connecticut related to these available regional opportunities. Examples from both a historical and contemporary perspective will allow students to understand how the settlement of Connecticut by diverse populations has contributed to the state's cultural heritage. Through a synthesis of multiple sources of evidence, students will begin to develop claims about historical concepts and construct valid arguments.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 3</i> 920726 DIMENSION 1. Developing Questions & PLANNING INQUIRIES 920727 Constructing Compelling Questions 920728 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). <p>920731 Constructing Supporting Questions 920732 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. • D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. <p>920738 Dimension 2. Applying Disciplinary Concepts & TOOLS 920805 HISTORY 920806 Change, Continuity, and Context 920807 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. • D2.His.2.3-5. Compare life in specific historical time periods to life today. <p>920811 Perspectives 920812 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. 	<p>T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p> <p>T2 Evaluate how creation and participation in an economy impacts groups of people and their world.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Historical events and developments are shaped by specific individuals, groups, and unique circumstances of time and place, as well as broader historical contexts.</p> <p>U2 Historians and social scientists work to explain what happened and its significance through a continuous process of questioning, research, analysis, and interpretation.</p> <p>U3 Movement of population can depend on the economic opportunities/ limitations of a region.</p> <p>U4 Historical arguments must be based on evidence.</p> <p>U5 Understanding our personal history helps us to better understand ourselves and our broader connection to the past.</p>	<p>Q1 How do I investigate/figure out what happened or what might happen and its significance?</p> <p>Q2 What are the purposes of learning history?</p> <p>Q3 Why do people draw different conclusions from the same stories?</p> <p>Q4 How does what people do play a role in who they are?</p> <p>Q5 How do I ask and answer questions based on sources presented from alternate perspectives?</p> <p>Q6 What is your history? How does your personal history help you to better understand the past?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.
- D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.
920816 Historical Sources and Evidence
920817 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
- D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.
- D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.
920823 Causation and Argumentation
920824 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
- D2.His.14.3-5. Explain probable causes and effects of events and developments.
- D2.His.16.3-5. Use evidence to develop a claim about the past.
920828 Dimension 3. Evaluating Sources & USING EVIDENCE
920829 Gathering and Evaluating Sources
920830 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
- D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.
920833 Developing Claims and Using Evidence
920834 INDIVIDUALLY AND WITH OTHERS, STUDENTS...
- D3.4.3-5. Use evidence to develop claims in response to compelling questions.
920837 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION
920838 Communicating Conclusions
920839 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...
- D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

- K1 Vocabulary: Native American, indigenous, Mashantucket, Mohegan, Uncas, heritage, alliance, colonist, dilemma, savage, royalty, George Washington, massacre, legacy, natural resources, economy
- K2 Connecticut was populated by Native Americans for most of its history
- K3 Colonists from Great Britain came to Connecticut and sometimes came into conflict with Native Americans
- K4 Native Americans sometimes formed alliances with each other, and sometimes with colonists, depending on their goals
- K5 Economies and what people do for a living often help to define our identity

- S1 Close reading
- S2 Applying understanding of individual stories to develop a broader history
- S3 Determining important elements of historical stories
- S4 Making historical judgments
- S5 Determining cause and effect
- S6 Analyzing evidence
- S7 Sourcing