

The People and Governments of Massachusetts

Unit Throughlines	Learning Progression
How do the people and governments in Massachusetts influence their communities? EU 1. Different forms of local government have distinct roles and responsibilities and provide different ways for people to participate in them. They represent the people in the community and often make decisions on their behalf. EU 2. Populations in communities can change over time due to reasons such as colonization and immigration. EU 3. There are many different ways to make a difference in a community. People of all ages can participate in and contribute to the well-being and improvement of their community, including by influencing the local government. Key Practice Standards PS 1. Explain the purpose and function of local and state governments, including the avenues they offer individuals for participation and influence.	Massachusetts Governments 8 Lessons How do the different forms of government in Massachusetts and the people they represent influence one another? - L 1. Use background knowledge and information from a video to make connections and generate questions about the government and people in Massachusetts and how they influence their communities. - L 2. Make connections and generate questions about how governments and the people they represent influence one another. - L 3. Identify key elements in the government of the Wampanoag Tribe of Gay Head (Aquinnah) using an informational text. - L 4. Identify key elements of town government in Massachusetts using an informational text. - L 5. Identify key elements of city government in Massachusetts using an informational text. - L 6. Identify key elements of students' own town/city government in Massachusetts using various resources. - L 7. Synthesize learning about different governments in Massachusetts by developing a response to an inquiry question. - L 8. Explain how different forms of government in Massachusetts and the people they represent influence one another using information from cluster sources. Our Town or City 5 Lessons How have the different groups of people living in our town or city influenced the community over time? - L 9. Make connections and generate questions about how the different people and places in a community can influence it over time. - L 10. Identify key information about the history of our town or city including the Indigenous peoples, founding, and historical populations using provided sources. - L 11. Identify key information about the current populations of our town or city using provided sources.

PS 3. Use provided categories to gather and/or sort information based on a topic or inquiry question.

PS 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.

Key Literacy Standards

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information about a given topic efficiently.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

W.3.1. Write opinion pieces on topics or texts, supporting an opinion with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into provided categories.

L 12. Synthesize learning about the history of our town or city and the current populations by developing a response to an inquiry question.

L 13. Summarize the historical and present-day influences on our town or city using information from cluster sources.

How Communities Take Action | 7 Lessons

How can we participate in and contribute to our communities?

L 14. Make connections and generate questions about how people can participate in and contribute to their communities.

L 15. Make connections and use questions to identify how peers participate in and contribute to the community.

L 16. Make connections and use questions to identify how community members participate in and contribute to the community.

L 17. Make connections and use questions to identify how community members participate in and contribute to the community.

L 18. Synthesize learning about how people can participate in and contribute to their communities by developing a response to an inquiry question.

L 19. Identify a community issue and what specifically can be done to address it using learning from the cluster.

L 20. Use the Know and Wonder Chart and Inquiry Charts to identify important takeaway learnings from each cluster of the unit about how people and governments in Massachusetts influence their communities.

Summative Assessment | 2 Days

The purpose of this Summative Assessment is to assess students' understanding of the various forms of government in Massachusetts and their local community. Students synthesize their learning from Clusters 1–3 and apply it to the creation of a proposal for a local community action, initiative, or event. Students engage in collaborative planning and write and illustrate their ideas.

