

3rd Grade
Social Studies Unit 4
Matthews History Museum

Unit #4: History

Unit Compelling Question: How have historical events and people shaped our society over time?

Standard(s):

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

3.H.1.2 Analyze the impact of contributions made by historical figures in local communities and regions over time.

3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

3.H.2.1 Explain change over time through historical narratives. (events, people and places)

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

This inquiry-based unit is intended to serve as a bridge between the CMS HMH Guided Reading kits and the Social Studies content area. It is developed with the purpose of preparing students for the tour of the Matthews Historical Museum. Teachers can implement the reading curriculum in the days/weeks leading up to the tour, then use this inquiry plan to guide student questions as they tour the museum. Bullet points within the lessons are notable facts presented within the tour. After the tour the students can participate in a Socratic Circle/Seminar to share ideas and answers to the inquiry.

Examples of end of unit assessments include a compare and contrast presentation, timeline presentation or biography reports.

Vocabulary		Recommended Books
Cast Iron Pot	Enslaved persons	* <u>Find out First Hand: Using Primary Sources</u> - Fontichairo
Census	Freedman's Bureau	* <u>Cooking and Eating</u> - Rissman
Civil War	Railroad Lantern	<u>Ruth and the Green Book</u> - Ramsey
Contribution	Primary Source	<u>When Marian Sang</u> - Munoz-Ryan
Discrimination	Secondary Source	<u>Before I made History; Let's Drive Henry Ford!</u> – Roop
Emancipation	Tank Town	<u>Early Sunday Morning</u> -- Milner
	Juke Box	<u>Crown - An Ode To The Fresh Cut</u> -- Barnes
	Perspective	<u>'Maya Angelou'</u> Little People, Big Dreams -- Kaiser
		<u>The Story of Ruby Bridges</u> -- Coles
		* Books included in the CMS HMH guided reading kits

Generalization: Historical events have shaped the Charlotte-Mecklenburg area.

What historical events have shaped Crestdale/Matthews/Charlotte?

- The freeing of enslaved peoples at the end of the Civil War helped the growth of Crestdale/Tank Town
- The arrival of the railroad in 1874 The Industrial Period solidified the area residents into a community. (Matthews)
- The placement of the water tank in Crestdale helped to begin that community.
- Crestdale was *incorporated* into Matthews in 1988, and for the first time residents had access to water and sewer services.

*The city could now raise money to supply services to its residents

How have these events changed the community?

Students can create a “Then and Now” presentation showing the impact of one major historical event.

What changes have happened since these events occurred?

www.charlottesgotalot.com/getting-around/

*Cooking and Eating - Rissman

Before I made History; Let’s Drive Henry Ford! – Roop

Students can create a timeline including facts about how these events impacted the local community and/or larger society

Generalization: Different people and groups have shaped local communities and regions over time

What actions made by diverse individuals or groups of people made an impact on how the area developed?

- Dr. J. S. Gribble owned approximately 143 acres, which became Tank Town. He sold parts of the property to African Americans, and some to white people who gave the land to freed slaves, or rented property to them.
- Julius Rosenwald
www.historysouth.org/schoolhistory/

Governor Aycock – “The Education Governor”

John Merrick – Entrepreneur

How did their actions change their community?

- Many Crestdale residents worked in the homes of Matthews citizens, creating an interdependence between the two.
- In general, Matthews and Crestdale residents knew each other and accepted each other.

Students can report on the positive and negative influence he has had

He helped create economic prosperity among the blacks of Durham, which laid the foundation for the establishment of a future self-sustaining community of independent, educated, and experienced black businessmen

Compare and contrast a Rosenwald Schoolhouse to your school today

Generalization: Communities and regions often develop around shared philosophical ideas and common goals.

What was the common belief/values/goals of the people who created the Crestdale community?

- The common belief of the people who created Crestdale was: to create a place to raise family, freely worship and form community.

How did the people come together to solve the water problem in Crestdale?

Generalization: Narratives can be used to explore the contributions of people and the impact of events in history

How does a primary source help us better understand the events in history?

- Often assumptions are made about the past. Sometimes a primary source, like census records, can disprove what is generally believed. I.e., that our society has been segregated since the Civil War. Census records for 1870 and 1880 totally disprove this belief in Matthews where of the 41 families (1880) 30 are white and 11 are black.
- Oral history, diaries or letters can give specifics about events of the past and how people felt about things at that time.

What historical sources including artifacts, pictures and documents offer evidence of what happened in the past?

- Photographs can show things as they are. They can document a particular time, condition, etc.
- Artifacts can show how people lived differently in the past, as in a time before electricity
- Documents generally relay facts as opposed to opinions.

After listening to Harvey Boyd's interview (below), how was his life different when he lived in Tank Town/Crestdale?

<https://www.youtube.com/watch?v=9V8-kljYDSU>

When Marian Sang – Munoz

Generalization: Historical sources from multiple points of view help create a deeper understanding of what happened in the past.

What event(s) may be described differently by two (or more) separate people?

- The Civil War was probably seen very differently by those who owned slaves and those who were enslaved.
- The Civil Rights movement would have been viewed differently by African-American and white citizens.

What was the “Green Book” used for?
How would traveling in the United states be different based on the color of your skin?

Ruth and the Green Book - Ramsey

How do Primary and Secondary resources help us better understand the past?

Shared Google file:
CMS HMH K-5 Documents →
Third Grade

*Find out First Hand: Using Primary Sources - Fontichairo

