

GRADE 3, UNIT 5

The People and Governments of Massachusetts



MASTER COPIES



Boston's Old City Hall was built between 1862 and 1865 and housed the Boston City Council until 1969. Image by Kenneth C. Zirkel via Wikimedia Commons, CC BY 4.0.

Acknowledgements

This Investigating History unit was developed by the Massachusetts Department of Elementary and Secondary Education in partnership with the following organizations and individuals:

Pilot Curriculum Authors: Educurious by NCEE

Lead Author

Katherine Moran

Lead Reviewer

Kasha Browning

Editor

Gayle Klim

Additional Design Support

N'Dia Parker-McWhorter

2025–26 Curriculum Revisions: Educurious by NCEE

Lead Author

Katherine Moran

Lead Reviewer

Kasha Browning

Editor

Gayle Klim

Digital Media Specialist

Angela Rosenberg

Senior Advisor

Sara Nachtigal

Local Governance Specialist

Jeff Alderson

Indigenous Curriculum Review: Native Education Council of Massachusetts

Est. 2019 by the Mashpee Wampanoag Tribe Education Department

Note: The Native Education Council does not rate or endorse curriculum materials. See the Curriculum Guidebook for more information.

English Learner Consultants: English Learners Success Forum

Note: ELSF does not rate or endorse materials. See the Curriculum Guidebook for more information.

Massachusetts Department of Elementary and Secondary Education

Kathryn Gabriele
Dylan Geesey-Pearce
Reuben Henriques
Rebekah Judson
Miesha Keita
Julia Lucas
Katherine Tarca

Copyright Notice



All original content in this work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) and © 2026 by DESE. Third party content including, but not limited to, images, illustrations, and photographs, are subject to their own license terms.

Reference in this curriculum to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public, and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education (DESE). Our office is not responsible for and does not in any way guarantee the accuracy of information in other sites accessible through links herein. For more information please contact: InvestigatingHistory@mass.gov.

Name: _____ Date: _____

Unit 5, Cluster 1 Inquiry Chart

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How do the different forms of government in Massachusetts and the people they represent influence one another?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 2: We looked at different seals and flags from governments in Massachusetts and discussed what they represented.	
Lesson 3: We read about and discussed the Wampanoag of Gay Head (Aquinnah)'s tribal government.	
Lesson 4: We read about and discussed town government in Massachusetts.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 5: We read about and discussed city government in Massachusetts.	
Lesson 6: We explored sources that explain how our own town or city government is organized and how we can influence our government.	

Unit 5 Know and Wonder Chart

Unit 5 Essential Question: How do the people and governments in Massachusetts influence their communities?

What do you already know?	What do you wonder?

Blank Word Wall Vocabulary Cards

Directions: These cards are designed to support students with learning key vocabulary in their home language(s). Make a copy of this document, and use a translation resource to translate the word and definition. Print and cut out these vocabulary cards to use on the Word Wall in the classroom. Translated cards should be displayed below the English version to support students with translanguaging.

Blank Word Wall Cards

vocabulary word

definition

vocabulary word

definition

vocabulary word

definition

Seal Images

Mashpee Wampanoag Tribe seal



Mashpee Wampanoag Tribe seal. Image by Mashpee Wampanoag Tribe via Facebook is used under the fair use doctrine.

City of Springfield seal



Seal of Springfield, Massachusetts. Image by Simtropolitan via Wikimedia Commons, public domain.

Name: _____ Date: _____

Tribal Government in Massachusetts

Directions: Read the text below to learn about tribal government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

Tribal Council	a group of official government leaders of an Indigenous tribe or nation
represent	to act or stand for someone or something
laws	rules of a community, town, city, state, tribe, or country
sovereignty	the power of a nation to govern itself and make its own laws
override	to cancel or reject



The Wampanoag Tribe of Gay Head (Aquinnah) seal

The Wampanoag Tribe of Gay Head (Aquinnah) has a tribal government called the **Tribal Council**. The tribe follows its ancestors' tradition of having a Chief and a Medicine Man as leaders. Today, their Tribal Council has a total of 13 members, including a Chief, Medicine Man, chairman, secretary, and treasurer. There are also councilwomen and councilmen.

The tribal government leaders **represent** all members of the tribe. They make decisions about **laws** and safety. Leaders use their **sovereignty** to protect tribal land and natural resources and support tribal members' well-being through education and cultural practices. They also work towards positive relationships with neighboring communities.

Tribal members vote for their leaders and can attend Tribal Council meetings. These meetings occur twice a month. Tribal members can **override** any decision made by the Tribal Council by voting.

Text source: Wampanoag Tribe of Gay Head (Aquinnah). "[Tribal Council](#)."

Image source: Wampanoag Tribe of Gay Head (Aquinnah) seal by Wampanoag Tribe of Gay Head (Aquinnah) is used under the fair use doctrine.

Name: _____ Date: _____

Governments in Massachusetts Graphic Organizer

Directions: Answer the questions in the graphic organizer using evidence from readings and discussions.

Type of government	Who does it represent?	How is it organized?	How can this form of government influence people?	How can people influence this form of government?
Tribal				
Town				

Type of government	Who does it represent?	How is it organized?	How can this form of government influence people?	How can people influence this form of government?
City				
Our town or city				

Name: _____ Date: _____

Tribal Government in Massachusetts (Expanded Word Bank)

Directions: Read the text below to learn about tribal government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

Tribal Council	a group of official government leaders of an Indigenous tribe or nation
tradition	a practice used to pass down a community's culture
represent	to act or stand for someone or something
laws	rules of a community, town, city, state, tribe, or country
sovereignty	the power of a nation to govern itself and make its own laws
natural resources	materials found in nature that can be used to survive and/or make money
attend	to join or be present at
override	to cancel or reject



The Wampanoag Tribe of Gay Head (Aquinnah) seal

The Wampanoag Tribe of Gay Head (Aquinnah) has a tribal government called the **Tribal Council**. The tribe follows its ancestors' **tradition** of having a Chief and a Medicine Man as leaders.

Today, their Tribal Council has a total of 13 members, including a Chief, Medicine Man, chairman, secretary, and treasurer. There are also councilwomen and councilmen.

The tribal government leaders **represent** all members of the tribe. They make decisions about **laws** and safety.

Leaders use their **sovereignty** to protect tribal land and **natural resources** and support tribal members' well-being through education and cultural practices. They also work towards positive relationships with neighboring communities.

Tribal members vote for their leaders and can **attend** Tribal Council meetings. These meetings occur twice a month. Tribal members can **override** any decision made by the Tribal Council by voting.

- **Text source:** Wampanoag Tribe. "[Tribal Council](#)."
- **Image source:** Wampanoag of Gay Head (Aquinnah) seal by Mashpee Wampanoag Tribe is used under the fair use doctrine.

Name: _____ Date: _____

Town Government in Massachusetts Reading

Directions: Read the text below to learn about town government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

towns	communities with a Select Board and Town Meeting form of government
elected	selected for a position by voting
represent	to act or stand for someone or something
committees	groups of people who work together for a specific purpose or project
residents	people who live in a certain area



Town Hall in South Hadley, Massachusetts

There are 292 **towns** in Massachusetts. People who live in a town have voted to have a town form of government. Towns are run by the Select Board and Town Meeting. These leaders are **elected** by town members every 1–3 years.

Select Boards are small groups of people who set rules for running the town, like giving permits for events in the park. Town Meetings set the laws for the town and control how money is spent, including how much money goes to the schools.

Town governments **represent** all the people who live in the town. They make decisions about local laws, local projects, and how money and taxes will be spent. Leaders also use their roles to support the other **committees** in the town, including school committees and the board of health.

Residents of a town get to vote directly on issues or vote for leaders to do so for them. Each spring, towns hold an election between March and June to vote for their leaders. Town Meetings are also held at least once a year, and most are open to all community members.

Image source: South Hadley Town Hall image by Massachusetts Municipal Association used with permission from MMA.

Text sources:

- Massachusetts Municipal Association. [Forms of Local Government](#).
- Massachusetts Municipal Association. 2023. "[Local Government 101](#)," September 19.

Name: _____ Date: _____

Town Government in Massachusetts (Expanded Word Bank)

Directions: Read the text below to learn about town government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

towns	communities with a Select Board and Town Meeting form of government
elected	selected for a position by voting
laws	rules of a community, town, city, state, tribe, or country
represent	to act or stand for someone or something
taxes	money people have to pay to the government
committees	groups of people who work together for a specific purpose or project
residents	people who live in a certain area
election	the process of choosing a leader by voting



Town Hall in South Hadley, Massachusetts

There are 292 **towns** in Massachusetts. People who live in a town have voted to have a town form of government. Towns are run by the Select Board and Town Meeting. These leaders are **elected** by town members every 1–3 years.

Select Boards are small groups of people who set rules for running the town, like

giving permits for events in the park. Town Meetings set the **laws** for the town and control how money is spent, including how much money goes to the schools.

Town governments **represent** all the people who live in the town. They make decisions about local laws, local projects, and how money and **taxes** will be spent. Leaders also use their roles to support the other **committees** in the town, including school committees and the board of health.

Residents of a town get to vote directly on issues or vote for leaders to do so for them. Each spring, towns hold an **election** between March and June to vote for their leaders. Town Meetings are also held at least once a year, and most are open to all community members.

Image source: South Hadley Town Hall image by Massachusetts Municipal Association used with permission from MMA.

Text sources:

- Massachusetts Municipal Association. [Forms of Local Government](#).
- Massachusetts Municipal Association. 2023. "[Local Government 101](#)," September 19.

Name: _____ Date: _____

City Government in Massachusetts

Directions: Read the text below to learn about city government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

cities	communities with a mayor and City Council form of government
represent	to act or stand for someone or something
residents	people who live in a certain area
elect	to select for a position by voting



City Hall in Medford, Massachusetts

There are 59 **cities** in Massachusetts. People who live in a community that is a city must have at least 12,000 people and vote to have a city form of government. Cities are run by a mayor and a City Council.

City governments **represent** the people who live in the city. A mayor is the leader of a city. The mayor has their position for 2 or 4 years. A City Council passes local laws. They have 9–13 members. City Council members hold their positions for 2 years.

Residents of the city **elect** the mayor and the City Council members. Elections take place in November every other year. The mayor and City Council members then make decisions for the community about city laws, how taxes are spent, and what projects are done. City Council meetings often have periods of time where members of the public can make statements to try to persuade City Council members to act on certain issues.

Image source: Medford Town Hall courtesy of Massachusetts Municipal Association used with permission from the MMA.

Text sources:

- Massachusetts Municipal Association. [Forms of Local Government](#).
- Massachusetts Municipal Association. 2023. [Local Government 101](#). September 19.

Name: _____ Date: _____

City Government in Massachusetts (Expanded Word Bank)

Directions: Read the text below to learn about city government in Massachusetts. Use the word bank to support your understanding.

As you read, underline information about how the government influences people and how people can influence the government.

Word Bank

cities	communities with a mayor and City Council form of government
represent	to act or stand for someone or something
laws	rules of a community, town, city, state, tribe, or country
residents	people who live in a certain area
elect	to select for a position by voting
taxes	money people have to pay to the government



City Hall in Medford, Massachusetts

There are 59 **cities** in Massachusetts. People who live in a community that is a city must have at least 12,000 people and vote to have a city form of government. Cities are run by a mayor and a City Council.

City governments **represent** the people who live in the city. A mayor is the leader of a city. The mayor has their position for 2 or 4 years. A City

Council passes local **laws**. They have 9–13 members. City Council members hold their positions for 2 years.

Residents of the city **elect** the mayor and the City Council members. Elections take place in November every other year. The mayor and City Council members then make decisions for the community about city laws, how **taxes** are spent, and what projects are done. City Council meetings often have periods of time where members of the public can make statements to try to persuade City Council members to act on certain issues.

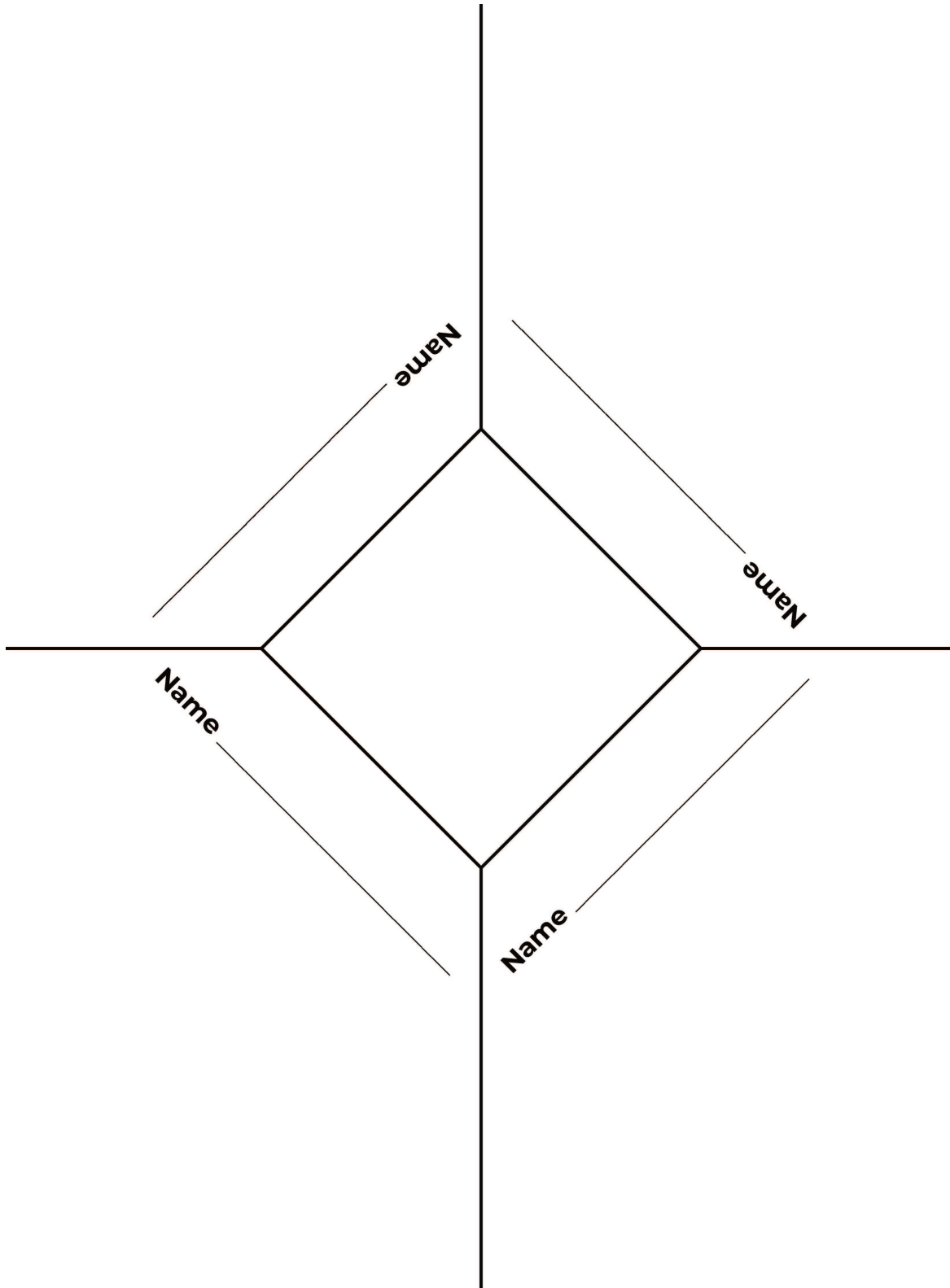
Image source: Medford Town Hall courtesy of Massachusetts Municipal Association used with permission from the MMA.

Text sources:

- Massachusetts Municipal Association. [Forms of Local Government](#).
- Massachusetts Municipal Association. 2023. [Local Government 101](#). September 19.

Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.



Name: _____ Date: _____

Formative Assessment Task

Part 1

Directions: Use the answer bank to complete the sentences. Write the letter (A, B, or C) on the line that matches the description.

Answer Bank

A	B	C
Mayor	Chief	Select Board member

In a tribal government, one leader is the _____.

In a town government, one leader is the _____.

In a city government, one leader is the _____.

Part 2

Directions: Read the story, and then use it to respond to the questions that follow.

Story: Last week, community members sent letters and emails in support of building an animal shelter. They felt it was important to have a safe place for stray animals to get care. They also argued that it would help these animals get adopted. Today, it was reported in our local newspaper that Mayor Jones approved this project. Construction will begin next month. Some local streets will be closed during the construction period.

Does this community have a tribal, town, or city government? How do you know?

How did people influence the government in this story?

How did the government influence people in this story?

Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)

Part 1

Directions: Use the answer bank to complete the sentences. Write the letter (A, B, or C) on the line that matches the description.

Answer Bank

A	B	C
Mayor	Chief	Select Board member

In a tribal government, one leader is the _____.

In a town government, one leader is the _____.

In a city government, one leader is the _____.

Part 2

Directions: Read the story, and then use it to respond to the questions that follow.

Story: Last week, community members sent letters and emails in support of building an animal shelter. They felt it was important to have a safe place for stray animals to get care. They also argued that it would help these animals get adopted. Today it was reported in our local newspaper that Mayor Jones approved this project. Construction will begin next month. Some local streets will be closed during the construction period.

Does this community have a tribal, town, or city government? How do you know?

This community has a ___ government because it ___.

How did people influence the government in this story?

In this story, people influenced the government by ___.

How did the government influence people in this story?

In this story, the government influenced people by ___.

Name: _____ Date: _____

Unit 5, Cluster 2 Inquiry Chart

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How have the different groups of people living in our town or city influenced the community over time?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 9: We explored our town or city using Google Maps and identified landmarks and geographic features.	
Lesson 10: We investigated sources that explain the beginnings of our town or city and the people who originally lived here.	
Lesson 11: We investigated sources that explain the current populations of our town or city.	

Name: _____ Date: _____

Our Town or City Graphic Organizer

Directions: Answer each question below using information and sources that your teacher provides.

Part 1: History of Our Town or City

Questions	Information
What is the name of our town or city?	
Who were the Indigenous peoples who lived here originally? What happened during colonization?	
When was our town or city founded? By whom?	
Who lived in our town or city at the time? Were there enslaved or indentured peoples?	

Part 2: Current Populations in Our Town or City

Questions	Information
What groups of people live in our town or city today?	
Where have people who live in our town or city today immigrated from?	
Which, if any, Indigenous tribes or nations are in our town or city today?	
What other important population information is there about our town or city?	

Name: _____ Date: _____

Formative Assessment Task

Directions: Use what you learned in this cluster to sketch a redesign of your town or city seal in order to best incorporate the people, places, and history of the area.

Then write an artist statement that explains your design choices and the specific reasons behind them. This artist statement should clearly describe the historical and present-day groups of people who have influenced your town or city.

My seal sketch:



[illegible]

Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)

Directions: Use what you learned in this cluster to sketch a redesign of your town or city seal in order to best incorporate the people, places, and history of the area.

Then write an artist statement that explains your design choices and the specific reasons behind them. This artist statement should clearly describe the historical and present-day groups of people who have influenced your town or city. You can use the provided sentence frames to help you.

My seal sketch:



[illegible]

Name: _____ Date: _____

Unit 5, Cluster 3 Inquiry Chart

Unit EQ	How do the people and governments in Massachusetts influence their communities?
Cluster SQ	How can we participate in and contribute to our communities?
What questions will we ask?	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 14: We read and discussed the picture book, Just Help!: How to Build a Better World.	
Lesson 15: We interviewed each other about community issues we care about and how we are involved in our community.	
Lesson 16: We learned about local community members who are contributing to the community.	

What did we do?	What did we learn that helps us answer our question(s)?
Lesson 17: We learned about more local community members who are contributing to the community.	

Name: _____ Date: _____

Peer Interview Graphic Organizer

Directions: Record information from your peer interviews in the chart below. The blank rows are for any additional questions you want to ask or notes you want to record.

Questions	Information
What is your name?	
What are some places in our community that are important to you and why?	
Who do you know who helps make the community better? How do they help?	

Questions	Information
What are some ways that you think our community could be even better?	

Name: _____ Date: _____

Community Member Graphic Organizer

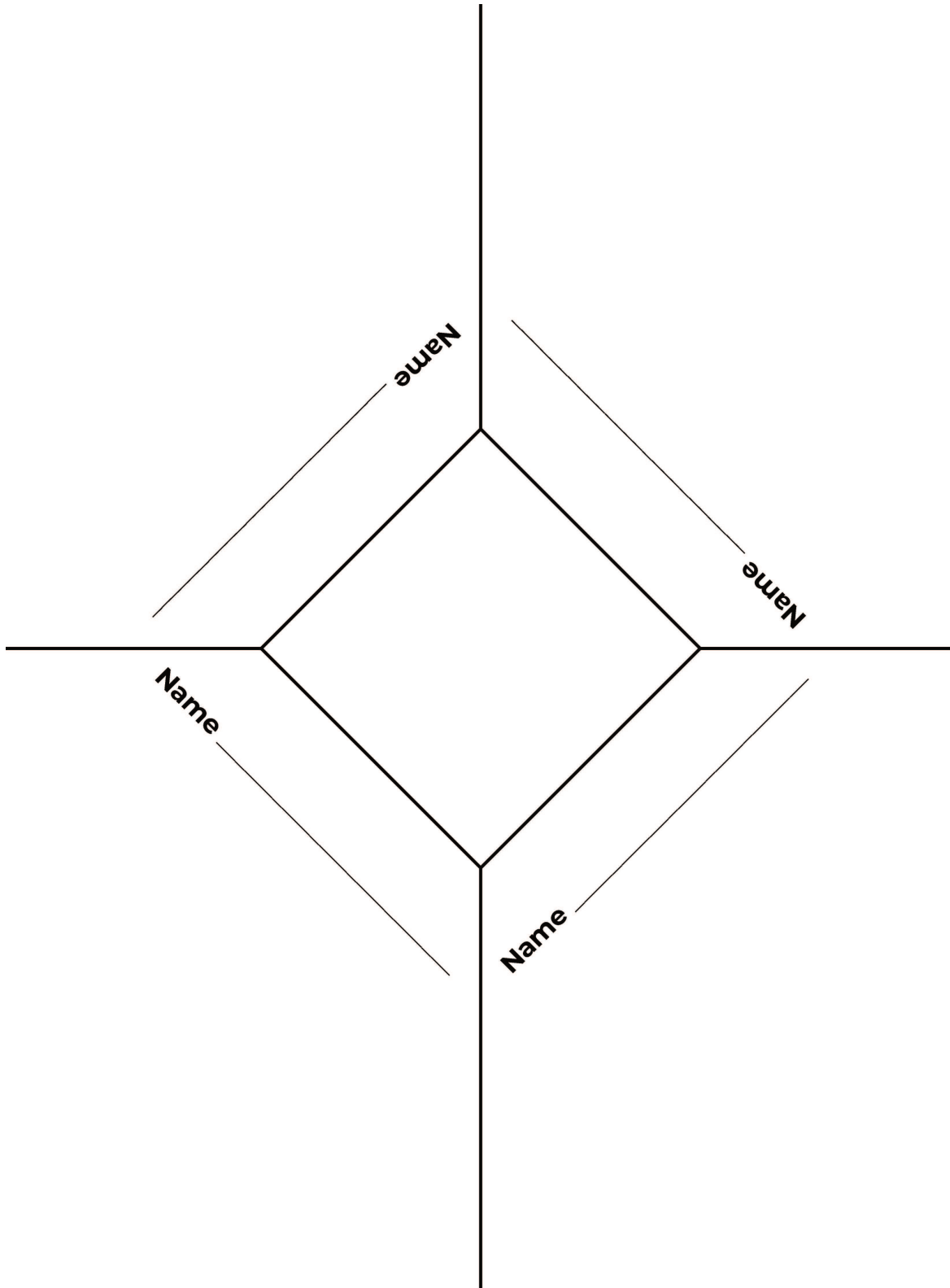
Directions: Record information from interviews or readings in the chart below. The blank rows are for any additional questions you want to ask or notes you want to record.

Questions	Information
What is your name, and what are your role(s) in the community?	
What community issues are important to you and why?	
How do you participate in or contribute to the community?	

Questions	Information
Are there any ways that you influence or participate in the government in our community?	

Discussion Diamond

Directions: Write on your corner of the Discussion Diamond when prompted. Write a summary of your discussion in the middle after your group discusses.



Name: _____ Date: _____

Formative Assessment Task

Directions: Describe a community issue that you care about. Then list three ways that people and the government can help or take action on this issue based on what you learned from other community members in this cluster.

In your list, be sure to include at least one way people can help and one way the government can help.

Community issue:

Ways that people and the government can help or take action:

1.

2.

3.

Optional: Create a drawing that represents or illustrates the ideas you described.

Name: _____ Date: _____

Formative Assessment Task (Sentence Frames)

Directions: Describe a community issue that you care about. Then list three ways that people and the government can help or take action on this issue based on what you learned from other community members in this cluster.

In your list, be sure to include at least one way people can help and one way the government can help. You can use the sentence frames to help you.

Community issue:

A community issue that I care about is ____.

The reason it is important to me is ____.

Ways that people and the government can help or take action:

One way that people / the government can help is ____.
A strategy or action like ____ could help because ____.

1.

2.

3.

Optional: Create a drawing that represents or illustrates the ideas you described.

Name: _____

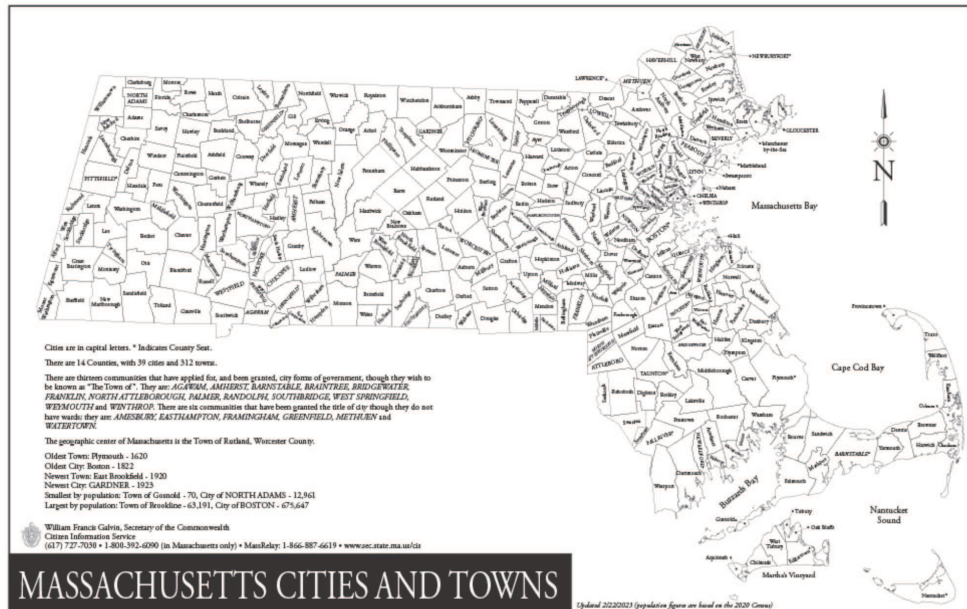
Date: _____

Extension: The People and Governments of Massachusetts

Content Assessment

Section 1: Geography

Directions: Follow the prompts about the map below.



Massachusetts Cities and Towns by MassGIS (Bureau of Geographic Information), Commonwealth of Massachusetts EOTSS via Mass.gov, public domain

Circle where your town or city is located on the map above.

Describe where in Massachusetts your town or city is located using the cardinal directions (North, South, East, West).

Name one geographic feature or landmark from your town or city.

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
represent		something that you can be depended on to do
population		the power of a nation to govern itself and make its own laws
sovereignty		to select for a position by voting
responsibility		the number of people who live in a specific area
elect		to act or stand for someone or something

Section 3: Short Answer

Directions: Read the quote below. Then use the quote and what you learned in this unit to answer the question in a few sentences. Be sure to use details or evidence from the unit in your response, including at least one specific thing that you learned that local governments can do.

“Whether through elections or town meetings, local governments can make sure the interests of the local community are served. They focus on issues that directly affect our everyday lives and make sure that everyone feels part of the decision-making process.”

– Investigating History: City, Town, Tribal Government in Massachusetts by Massachusetts DESE

Why are local governments in Massachusetts important, and what do they do?

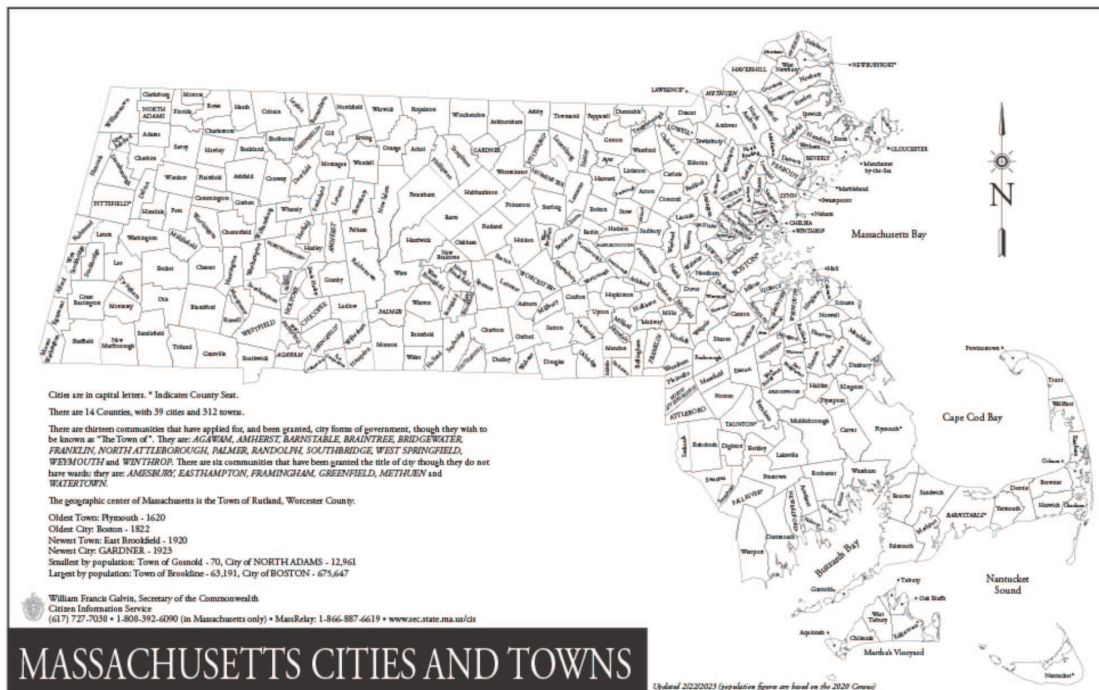
Name: _____ Date: _____

Extension: The People and Governments of Massachusetts

Content Assessment (Sentence Frames)

Section 1: Geography

Directions: Follow the prompts about the map below.



Massachusetts Cities and Towns by MassGIS (Bureau of Geographic Information),
Commonwealth of Massachusetts EOTSS via Mass.gov, public domain

Circle where your town or city is located on the map above.

Describe where in Massachusetts your town or city is located using the cardinal directions (North, South, East, West).

My town or city is located in the ___ area of Massachusetts.

Name one geographic feature or landmark from your town or city.

___ is a geographic feature / landmark in my town or city.

Section 2: Vocabulary

Directions: Match each vocabulary word on the left to its definition on the right by drawing a line to connect them.

Vocab	Connection	Definition
represent		something that you can be depended on to do
population		the power of a nation to govern itself and make its own laws
sovereignty		to select for a position by voting
responsibility		the number of people who live in a specific area
elect		to act or stand for someone or something

Section 3: Short Answer

Directions: Read the quote below. Then use the quote and what you learned in this unit to answer the question in a few sentences. Be sure to use details or evidence from the unit in your response, including at least one specific thing that you learned that local governments can do. You can use the provided sentence frames to help you.

“Whether through elections or town meetings, local governments can make sure the interests of the local community are served. They focus on issues that directly affect our everyday lives and make sure that everyone feels part of the decision-making process.”

– Investigating History: City, Town, Tribal Government in Massachusetts by Massachusetts DESE

Why are local governments in Massachusetts important, and what do they do?

Local governments in Massachusetts are important because _____. They are responsible for doing things like _____ and _____.

Name: _____ Date: _____

Summative Assessment Task

Directions: Follow the steps below to complete the Unit 5 Summative Assessment Task.

Step 1

Review your Formative Assessment Tasks and graphic organizers from Clusters 1–3. Use the organizer below to brainstorm ideas and actions that could be taken to improve your community.

What issues in your community (school, neighborhood, town, city, etc.) are important to you or to other people in the community?	
How do you know about these issues?	
Why are these issues important or significant?	
How can people in the community take action to address these issues?	
How can people in the government take action to address these issues?	

Step 2

Choose one of the issues from Step 1 to explain to other people in the community why the issue is important and what they could do to address it.

Some questions that you can address in your writing:

General plan / idea questions

- ☐ What is your community plan or idea?
- ☐ Why is it needed?
- ☐ Who will it benefit?
- ☐ How will it benefit people or positively influence the community?

Community questions

- What can community members do to support your community plan or idea?
- How can community members get involved?

Government questions

- ☐ Who in your town or city government could you contact about this issue?
- ☐ What can your town or city government do to support your community plan or idea?

Step 3

Draw a detailed illustration that will grab people's attention and encourage their support of your plan or idea.

Name: _____ Date: _____

Summative Assessment Task (Sentence Frames)

Directions: Follow the steps below to complete the Unit 5 Summative Assessment Task.

Step 1

Review your Formative Assessment Tasks and graphic organizers from Clusters 1–3. Use the organizer below to brainstorm ideas and actions that could be taken to improve your community. You can use note form for this section.

What issues in your community (school, neighborhood, town, city, etc.) are important to you or to other people in the community?	
How do you know about these issues?	
Why are these issues important or significant?	
How can people in the community take action to address these issues?	
How can people in the government take action to address these issues?	

Step 2

Choose one of the issues from Step 1 to explain to other people in the community why the issue is important and what they could do to address it.

Some questions and sample sentence frames that you can address in your writing:

General plan / idea questions	Sentence frames
☐ What is your community plan or idea?	<i>My community plan / idea is ____.</i>
☐ Why is this plan or idea needed?	<i>This plan is needed because ____.</i>
☐ How will it benefit people or positively influence the community?	<i>It will benefit people / positively influence the community by ____.</i>

Community questions	Sentence frames
☐ What can community members do to support your community plan or idea?	<i>Community members can ____ to support my community plan / idea.</i>
☐ How can community members get involved?	<i>People can get involved by ____.</i>

Government questions	Sentence frames
☐ Who in your town or city government could you contact about this issue?	<i>___ in my (town / city) government could be contacted.</i>
☐ What can the town or city government do to support your community plan or idea?	<i>My (town / city) government can ___ to support my community plan / idea.</i>

Step 3

Draw a detailed illustration that will grab people's attention and encourage their support of your plan or idea.

Name: _____ Date: _____

Extension: Poster Assembly Example

Directions: Create a poster that would encourage community members to support your plan or project. Use the writing and drawing you created on the Summative Assessment Task to build your poster.

Welcome to _____.

Community plan or
idea writing

Illustration

Name: _____ Date: _____

The People and Governments of Massachusetts Rubric

Standard	Exceeding	Meeting	Approaching
Practice Standard 1 Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	The student clearly and accurately explains who in their town/city government could be contacted and how people in the community could support their plan/idea.	The student generally explains who in their town/city government could be contacted and how people in the community could support their plan/idea.	The student partially or inaccurately explains who in their town/city government could be contacted and how people in the community could support their plan/idea.
Practice Standard 7 Describe a range of local, regional, and/or global issues, and explain how different actions taken by students and others would help address these issues.	The writer clearly identifies a specific community issue and describes in detail how a given action can help address it.	The writer identifies a community issue and describes how a given action can help address it.	The writer identifies a community issue and partially describes how a given action can help address it.

Standard	Exceeding	Meeting	Approaching
Content Standards 3.T1.3 (what governments do and how people can participate), 3.T1.3a (classroom and school governments), 3.T1.3b (city and town governments), 3.T1.3c (city and town government roles), 3.T1.3d (how people can participate in local government), 3.T1.3e (volunteering), AND/OR 3.T1.3f (role of taxes)	Detailed, specific, and accurate information is provided about government and community members' possible roles, responsibilities, and/or actions.	Generally accurate information is provided about government and community members' possible roles, responsibilities, and/or actions.	Incomplete and/or generally inaccurate information is provided about government and community members' possible roles, responsibilities, and/or actions.

Overall Feedback:



QUESTION



We ask questions about what we see, think, and wonder.

	Less complex ⇨	More complex ⇨	Most complex ⇨
Who?	Who was ___?	Who made ___?	Who wrote ___?
What?	What was ___?	What did ___?	What would ___?
Where?	Where was ___?	Where did ___?	Where would ___?
When?	When was ___?	When did ___?	When would ___?
Why?	Why was ___?	Why did ___?	Why would ___?
How?	How was ___?	How did ___?	How would ___?



SUMMARIZE



We summarize to understand and share the main idea and supporting details.

Less complex ⇒	More complex ⇒	Most complex ⇒
This is about ____.	The main idea of this source is ____.	<i>"Title"</i> by <i>Author</i> is about ____.
One detail is ____.	The first important detail is ____. A second key detail is ____.	In the <i>first / second</i> part, the main idea is ____. <i>An / Another</i> important detail is ____.
Another detail is ____.	One last important detail is ____.	The author concludes that ____.



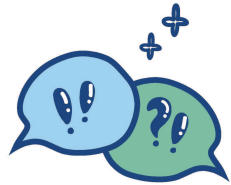
OBSERVE



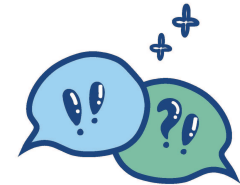
We observe a source by looking for details that help us understand it better.

Less complex ⇒	More complex ⇒	Most complex ⇒
In this source I see ____.	An important detail I see in this source is ____.	I notice ____. This is important because ____.
In this source I notice ____.	Something I notice and want to know more about is ____.	I see / <i>don't</i> see ____, which makes me wonder ____.

Things to look for	Source types and details	Examples
Details to look for: places, people, events, geography, patterns, words, numbers, colors, map keys Features of sources: title, author, headings, images, captions, charts, maps, vocabulary definitions	Source types: article, artifact, document, drawing, graphic, illustration, image, letter, map, newspaper, photograph, primary / secondary source, video, website Source details: author, audience, date, title, location, materials used in an artifact, size of an artifact	- In this source I see <u>a ruler by the coin that shows its size</u>. - I don't see <u>any people</u>, which makes me wonder <u>if the city was abandoned</u>.

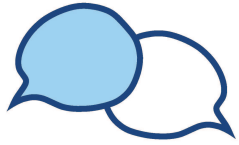


CONNECT

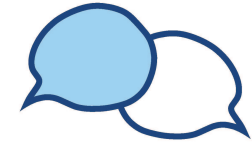


We connect to our inquiry questions by thinking about what we learn from sources.

Less complex ⇒	More complex ⇒	Most complex ⇒
I think ____.	These two sources show ____.	The evidence in this source is important because ____.
One connection is ____.	This source shows ____, but the other source shows ____.	Based on evidence that shows ____, I think ____.
This source shows ____.	These sources help answer our question about ____ because ____.	The most useful sources for answering our question are ____ and ____ because ____.
This source answers our question because ____.	This information matters because ____.	We learned ____ from these sources. This is important because ____.



TALK MOVES



We use talk moves to listen closely, share what we think, and build on the ideas of others.

Listening moves	Speaking moves
Clarify • Could you say that another way? • Can you explain what you mean by that? • I understand __, but I want to know __.	Add on • I'd like to add to what __ said. I think __. • I agree with you and __. • Another example is __.
Inquire • Can you tell us more about __? • What do you think about __? • What are some other perspectives?	Challenge ideas • I respectfully disagree because __. • Why do you think that? • What is your evidence for __?

Name: _____ Date: _____

Grade 3 Word Map Example

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

gratitude
word

the experience of being thankful
definition

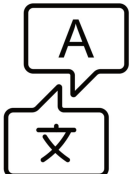
 Illustrate: Draw a picture or diagram to help you remember the meaning of the word. 	 Word Family: Write down different forms of the word. • gratitude (n) • grateful (adj) • gratefully (adv)
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb? • noun	 Translanguage: Translate the word and write it here. • gratitud

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields, "Gratitude" by Liez Art, all via thenounproject.com, licensed under CC BY 3.0.

Name: _____ Date: _____

Word Map

Directions: Explore this word for your personal dictionary. Follow your teacher's instructions about what sections to complete and what tools to use.

word

definition

 Illustrate: Draw a picture or diagram to help you remember the meaning of the word.	 Word Family: Write down different forms of the word.
 Part of speech: Is this word a noun, a proper noun, a verb, an adjective, or an adverb?	 Translanguage: Translate the word and write it here

Image sources: "Sketch" by Adrien Coquet, "Puzzle pieces" by shashank singh, "Translate" by Uswa KDT, "Complement" by Brandon Shields; all via thenounproject.com, licensed under CC BY 3.0.