

| **Marietta City Schools** **2023–2024 District Unit Planner** | | | | | |
| --- | --- | --- | --- | --- | --- |
| *Grade 3 Social Studies* | | | | | |
| **Theme** | *Unit 6: Colonial America* | | | **Unit duration (Days)** | *15 - 30 Days* |

| **GA DoE Standards** | |
| --- | --- |
| **Georgia Standards:**  **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).  b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, enslaved Africans, and American American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.  **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  7- Interpret timelines  9- Construct charts/tables  **Map and Globe Skills:**  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  9- Use latitude and longitude  **Themes and Enduring Understandings:**  **Individuals, Groups and Institutions**: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.  **Location**: The student will understand that where people live matters  **Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions. | |
| **Essential Questions** | |
| **Factual—**  What was an indentured servant ?  What was education like in the early colonies?  What is scarcity?  What influenced the production of crops in each region?  What did each region produce?  What services were provided in the colonies?  **Inferential—**  How was daily life different for women and men?  How was the geography of the thirteen British colonies alike and different?  How did geography influence economic activity within the three groups of colonies?  How did scarcity shape how colonists produced food?  How did colonists deal with scarce resources?  How did colonists distribute goods and services?  What problems may happen as a result of beliefs and ideals?  **Critical Thinking-**  How does where we live shape how we live?  How did scarcity influence relationships between the colonists and American Indians?  Why did many colonists decide to come to the colonies?  How did the ideas and feelings of colonists shape the beliefs and ideals of the colonies? | |
| **Tier II Words-** High Frequency Multiple Meaning | **Tier III Words-** Subject/ Content Related Words |
| physical  human  scarce  colony | physical and human characteristics of place  scarcity as the basic economic problem  colonists  New England, Mid-Atlantic, and Southern Colonies  Artisan  indentured servants |
| **Assessments** | |
| **Summative Assessment(s):**  Colonial America Assessment  Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.  Standards: All GSE for the unit.  \* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.  **Theme Based Writing Task and Rubric:**   1. [DBQ: How did the physical geography of the colonial regions help determine economic activities?](https://drive.google.com/drive/folders/114Ff2SfS285wOl-eAfo5JcoDwt42x3Sj?usp=share_link) Students will analyze historical documents, including maps, to identify economic goods produced in each colonial region. They will then create a product of their choice citing evidence from the documents in their writing.   **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.   1. [Sharing the Planet](https://docs.google.com/document/d/1WaaogFGXh9J1XqZmIG80BnVkB5BNqllaebI_QwHIobM/edit#)Integrated inquiry lessons to compare/contrast life in the three colonial regions. Students will compare and contrast life in New England, the Mid-Atlantic, and the Southern colonies, with an emphasis on how people interacted with their environment using the RAFT writing technique.   **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.   1. [Through the Eyes of Children](https://docs.google.com/document/d/1lMe0QFDX9uE9tk8-nbYSK-m79hpFoKwuRhm7PTpLvOU/edit#) Students will work in small groups to investigate regional differences through the eyes of colonial children and create first person narratives from the perspective of an American colonist.   **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | |

| **Teacher Resources** These resources are intended to support teachers with background information and planning for instruction | | | |
| --- | --- | --- | --- |
| [Parent Information Letter-](https://docs.google.com/document/d/14XyELuU9c2H4TN8oiElB8Tffvg22p_TKDXpaWYSVzOM/edit) edit for school specific information  [K-5 Map Collection:](https://drive.google.com/file/d/19Yqh1KXGrz_4LtC5jcHFQ8MTpK5ImQP_/view?usp=sharing) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.  Click [here](https://www.youtube.com/watch?v=Y0gPUmVvcjc&disable_polymer=true#action=share) for GADOE Content Video (For Teachers only) Click [here](https://www.youtube.com/watch?v=OMDJVG5TD8o#action=share) for Additional Content Video  Click [here](https://www.youtube.com/watch?reload=9&v=C-OM3aviaQU#action=share) for Read Like a Historian Instructional Video  [Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-3rd-Grade-Teacher-Notes.pdf) for this unit  Additional unit information may be found at [GADOE Inspire](https://inspire.gadoe.org/course/45.0040/0)  **This unit includes Museum Box Lessons for Life in the Colonies. Complete the** [**Museum Box Request form**](https://forms.gle/kC3B5URZWFQyJyMx5) **to reserve the Museum Box.**  *The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.*  [20 Day Slides: History and Identity of American Colonies](https://docs.google.com/presentation/d/1msGUzPSyE9o05zINiMwMCh212MdMfi0p/edit?usp=drive_link&ouid=107018330400553918323&rtpof=true&sd=true) | | | |
| **Objective or Content** | **Learning Experiences** | | **Differentiation Considerations** |
| **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Geography and Economics](https://docs.google.com/document/d/1PgRStFN7VJ_z9n6osCtZSlArSJw9rVlvq-BIkqelMCE/edit#) Make predictions about what each colonial region produces | | Provide resource pathfinder for online sources. |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).  b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Colonial Period Timeline](https://docs.google.com/document/d/122WDAIVf1oNVYmOB0RuaP6s-yr8Eknx0JC4A2X3-kAw/edit#heading=h.k3rzi7bugw94) Research an important event and create a human timeline | | Provide resource pathfinder, add additional events, and group students. For larger classes add events OR partner students who may need additional support. |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Why They Made the Trip](https://docs.google.com/document/d/1xmscIgDIajo1lZ9_DtC4HVWGYB9E3xpXJOWnFNXb8ks/edit#) Understand push and pull factors to explain why colonists chose to migrate to the colonies | | Partner students. Utilize the[New American Lecture](https://prezi.com/y9mgubgtuv19/new-american-lecture/) process for note taking |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit)..  b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Three Groups of Colonies](https://docs.google.com/document/d/1ipW30dNKN6az2ts4Jz7SGi69AHnj04V1sP29l9NiDfU/edit#) Identify the New England, Mid Atlantic and Southern Colonies and understand their similarities and differences | | Provide a research pathfinder, work in small groups, to create their postcard electronically, see the postcard planning sheet to utilize [ReadWriteThink's interactive Postcard Creator.](http://www.readwritethink.org/classroom-resources/student-interactives/postcard-creator-30061.html) |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Colony Detective](https://docs.google.com/document/d/1njig-KCp7Yzoh9HiNhADdflUxT3n3EwsXZalKlRj94Y/edit#heading=h.k3rzi7bugw94) Understand the similarities and differences between the New England, Mid Atlantic and Southern Colonies.  Explore the influence of physical features and environment on human activities | | Use the dossiers as a read-aloud. Stop and discuss important details. Complete 6-word summary as a group. |
| **SS3H3 Explain the factors that shaped British Colonial America.**  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. | [Life in the Colonies](https://docs.google.com/presentation/d/13yWpcCD2IbyY2WgxisbH0xFq18YgjLrgoijWyY9se1s/edit?usp=sharing) Students will use artifacts and texts to complete an exploration into what life was like in the colonies for various groups of people. **This activity links to text sets in the Museum Box.** | | Allow students to work with partners, complete the activity in a small group/guide reading |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians. | [Meet the Colonist](https://docs.google.com/document/d/1_cJb4IDjwP7ZtgtUqSVGYPJcFhtApZGvK2B8tIZSu5w/edit#) Research and explore the lives of colonial people and groups | | Conduct research individually or in partners or small groups to help meet various learning styles and needs. (The Museum Box includes short readers dedicated to several groups of colonists.) |
| **SS3H3 Explain the factors that shaped British Colonial America.**  b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Regions and Products](https://docs.google.com/document/d/1GjV8ttnoacyolbe3wgjYfv1_4dTZ9geB_l0BYqDnF6o/edit#) Create a map to identify major resources, crops, and products of the Thirteen Colonies | | Preview difficult vocabulary, allow students to work in small teams, utilize guided reading during research time to support those who need it. |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities. | [Obstacles and Opportunities](https://docs.google.com/document/d/1vKeqZTL_p6hsP3Vmgd0gnDMSMHFpTegmL3XsQfFBMmk/edit#) Explore how the colonists got food and the obstacles and solutions farmers faced | | Make sure students are focused on obstacles/solutions information during their research by providing the obstacles items in advance. Students can then research to find out how farmers solved these problems. Cut and match obstacles and solutions. Model the process by choosing one obstacle/solution to do as a whole group before students begin to research. Help students to connect to the problem/solution concept with a whole group activity in which students identify problems in their lives and how the problems were or could be solved.  Provide a graphic organizer for the closing activity |
| **SS3H3 Explain the factors that shaped British Colonial America.**  a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit). b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).  c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.  **SS3G3 Describe how physical systems affect human systems.**  c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities | [To the Market](https://docs.google.com/document/d/197aJdik33xriUL4lWFCDNRyEfmIB8ymj85bVkDAdXKI/edit#) Understand work and trade throughout the colonies by creating your own trade or business | | Group students by Lexile level and proved preselected information for research, present ideas in other formats (video); meet with small groups to reinforce skills and understanding, |
| **Recommended High Quality Complex Texts** | | | |
| *Who’s That Stepping on Plymouth Rock?* by Jean Fritz  *Squanto’s Journey: The Story of the First Thanksgiving* by Joseph Bruchac  *Dave the Potter: Artist, Poet, Slave Hil*l by Laban Carrick  *If You Sailed on the Mayflower in 1620* by Ann McGovern  Discovery Education Video Collection: use segments related to colonization for each region:  [New England](https://app.discoveryeducation.com/learn/videos/65575a99-fc98-476c-a4a7-52c7173761a9/)  [Mid Atlantic](https://app.discoveryeducation.com/learn/videos/adadf3ce-2c94-4cb4-8b06-d801cba351db/)  [Southern Colonies](https://app.discoveryeducation.com/learn/videos/936b5575-e14f-429c-a661-b9550293f144/) | | | |