

GRADE 3 COMMUNITY AND CHANGE

Third graders can begin to think about continuity and change by a study of their town. By exploring their own community and locating some of the features built by people who lived long ago, children can make contact with times past and with people whose activities have left their mark on the land. They can begin to explore the ways in which their community continues to evolve.

Given that students learn when they are engaged and actively participating in their curriculum, students will demonstrate their understanding of these social studies topics and key concepts by producing relevant projects. It is imperative that students' interaction with Social Studies includes more than reading and writing.

OUR COMMUNITY AND ITS HERITAGE

Because Montana's geographic setting has had important effects on why and how our community developed, teachers must evaluate carefully whether the children have a clear understanding of the mountains, valleys, hills, lakes, rivers, prairies, and other natural features of this region. One cannot assume that the children have knowledge of these features simply because they live near them. An important activity for children in grade three is to learn the topography of the local region.

Children will learn about the first people who lived here, how they used the resources of the region, and how they adapted to the natural environment. The Salish Nation was the last to call the Missoula valley their home and will be the focus of this study. The Salish Nation will be presented and children will learn about their traditions and activities, today and long ago.

Children are now ready to consider explorers and settlers to the region and the impact each new group had on other people, in particular on the American Tribal Nations. To organize this sequence of events, children can develop a classroom time line by illustrating events and placing those illustrations in sequence. This sequence will include the newcomers, the economy they established, their impact on others, and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today.

Children should observe how their community has changed over time and why certain features have remained the same. They should compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They should discover that the changing history of the community was closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Children should analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. Children should observe how each period of settlement left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after.

To bring earlier times alive for children, teachers should provide opportunities for them to study historical photos and artifacts so that they can observe the changes in the ways families lived, worked, played, dressed, and traveled. Children should discover how newcomers have earned their living, now and long ago; and analyze why such occupations have changed over time. Throughout these studies, children should have continuing opportunities to enjoy the literature that brings to life the people of an earlier time. The literary selections, though not written specifically about their community, should illustrate how people lived in the past and thus convey the way of life of those earlier times.

COMPARING PAST TO PRESENT

Children should be helped to compare the past to changes underway today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region's natural resources? How do people in our community elect their city government and participate in resolving local issues that are important to children and their families?

MEETING MISSOULIANS FROM TODAY AND LONG AGO

Children should listen to or read biographies of people that helped shape Missoula and of those who took the risk of new and controversial ideas and opened new opportunities for others. Such stories convey to the children valuable insights into the history of their nation and its people.

GRADE LEVEL: GRADE 3

NCSS THEMES

- Culture
- Time, Continuity, and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, Society
- Global Connections
- Civic Ideals and Practices

OPI MONTANA STANDARDS

1. Students' access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.
2. Students analyze how people create and change structures of power, authority, and governance to understand the operations of government and to demonstrate civic responsibility.
3. Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).
4. Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.
5. Students make informed decisions based on an understanding of the economic principles of productions, distribution, exchange, and consumption.
6. Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

COMMON CORE LITERACY STANDARDS FOR SOCIAL STUDIES

READING (Informational)

RI.KI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.KI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.KI.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.

RI.CS.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.CS.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.CS.6 Distinguish their own point of view from that of the author of a text.

WRITING

WR.TT.1a Write opinion pieces on topics or texts, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

WR.TT.1b Write opinion pieces on topics or texts, supporting a point of view with reasons: Provide reasons that support the opinion.

WR.TT.1c Write opinion pieces on topics or texts, supporting a point of view with reasons: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

WR.TT.1d Write opinion pieces on topics or texts, supporting a point of view with reasons: Provide a concluding statement or section.

WR.TT.2a Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

RI.IK.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).

RI.IK.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.IK.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.RR.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.

WR.TT.2b Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Develop the topic with facts, definitions, and details.

WR.TT.2c Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

WR.TT.2d Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Provide a concluding statement or section.

WR.TT.3a Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

WR.TT.3b Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

WR.TT.3c Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use temporal words and phrases to signal event order.

WR.TT.3d Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Provide a sense of closure.

WR.PD.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WR.PD.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

WR.PD.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

WR.RB.7 Conduct short research projects that build knowledge about a topic. Include texts by and about Tribal Nations.

	<p>WR.RB.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about Tribal Nations.</p> <p>WR.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
IEFA: ESSENTIAL UNDERSTANDINGS	GRADES 3-5: FOCUS AREAS (MONTANA)
<p>ESSENTIAL UNDERSTANDING 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.</p>	<ul style="list-style-type: none"> • How languages, cultures, and histories of Montana Tribal Nations are different from one another: <ul style="list-style-type: none"> ○ 3rd: nearby local Tribal Nations ○ 4th: Montana Tribal Nations ○ 5th: Tribal Nations from the area now known as North America
<p>ESSENTIAL UNDERSTANDING 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.</p>	<ul style="list-style-type: none"> • Authentic representations and identification of stereotypes of American Indians in books and the media. • Understanding of the terms <i>assimilated</i> and <i>traditional</i>.
<p>ESSENTIAL UNDERSTANDING 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.</p>	<ul style="list-style-type: none"> • Native tribal traditions and languages that are still practiced today: <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America • Oral histories that pre-date the “discovery” of North America: <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America
<p>ESSENTIAL UNDERSTANDING 4: Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:</p> <ol style="list-style-type: none"> I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists. 	<ul style="list-style-type: none"> • Location, composition, and history of reservations: <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America

<p>ESSENTIAL UNDERSTANDING 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <ul style="list-style-type: none"> Colonization/Colonial Period 1492 – 1800s Treaty Period 1789 - 1871 Assimilation Period - Allotment and Boarding School 1879 - 1934 Tribal Reorganization Period 1934 - 1958 Termination and Relocation Period 1953 - 1971 Self-determination Period 1968 – Present 	<ul style="list-style-type: none"> • Awareness of Federal Policy Periods: <ul style="list-style-type: none"> ○ 3rd: Examples of impacts on local Tribal Nations(Treaty, Assimilation - Allotment and Boarding School, Self- Determination Periods) ○ 4th: Examples of impacts on Montana Tribal Nations (Treaty, Assimilation- Allotment and Boarding School, Self-Determination Periods) ○ 5th: Examples of impacts on Tribal Nations from the area now known as North America (Colonization, Treaty, Assimilation - Allotment and Boarding School, Self-Determination Periods)
<p>ESSENTIAL UNDERSTANDING 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.</p>	<ul style="list-style-type: none"> • Awareness that history can be told through many voices and perspectives: <ul style="list-style-type: none"> ○ 3rd: Examples from local Tribal Nations ○ 4th: Examples from Montana Tribal Nations ○ 5th: Examples from Tribal Nations from the area now known as North America • Tribal perspectives on history of the “place”: <ul style="list-style-type: none"> ○ 3rd: Tribal stories of place names from local Tribal Nations ○ 4th: Tribal stories of place names from Montana Tribal Nations ○ 5th: Tribal stories of place names from Tribal Nations from the area now known as North America
<p>ESSENTIAL UNDERSTANDING 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.</p>	<ul style="list-style-type: none"> • N/A

ESSENTIAL QUESTIONS – GRADE 3

- What was Missoula like in the past compared to now?
- How have people shaped Missoula in the past as well as today?
- How does the Salish traditional seasonal round relate to the seasons of the year?

TOPICS AND KEY CONCEPTS – GRADE 3

<p>TOPICS</p> <ul style="list-style-type: none">• Learning about the Missoula community and its heritage• Comparing past to present• Meeting Missoulians from today and long ago	<p>KEY CONCEPTS</p> <p>Culture</p> <ul style="list-style-type: none">• Appreciate the Salish culture through studying their traditional seasonal round. <p>Individual Development and Identity</p> <ul style="list-style-type: none">• Use primary source materials to research a settler, an explorer, or a group that contributed to the non-native settlements of the Missoula Valley. <p>People, Places, and Environment</p> <ul style="list-style-type: none">• Identify the natural resources of the Missoula Valley and tell how those natural resources have been used, in the past and today. <p>Power Authority and Governance</p> <ul style="list-style-type: none">• Understand the responsibilities of citizenship, role of rules and laws in our daily lives, and the basic structure of government. <p>Time Continuity and Change</p> <ul style="list-style-type: none">• Compare and contrast the Salish Nation in Western Montana, today and long ago.• Draw from historical events and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
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