

## GREENWICH SOCIAL STUDIES OBJECTIVES GRADE 3

### **Enduring Understanding:**

People and places (Greenwich) undergo change over time (cultural, economic, political, geographical).

<b>ARCHAEOLOGY</b>
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### **Essential Question:**

How do we know about the people and places in the past and present?

### **Important to know and do:**

- In their study of archaeology, the students will:
  - \* explain how and why archaeologists give a historical perspective about past people.
  - \* describe how the interrelationships of artifacts provide clues about the culture.
  - \* define and identify an artifact.
  - \* explain procedures archaeologists use and what records they keep.

### **Worth being familiar with:**

- In their study of archaeology, the students will:
  - \* recognize that archaeologists studied the people of Greenwich.

<b>GEOGRAPHY</b>
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### **Essential Question:**

How do physical characteristics of a region impact the people who live in it?

### **Important to know and do:**

- In their study of geograhya, the students will:
  - \* identify basic land and water forms of the region (ocean, sound, river, lake, pond, forest, hill, peninsula, island and cliff).
  - \* read and interpret political, physical, and resource maps (use a compass rose, read a legend/key, find locations on a grid):
  - \* use political maps to show changes in Greenwich over time.

### **Worth being familiar with:**

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- In their study of geography, the students will:
  - \* locate the imaginary lines on a map or globe (equator, prime meridian, latitude, longitude.)

<b>NATIVE AMERICANS</b>
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**Essential Question:**

How did the environment/habitat of Greenwich influence the lives of Native Americans?

**Important to know and do:**

- In their study of the Woodland Indians, the students will:
  - \* recognize that the Woodland Indians (Siwanoy) were the first people to live in Greenwich.
  - \* analyze and explain how the Woodland Indians used natural resources to meet their basic needs (food, clothing, shelter, transportation).
  - \* describe the political structure of the Woodland Indians (tribes, sachem, tribal council).
  - \* analyze cultural elements of Woodland Indian Society (matriarchal structure, games, clothing, food, legends, religion, etc.)
  - \* compare the lives of the Woodland Indians with present day ( for example: daily life, learning, clothing, shelter, games ).

<b>COLONIAL GREENWICH</b>
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**Essential Question:**

How did the arrival of the colonists impact the way of life in Greenwich?

**Important to know and do:**

- In their study of Colonial Greenwich, the students will:
  - \* explain the reasons the Pilgrims left Europe and recognize that they were the first Europeans to settle this region.
  - \* analyze cultural/political elements of Colonial Greenwich (religion, food, clothing, legends, politics).
  - \* analyze the relationship between the Siwanoy and the colonists (purchase of Greenwich, sharing of land - cooperation and disagreement, farming, politics, and hardships).
  - \* explain how colonists used available resources to meet their needs and develop over time.
  - \* analyze the development of colonial society (specialization of labor, materials, trade, economics, goods and services).
  - \* compare the way of life of the Woodland Indians to the Colonists.

**Worth being familiar with:**

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- In their study of Colonial Greenwich, the students will:
  - \* identify the Mayflower Compact and explain its significance.
  - \* recognize that Greenwich played a role in the Revolutionary War.

<b>CIVICS</b>
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**Essential Question:**

What can you do for your community and what can your community do for you (school, local, state and federal)?

**Important to know and do:**

- In their study of Civics, the students will:
  - \* recognize some of the important documents that established our government (Mayflower Compact, Declaration of Independence, Constitution).
  - \* describe the purpose, structure, and location of local, state, and federal government.
  - \* identify and explain the rights and duties of citizenship.

**Worth being familiar with:**

- In their study of Civics, the students will:
  - \* identify and explain the significance of patriotic symbols (bald eagle).