

Third Grade- Geography, Economics, and Early American and Tennessee History: Quarter 3 Curriculum Map Scope and Sequence

| Topic | Week and Weekly Text Title | Weekly Focus | Standards |
|---|----------------------------|--|------------------------|
| Geography | Week 1: Geography | Students will identify major physical features of the United States. | 3.11 |
| Indigenous People Through European Exploration (Prior to 1580) | Week 2: Chapter 14 | Students will compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians. Students will also describe the conflicts between American Indian nations, including the competing claims for the control of land. | 3.19, 3.20 |
| Indigenous People Through European Exploration (Prior to 1580) | Week 3: Chapter 14 | Students will compare natural resources within the three grand divisions of Tennessee, and trace the development of a product from natural resource to a finished product. | 3.19, 3.20 |
| Indigenous People Through European Exploration (Prior to 1580) | Week 4: Chapter 15 | Students will identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. | 3.21 |
| Indigenous People Through European Exploration (Prior to 1580) | Week 5: Chapter 16 | Students will examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade. | 3.22 |
| Early North American Settlements (1585-1600s) | Week 6: Chapter 17 | Students will describe the failure of the lost colony of Roanoke and the theories associated with it. Students will explain the significance of the settlement of Jamestown and the role it played in the founding of the. Students will also explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country and identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. | 3.23, 3.24, 3.25, 3.27 |

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| <p>Early North American Settlements (1585-1600s)</p> | <p>Week 7: Chapter 17</p> | <p>Students will describe the failure of the lost colony of Roanoke and the theories associated with it. Students will explain the significance of the settlement of Jamestown and the role it played in the founding of the. Students will also explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country and identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</p> | <p>3.23, 3.24, 3.25, 3.27</p> |
| <p>Early North American Settlements (1585-1600s)</p> | <p>Week 8: Chapter 18</p> | <p>Students will examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. Students will also identify representative assemblies and town meetings as early democratic practices during the colonial period.</p> | <p>3.26, 3.28</p> |
| <p>Early North American Settlements (1585-1600s)</p> | <p>Week 9: Chapter 18</p> | <p>Students will examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. Students will also identify representative assemblies and town meetings as early democratic practices during the colonial period.</p> | <p>3.26, 3.28</p> |
| <p>Early North American Settlements (1585-1600s)</p> | <p>Week 10: Chapter 19</p> | <p>Students will identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.</p> | <p>3.27</p> |

Third Grade- Geography, Economics, and Early American and Tennessee History: Quarter 3 Curriculum Map Introduction

What Will Third Grade Students Learn This Year?

Third grade students will gain a foundation in geography, as well as learn world geography, United States geography, and Tennessee geography. In addition, students will learn basic terminology and study the role of economics through the lens of Tennessee. Students will develop skills across the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Third grade students will also study the indigenous people of North America and European exploration. Students will describe early North American and Tennessee settlements and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists. Students will use the Social Studies Practices in coordination with the content standards to evaluate evidence, develop comparative and causal analyses, and interpret primary sources and informational texts in order to construct sound historical arguments and perspectives on which informed decisions can be based.

Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

Weekly Guidance for 3rd Grade-Geography, Economic, and Early American and Tennessee History

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is also recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

Online Access to Gallopade: 3rd Grade-Geography, Economic, and Early American and Tennessee History

Teachers may access **3rd Grade-Geography, Economic, and Early American and Tennessee History Grade** online using the following credentials methods:

1. Go to <https://gallopade1819.webreader.io/#!/login> and log in with username: **shelby** and password: **county**

Support Strategies

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

| Expeditionary Learning: Protocols and Resources | |
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| Back-to-Back and Face-to-Face | Final Word |
| Carousel Brainstorm | Fishbowl |
| Give One, Get One, Move On | Jigsaw |

Week 1: Geography

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| Essential Question(s) | What are the major political and physical features of the United States? | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: <i>shelby</i> Password: <i>county</i>) | | |
| Standards | 3.11 Identify major physical features of the U.S., including: • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains | | |
| Vocabulary | Physical features, political features, Great Smoky Mountains, cities, rivers | | |
| Teacher Guided Text Specific & Text Dependent Questions | United States Geography <ul style="list-style-type: none"> • How large is the US compare to other countries? • How many states make up the US? • What are some physical features found in the USA? • What are the longest rivers in the US? • What are the Great lakes and where are they located on a map? | Great Lakes <ul style="list-style-type: none"> • How many lakes make up the Great Lakes? • What are the names of the Great Lakes? • How is Lake Michigan different from the other Great Lakes? • How do the Great Lakes affect the climate of the United States? • How do the Great Lakes affect the economy of the Unites States? | Grand Canyon <ul style="list-style-type: none"> • What river does the Grand Canyon run through? • Where is Grand Canyon found? • How long is the Grand Canyon? • How deep is the Grand Canyon? • How old are some of the rocks found at the bottom of the Grand Canyon? • What plant life can be found in the Grand Canyon? • What animals can be found in the in the Grand Canyon? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will use the USA: Physical Features activity sheet to label major physical features of the United States. 2) Students will complete a flip book of different physical features of the Unites States and list key details such as: name, location, type of physical feature, or distinctive facts. | | |
| Additional Recourses | Great Smoky Mountains : Username: shelby/Password: county Geography of the US Activity Sheet United States Landforms of the US | | |
| Assessment | Assessment: label geographical features on a blank U.S. map . | | |

| Week 2: Early American Indian Cultures in North America-Chapter 14 | | | |
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| Essential Question(s) | How were the geographic locations and customs of various American Indian groups alike and different? | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: <i>shelby</i> Password: <i>county</i>) | | |
| Standards | 3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians. 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land. | | |
| Vocabulary | Indigenous, physical environment, natural resources, nomadic, archaeologist, eastern Woodlands Indians, hide, breechcloth, wigwams | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Indigenous People Are First (p. 83)</p> <ul style="list-style-type: none"> • What were the first people to come to America known as? • Where did the first American Indians live? • What types of animals did they hunt? • What happened to the American Indians after the Ice Age? <p>American Indians Used Resources (p. 84)</p> <ul style="list-style-type: none"> • What influenced where American Indians lived? • What role did natural resources have in the life style of American Indians? • In what ways did American Indians use natural resources? <p>Different Environments ...Different Ways of Life (p. 84)</p> <ul style="list-style-type: none"> • How did the physical environment affect how Americana Indians lived? • What is an archaeologist? • What have archaeologists discovered in Tennessee? | <p>American Indian Groups (p.86)</p> <ul style="list-style-type: none"> • How are American Indians grouped? • What are the three main groups of American Indians in North America? <p>Northeast Region Indians: Location and Climate (p. 87)</p> <ul style="list-style-type: none"> • What physical features can be found in the Northeast region? • What is the climate of the Northeast region? • Who were the Eastern Woodlands Indians and where did they live? <p>Customs: Food (p. 87)</p> <ul style="list-style-type: none"> • What food did American Indians of the Northeast hunt? • What food did American Indians of the Northeast farm? | <p>Customs: Clothing (p. 87)</p> <ul style="list-style-type: none"> • What did American Indians of the Northeast use to make clothes and shoes? • How did they make their clothes and shoes? • What did men usually wear? • What did women usually wear? • How did American Indians often decorate their clothes? • Why was deerskin considered popular summer clothing? • What did Northeast Indians do to stay warm in the winter? <p>Customs Housing (p. 88)</p> <ul style="list-style-type: none"> • What type of villages did most Northeast Indians live in? • What did Northeast Indians use to make their shelters? • What are wigwams and how were they made? • Who lived in wigwams? • What are longhouses and how were they made? • Who lived in wigwams? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | 1) Students will write a paragraph to explain the role geography played in American Indians getting their needs met? 2) Students will create/complete a Bubble map to detail key ideas about the Northeast Region American Indians? | | |
| Additional Recourses | | | |
| Assessment | Students will write a summary about the lifestyle of the Northeast Region American Indians. | | |

| Week 3: Early American Indian Cultures in North America -Chapter 14 | | | |
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| Essential Question(s) | How were the geographic locations and customs of various American Indian groups alike and different? | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: <i>shelby</i> Password: <i>county</i>) | | |
| Standards | 3.19 Compare and contrast the geographic locations and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians. 3.20 Describe the conflicts between American Indian nations, including the competing claims for the control of land. | | |
| Vocabulary | Wigwams, longhouse, Eastern Woodlands Indians, thatch roofs, wattle and daub, Great Plains, prairie, earth lodge, teepees | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Southeast American Indians: Location and Climate (p. 89)</p> <ul style="list-style-type: none"> • What physical features can be found in the Southeast region of America? • What is the Piedmont? • How might the physical features of the Piedmont be beneficial to farmers? • What climate does the Southeast have? • How are summers in the Southeast? • How are winters in the Southeast? • What American Indians lived the Southeast? <p>Customs: Foods (p.89)</p> <ul style="list-style-type: none"> • What types of food did Southeast American Indians hunt and farm? <p>Customs: Clothing (p. 89)</p> <ul style="list-style-type: none"> • What did American Indians of the Southeast use to make clothes and shoes? • How did they make their clothes and shoes? • What did men usually wear? • What did women usually wear? • What did men and women wear? • How did Southeast American Indians decorate their clothing? | <p>Customs: Housing (p. 90)</p> <ul style="list-style-type: none"> • What type of villages did American Indians in the Southeast live in? • Where were some tribes that could be found in Tennessee? • How were winter homes made? • How were thatch roofs help to American Indians? • How were summer houses made? • Why was there a need to have summer homes and winter homes? <p>The Plains North American Indians: Location and Climate (p. 91)</p> <ul style="list-style-type: none"> • Where does the Plains region spread? • What is another name for the Plains region? • What is the climate of the Plains region? <p>Plain Indians (p. 91)</p> <ul style="list-style-type: none"> • How is the land of the Great Plains different from land in the Northeast and Southeast? • How did the Plains Indians get water? • Where did American Indians learn to live? <p>Customs: Foods (p. 91)</p> <ul style="list-style-type: none"> • What did Plains Indians hunt? • What did Plains Indians farm and grow? • How did horses arrive in America? • How did the Plains Indians use horses? | <p>Customs: Clothing (p.91)</p> <ul style="list-style-type: none"> • What did the Plains Indians use to make their clothing? • What did men usually wear? • What did women usually wear? • What did both men women were alike? • How did Plains Indians decorate their clothes? <p>Customs: Housing (p.92)</p> <ul style="list-style-type: none"> • What living style did the Plains Indians have? • What are earth lodge shelters and how are they made? • What other type of housing did the Plains Indians have? • How did Plains Indians live when they were hunting? • How were teepees made? • Why were teepees used by Plains Indians when they hunted? <p>Tennessee’s Tribes Compete (p.96)</p> <ul style="list-style-type: none"> • What did the American Indians of Tennessee compete for? • Where did the Cherokee tribe live? • Where did the Chickasaw tribe live? • What led to conflict between the Cherokees and Chickasaws? • In what part of Tennessee did the Shawnee tribe live? • Why did the Cherokee and Chickasaw Unite? |

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| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | <ol style="list-style-type: none"> 1) Students will complete a Venn diagram to compare and contrast the Southeast American Indians and the Plains American Indians? 2) Students will complete a flipbook to list and describe the Northeast American Indians, the Southeast American Indians, and the Plains American Indians. 3) Students will a write letter to a peer to describe the conflicts between American Indian nations. | | |
| Additional Recourses | | | |
| Assessment | Gallopade Assessment: Chapter 14 | | |

| Week 4: European Explorers-Chapter 15 | | | | | |
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| Essential Question(s) | Who were some of the early explores of the Americas and what contributions did they make? | | | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | | | |
| Standards | 3.21 identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. | | | | |
| Vocabulary | Age of Exploration, curiosity, competition, New World, voyage, conquistador, | | | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Age of Exploration (p.97)</p> <ul style="list-style-type: none"> • What is the Age of Exploration? • What motivations led to eh Age of Exploration? • What were people curious about during the Age of Exploration? • What were people competitive about during the Age of Exploration? • How did many early explorations begin? • How were the Americas found? • Why was the new land intriguing to the Europeans? <p>Obstacles to Exploration (p.97)</p> <ul style="list-style-type: none"> • What are obstacles? • What re some obstacles earl explorers face? • Although there were many obstacles, why did explorers continue to explore? | <p>Christopher Columbus Heads West (p. 98)</p> <ul style="list-style-type: none"> • Where was Christopher Columbus from? • What was the goal of Christopher Columbus? • What was his idea? • How did Christopher Columbus pay for his voyage west? • When did Columbus travel west? • How did he travel west? • On the island of san Salvador, • Wo did Columbus and his crew meet? • Why did Columbus call the people he met Indians? • How were interactions between the indigenous people and Columbus and his crew? • How many times did Columbus travel to the Caribbean and why? | <p>Amerigo Vespucci recognizes a New World (p.99)</p> <ul style="list-style-type: none"> • Where was Amerigo Vespucci born? • Where did he sail from? • What relationship did Amerigo Vespucci have with Christopher Columbus? • Why did Vespucci want to explore other lands? • Where did Vespucci's voyage take him? • What river may have Vespucci and his crew traveled? • Where did Vespucci think he had arrived when he first arrived in South America? • What is was the New World? <p>How did North America and South America get their names?</p> | <p>Ferdinand Magellan Sails Around the World (p. 101)</p> <ul style="list-style-type: none"> • Where was Ferdinand Magellan from? • How did he pay for his voyaging and exploring? • Why did Magellan want to start out on a voyage? • When did Magellan start traveling? • How did he travel? • Where did Magellan travel to? • What did Magellan and his crew do when they found river outlets? • How did the Pacific Ocean get its name? • How long did Magellan and his men travel across the Pacific Ocean? • What hardships did Magellan and his crew faces as they sailed across the Pacific Ocean? | <p>Hernando de Soto explores the Southeast (p. 103)</p> <ul style="list-style-type: none"> • Where was Hernando de Soto from? • How did he start to make money as a teenager? • What is a conquistador? • What did Hernando de Soto do as a captain? • What expedition did he join in Peru? • What happened during the expedition? • What might be a reason de Soto returned home a wealthy man? <p>Return to the Americas (p.103)</p> <ul style="list-style-type: none"> • What did de Soto wan more of? • Wat did the king of Spain give de Soto permission to do? • What did Hernando de Soto do to afford his trip to Florida? • How did he travel? • What were de Soto's goal when he arrived in Florida? <p>Exploration of Southeast (p. 103)</p> <ul style="list-style-type: none"> • What state did de Soto explore other than Florida? • What major physical features did Hernando de Soto encounter while in America? |

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| | | | | <ul style="list-style-type: none"> • What is circumnavigate? • What were some things that were first to be done by Magellan? • How did Magellan's explorations help people? • | <p>The Mighty Mississippi (p. 103) What was de Soto the first to do in 1541?</p> <p>In the End...(p.104)</p> <ul style="list-style-type: none"> • What interactions did de Soto and his men have with American Indians as they journeyed through America? • How did Hernando de Soto die? • What did his men do with his body and why? • How did others benefit from Hernando de Soto's voyages? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face |
| Extension Activities | <ol style="list-style-type: none"> 1) Students will complete page 100 of their textbook to compare and contrast Christopher Columbus and Amerigo Vespucci. 2) Students will complete page 102 of their textbook to correctly identify the exploration route of Magellan. 3) Students will complete page 105 of their textbook to match explorers and their actions. 4) Students will complete page 106 of their textbook to match explorers with their journal entries. 5) Students will create a flip book to highlight the four Europeans explorers from the week and list key details about the journeys. 6) Students will read the Christopher Columbus text and answer text depend questions. 7) The teacher will do a read aloud of the Ferdinand Magellan text and the students will then and answer text depend questions. | | | | |
| Additional Recourses | Age of Exploration: Video | | | | |
| Assessment | Gallopade Assessment Chapter 15 | | | | |

| Week 5: European Interactions with American Indians-Chapter 16 | | | | |
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| Essential Question(s) | How were the interactions between American Indians and Europeans? | | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | | |
| Standards | 3.22 Examine how American Indian cultures changed as a result of contact with European cultures, including: decreased population, spread of disease (smallpox), increased conflict, loss of territory, and increase in trade. | | | |
| Vocabulary | Isolation, conflict, immunity, enslaved | | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Two Cultures Collide (p. 107)</p> <ul style="list-style-type: none"> • Why would exploration not stop for Europeans? • Why had the isolation of indigenous people had come to an end? <p>Europe's Interest in the Americas Change (p. 107)</p> <ul style="list-style-type: none"> • What did kings and queens want out of when they first sent out explorers? • What natural resources of the Americas interested the Europeans? • Why was the open land in the Americas appealing to the Europeans? • What interactions were the Europeans intending to have with the indigenous people? | <p>Contact Causes Cultural Changes (p.108)</p> <ul style="list-style-type: none"> • What interactions did the first explores have with American Indians? • What did Explorers do the show off American Indians? • What did Europeans want from American Indians? • What happened when American Indians did not give Europeans what they asked for? • What increased as more and more explores came to the Americas? • What happened to American Indian culture as interaction with European increased? | <p>How and Why American Indian Cultures Changed: Spread of Disease (p. 108)</p> <ul style="list-style-type: none"> • Who spread diseases to American Indians? • How were some diseases carried? • What is immunity? • What did contact with Europeans often lead to? <p>Increase in Conflict (p. 109)</p> <ul style="list-style-type: none"> • What did it mean to conquer American Indians? • What were enslaved American Indians forced to do? <p>Increase in Trade (p. 109)</p> <ul style="list-style-type: none"> • Why might some interactions have been intriguing to Europeans and American Indians? • What were some items American Indians wanted from Europeans? • What were some items Europeans wanted from American Indians? | <p>Increase in Trade (p. 109)</p> <ul style="list-style-type: none"> • Why might some interactions have been intriguing to Europeans and American Indians? • What were some items American Indians wanted from Europeans? • What were some items Europeans wanted from American Indians? <p>Loss of Territory (p. 110)</p> <ul style="list-style-type: none"> • Why does the author of the book put the discovered in quotations? • What did Europeans do to claim or takeover land from American Indians? • What happened to American Indians objected to Europeans taking over their land? • Why would American Indians often lose the fight with Europeans? <p>Decrease in Population (p. 110)</p> <ul style="list-style-type: none"> • Why was there great decrease in the American Indians population after interaction with Europeans? |

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| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face | Think, Pair, Share |
| Extension Activities | 1) Students will complete page 111 of their textbook to determine the cause and effect of European contact with American Indians. 2) Students will write to explain how American Indian cultures changed as a result of contact with European cultures. | | | |
| Additional Recourses | | | | |
| Assessment | Gallopade Assessment: Chapter 16 | | | |

| Week 6: England Establishes Colonies -Chapter 17 | | | |
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| Essential Question(s) | What were the failures of the lost colony of Roanoke? How did the settle of Jamestown impact the founding of the United States? | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | |
| Standards | 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it. 3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the United States. 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country. 3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. | | |
| Vocabulary | Motivations, mercantilism, aristocracy, indentured servants | | |
| Teacher Guided Text Specific & Text Dependent Questions | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>New Opportunities in the Americas (p.112)</p> <ul style="list-style-type: none"> Why did the goals of England, France, and Spain change over time? What did England want to establish in North America? <p>Motivations for Colonization (p. 112)</p> <ul style="list-style-type: none"> What are some things that may have motivated the people of England to move to North America? <p>England Political Motivation (p.112-113)</p> <ul style="list-style-type: none"> What did Europeans countries compete to do? Why was gaining more land an important factor? Why did England want to build more colonies in the Americas? How did Europeans feel about gold? What resources were scarce in England? Why did European countries compete to grow their empires? What did Europeans feel would get them favor with the king? How did Europeans feel about gold? How did Europeans use the natural resources and other materials from the Americas? How did England profit from trade with people in its American colonies? What is mercantilism? How was life for many people in England? What is aristocracy? Who was set to receive an inheritance in England? What were some reasons for people coming to America? </td> <td style="width: 50%; vertical-align: top;"> <p>England Political Motivation (p.114)</p> <ul style="list-style-type: none"> What did kings and queens feel was their duty when it came to the church? What religious requirement did English citizens have? Why was religious freedom important to colonists? What were indentured servants? <p>Roanoke Colony (p. 115)</p> <ul style="list-style-type: none"> Where was Sir Walter Raleigh from? What did he want to do? What did Sir Walter Raleigh ask the queen permission for? How many people did Sir Walter Raleigh send to the New World? Where did the people settle when they arrive to the New World? Why did most of the people return to England? Who was John White? When was Roanoke Colony established? Who was the first person to be born in the New World? Why did John White sail back to England? How long did the remain in England? What did White discover when he returned to Roanoke Colony? <p>The First Lost Colony (p. 116)</p> <ul style="list-style-type: none"> Why is Roanoke known as the Lost Colony? What are some things people think caused the vanishing of the people of the Roanoke Colony? </td> </tr> </table> | <p>New Opportunities in the Americas (p.112)</p> <ul style="list-style-type: none"> Why did the goals of England, France, and Spain change over time? What did England want to establish in North America? <p>Motivations for Colonization (p. 112)</p> <ul style="list-style-type: none"> What are some things that may have motivated the people of England to move to North America? <p>England Political Motivation (p.112-113)</p> <ul style="list-style-type: none"> What did Europeans countries compete to do? Why was gaining more land an important factor? Why did England want to build more colonies in the Americas? How did Europeans feel about gold? What resources were scarce in England? Why did European countries compete to grow their empires? What did Europeans feel would get them favor with the king? How did Europeans feel about gold? How did Europeans use the natural resources and other materials from the Americas? How did England profit from trade with people in its American colonies? What is mercantilism? How was life for many people in England? What is aristocracy? Who was set to receive an inheritance in England? What were some reasons for people coming to America? | <p>England Political Motivation (p.114)</p> <ul style="list-style-type: none"> What did kings and queens feel was their duty when it came to the church? What religious requirement did English citizens have? Why was religious freedom important to colonists? What were indentured servants? <p>Roanoke Colony (p. 115)</p> <ul style="list-style-type: none"> Where was Sir Walter Raleigh from? What did he want to do? What did Sir Walter Raleigh ask the queen permission for? How many people did Sir Walter Raleigh send to the New World? Where did the people settle when they arrive to the New World? Why did most of the people return to England? Who was John White? When was Roanoke Colony established? Who was the first person to be born in the New World? Why did John White sail back to England? How long did the remain in England? What did White discover when he returned to Roanoke Colony? <p>The First Lost Colony (p. 116)</p> <ul style="list-style-type: none"> Why is Roanoke known as the Lost Colony? What are some things people think caused the vanishing of the people of the Roanoke Colony? |
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| Back to Back Face to Face | Think, Pair, Share | | |
| Extension Activities | 1) Students will compete a bubble map/ thinking map to detail why Europeans wanted to come to America? 2) Write letter or paragraph to explain what you think happened to the lost colony of Roanoke and why? | | |

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| Additional Recourses | Story of the Lost Colony Sir Walter Raleigh |
| Assessment | Students will write to explain the failures of the lost colony of Roanoke. |

| Week 7: England Establishes Colonies -Chapter 17 | | | | |
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| Essential Question(s) | What were the economic, political, and religious reasons for founding the Thirteen Colonies? What were the roles of indentured servitude and slavery in the Thirteen Colonies? | | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | | |
| Standards | 3.23 Describe the failure of the lost colony of Roanoke and the theories associated with it. 3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the colony. 3.25 Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country. 3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. | | | |
| Vocabulary | Invest, stock, profit, charter, tobacco, cash crop, Pilgrims, separatists, religious freedom, Puritans, reformers, reform | | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Virginia Colony: An Economic Venture (p. 117)</p> <ul style="list-style-type: none"> • How was the Virginia company of London formed? • What is invest? • What is stock? • Why did the Virginia Company ask people to invest in the venture? • What did investors expect from the colonists? • What is a profit? • Who would receive profit? <p>English Charters (p. 117)</p> <ul style="list-style-type: none"> • What is a charter? • Why was a charter needed by the Virginia Company? • Who issue charters? | <p>Jamestown Settlement (p. 118)</p> <ul style="list-style-type: none"> • Who was sent to start Jamestown? • How did Jamestown get its name? • What hardships did the settlers face? • Why did almost half of the settlers die the first year of the settlement? • What did new settlers bring with them to Jamestown? • Who was Captain John Smith? • What rules did Captain John Smith make for the people of Jamestown? • How did the rules John Smith put in place help the people of Jamestown? • Why is Jamestown considered a significant and notable colony in history? • How did agriculture help the colonists? • What is a cash crop? <p>What cash crop helped the colony grow?</p> | <p>Plymouth Colony: Search for Religious Freedom (p. 119)</p> <ul style="list-style-type: none"> • What was a law in England in 1600? • Who were Pilgrims? • Why were Pilgrims unhappy with the Church of England? • What were separatists? • How were Pilgrims treated in England? • Why did Pilgrims decide to leave their homes in England? • What did Pilgrims hope to find in the new World? <p>Pilgrims Sail for North America (p. 119)</p> <ul style="list-style-type: none"> • Where did the Pilgrims settle in America? • How gave the pilgrims permission to settle in America? • What happened in 1620? • What were the Mayflower and the Speedwell? • Who were the "Strangers?" • Why did all passengers have to get on the Mayflower? • Why did the Mayflower not land in the Virginia as they had planned? • Where did the Mayflower land? • What did the Pilgrims call the colony? • How did the colony get its name? | <p>Massachusetts Bay Colony: Search for Religious Freedom (p. 120)</p> <ul style="list-style-type: none"> • How were Pilgrims and Puritans alike? • What does reform mean? • How were the Puritans different from the Pilgrims when it came to church? • Who was the leader of the Puritans? • How many colonists sailed from England to the New World with the Puritans? • Where did the Puritans land in the New World? • What did the Puritans name their colony? <p>City Upon a Hill (p.120)</p> <ul style="list-style-type: none"> • What was the goal of the Puritans? • How did they plan to reform the Church of England? • Why did John Winthrop use the phrase "City Upon a Hill" in a sermon? • What is the "Great Migration?" |

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| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face | Think, Pair, Share |
| Extension Activities | 1) Students will write to explain the significance of the settlement of Jamestown. 2) Students will use a Venn diagram to compare and contrast Pilgrims and Puritans. 3) Students will write to explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country. 4) Students will create a think map/ bubble map to detail the economic, political, and religious reasons for founding the Thirteen Colonies. | | | |
| Additional Recourses | Jamestown: Short Text | | | |
| Assessment | Gallopade Assessment Chapter 17 | | | |

| Week 8: Environment Impacts Colonial Life-Chapter 18 | | | | |
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| Essential Question(s) | How did regional geographic features influence the development of the Thirteen Colonies? | | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: <i>shelby</i> Password: <i>county</i>) | | | |
| Standards | 3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. 3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period. | | | |
| Vocabulary | Regions, growing season, drought, tidewater, | | | |
| Teacher Guided Text Specific & Text Dependent Questions | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Three Colonial Regions (p. 123)</p> <ul style="list-style-type: none"> • What are regions? • How many regions were the “13 original colonies” divided? • The groups are based on what features? • Which states made up the New England Colonies? • Which states made up the Mid-Atlantic Colonies? • Which states made up the Southern Colonies? <p>Geography Helps Colonists Meet Their Needs (p. 124)</p> <ul style="list-style-type: none"> • What was the first priority of every colonist? • Why was survival difficult for colonists in a new land? • How did physical features affect colonists? • What physical characteristics were important to all colonies? <p>Access to Water (p. 124)</p> <ul style="list-style-type: none"> • What role did rain play in colonies? • How was drinkable water used? • How were rivers used? <p>Climate (p. 124)</p> <ul style="list-style-type: none"> • How did climate affect colonists? 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<p>Southern Region Geography (p. 126)</p> <ul style="list-style-type: none"> • What landforms are found in the Southern region? • What bodies of water can be found near the Southern region? • How are winters in the Southern region? • How are summers in the Southern region? • How are growing seasons in the Southern region? • What is indigo and how was it used in colonial times? </td> <td style="width: 33%; vertical-align: top;"> <p>Impact of Geography in New England Colonies (p. 128)</p> <ul style="list-style-type: none"> • Where did most early New England colonist live? • What foods did they grow on their farms? • What animals did they raise? • Why was farming difficult in New England? <p>Fishing (p. 128)</p> <ul style="list-style-type: none"> • What is cod? • Why was the fishing industry important to New England? <p>Shipbuilding (p. 128)</p> <ul style="list-style-type: none"> • What was used for shipbuilding? • How did the harbors prove to be beneficial to the New England colonists? • When did shipping become a major industry in New England? • Who bought their ships from New England? <p>Whaling (p. 128)</p> <ul style="list-style-type: none"> • What is whale’s blubber? • How was whale’s blubber used during colonial times? • Why was whaling profitable for sailors? <p>Trade (p. 128)</p> <ul style="list-style-type: none"> • How was New England’s coastline useful to sailors? • Why were ports developed in New England? </td> </tr> </table> | <p>Three Colonial Regions (p. 123)</p> <ul style="list-style-type: none"> • What are regions? • How many regions were the “13 original colonies” divided? • The groups are based on what features? • Which states made up the New England Colonies? • Which states made up the Mid-Atlantic Colonies? • Which states made up the Southern Colonies? <p>Geography Helps Colonists Meet Their Needs (p. 124)</p> <ul style="list-style-type: none"> • What was the first priority of every colonist? • Why was survival difficult for colonists in a new land? • How did physical features affect colonists? • What physical characteristics were important to all colonies? 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| | <ul style="list-style-type: none"> • What materials did natural resources supply colonists? | | |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | |
| Extension Activities | 1) Students will write to compare and contrast the geography of the New England, Mid-Atlantic, and Southern colonies. 2) Students will create cause and effect charts to detail how geography impacted the lives of colonists in all three regions. | | |
| Additional Recourses | Better Roads: Colonies Text | | |
| Assessment | Students will write a summary to explain the role of geography in the development of the Thirteen Colonies. | | |

| Week 9: Environment Impacts Colonial Life-Chapter 18 | | | | |
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| Essential Question(s) | What early democratic practices were in place during the colonial period? | | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | | |
| Standards | 3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development. 3.28 Identify representative assemblies and town meetings as early democratic practices during the colonial period. | | | |
| Vocabulary | Artisan, plantations, trade, interdependent, diverse, assemblies, House of Burgesses | | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Impact of Geography in Mid-Atlantic Colonies (p. 129)</p> <ul style="list-style-type: none"> • What was the geography of the Mid-Atlantic region perfect for? • What did the farmers of the Mid-Atlantic region grow? • What animals did farmers raise in the Mid-Atlantic region? • Why was the Mid-Atlantic region known as the “breadbasket” for the other colonies? <p>Busy Markets; Busy Ports (p. 129)</p> <ul style="list-style-type: none"> • What did Mid-Atlantic farmers usually sell? • Where were the largest markets in the mid-Atlantic region? • How did farmers ship their goods? <p>Artisans and Merchants (p. 129)</p> <ul style="list-style-type: none"> • What does bustling mean? • What did the cities of the Mid-Atlantic colonies bustle with? • What is an artisan? • Who did the Mid-Atlantic cities attract and why? <p>Poor Whites, Blacks, and Slaves (p. 129)</p> | <p>Impact of Geography in Southern Colonies (p. 130)</p> <ul style="list-style-type: none"> • Where did many southerners live? • What is a plantation? • How might plantations serve as the backbone of the Southern colonies’ economy? <p>Plantations (p. 130)</p> <ul style="list-style-type: none"> • How were plantations compared to farms? • What surrounded the plantation house? • Who lived near the plantation house? • Where did enslaved field-workers live? <p>Labor (p. 130)</p> <ul style="list-style-type: none"> • What did planters need? • What was slave labor? • How did plantation owners get African slaves? • What type of work did most enslaved people do? <p>Agriculture (p. 130)</p> <ul style="list-style-type: none"> • How was the soil of the Southern colonies beneficial to the people of the Southern colonies? • What did the southern economy depend on? | <p>Colonial Interdependence (p. 132)</p> <ul style="list-style-type: none"> • What does it mean for people to specialize? • How do people get needs and wants they do not produce from themselves? • Why was it important for colonists to trade? • What is interdependence? • What made colonies interdependent? <p>New England Colonies (p. 132)</p> <ul style="list-style-type: none"> • What did the New England colonies need from the Southern colonies? • What did the New England colonies need from the Mid-Atlantic colonies? <p>Mid- Atlantic Colonies (p. 132)</p> <ul style="list-style-type: none"> • What did the Mid-Atlantic colonies need from the Southern colonies? • What did the Mid-Atlantic colonies need from the New England colonies? <p>Southern Colonies (p. 132)</p> <ul style="list-style-type: none"> • What did the Southern colonies need from the New England colonies? • What did the Southern colonies need from the Mid-Atlantic colonies? <p>Social and Civic Life by Region: New England Colonies (p. 133)</p> <ul style="list-style-type: none"> • What was the center social life for New England colonists? | <p>Mid-Atlantic Colonies (p. 134)</p> <ul style="list-style-type: none"> • What were the center of Mid-Atlantic colonists’ social life? • Why did the Mid-Atlantic colonies have a very diverse population? • What happened at town and city markets of the Mid-Atlantic colonies? • Who ruled most Mid-Atlantic colonies? • What was the role of the English governor? • What was the purpose of assemblies? • How was the value of education in the Mid-Atlantic colonies different from the values of education in the New England colonies? • What were students expected to do instead of attending college? • What did the boys of the Mid-Atlantic colonies lean to do? <p>Southern Colonies (p. 135)</p> <ul style="list-style-type: none"> • How did southerners live in the Southern colonies? • How often did southerners see each other? • What were the center of social life in Southern colonies? • What was the House of Burgesses? • What did its leaders do? |

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| | <ul style="list-style-type: none"> • What was the difference between a poor laborer and an enslaved African American? • What did poor laborers and enslaved African Americans do in the cities? • What did poor laborers and enslaved African Americans do in the rural areas? | <ul style="list-style-type: none"> • How did most planters become wealthy? | <ul style="list-style-type: none"> • Where were churches usually located in cities and why? • How did New England colonies serve as an example of an early democratic practice? • Why were town meetings important? • Who had a voice at town meetings? • Why was education important to the Puritans? • How were students educated? | <ul style="list-style-type: none"> • Who could and could not participate in government? • What were communities of the southern colonies? • What were the colonies divided into? • Who met to make laws and elect government leaders? • How was the education of children in the southern colonies different from the values of education in the New England and Mid-Atlantic colonies? • What did boys of the Southern colonies learn to do? • What did girls of the Southern colonies learn to do? |
| Suggested Protocols and Resources | Back to Back Face to Face | Think, Pair, Share | Back to Back Face to Face | Think, Pair, Share |
| Extension Activities | Students will create a flipbook to detail the lifestyles of colonists in the three different colonial regions. | | | |
| Additional Resources | | | | |
| Assessment | Gallopade Assessment Chapter 18 | | | |

| Week 10: Colonial Life from Differing Perspectives Chapter 19 | | | |
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| Essential Question(s) | What were the roles of indentured servitude and slavery in settlements? | | |
| Texts | Textbook: 3rd Grade Social Studies Student Book-Geography, Economics, Early American and Tennessee History (Username: shelby Password: county) | | |
| Standards | 3.27 Students will identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement. | | |
| Vocabulary | Social status, plantations, farmers, self-sufficient, artisans, apprentices, merchants, indentured servants, treaty | | |
| Teacher Guided Text Specific & Text Dependent Questions | <p>Colonial Life (p. 137)</p> <ul style="list-style-type: none"> • What is a social status? • What factors made up a person’s social status? • What largely determined the quality of life for African Americans? <p>Large Land Owners (p. 137)</p> <ul style="list-style-type: none"> • Who were the wealthiest people in colonial America? • Who were typically to largest land owners? • Where did the largest land owners live? • What did plantations produce? • Who did labor in the fields and homes on plantations? • What were the benefits of being a large land owner? • How did many wealthy landowners work to help colonies grow and prosper? • Who did wealthy landowner often appoint to serve in government positions? • How were wealthy landowners able to travel and learn what was happening in their colonies? <p>Farmers (p. 138)</p> <ul style="list-style-type: none"> • How were farmers and wealthy landowners different? • What did farmers do in addition to farming? • What were the expectation of the sons of farmers? • How were family farms self-sufficient? • How did farmers get the things they needed that they could not produce themselves? | <p>Artisans (p. 139)</p> <ul style="list-style-type: none"> • What were artisans? • Who could be an artisan? • Where did artisans live? • In what skilled trades did artisans work? • What is an apprentice? • Where did apprentices often work and for how long? • Where did apprentices often live? <p>Merchants (p. 140)</p> <ul style="list-style-type: none"> • What are merchants? • Where did merchants usual live? • What was a general store? • What items could be found a t general store? <p>Indentured Servants (p. 140)</p> <ul style="list-style-type: none"> • What is an indentured servant? • Why did some people become indentured servants during colonial times? • How long were indentured servitude contracts? • What happened at the end of a contract? • What could be included in a contract? • Why did some indentured servants die? • What could happen if an indentured servant ran away? • What type of agreement was an indentured servant contract? | <p>Free African Americans (p. 141)</p> <ul style="list-style-type: none"> • What could free African American do during colonial times? • What were free African American not allowed to do during colonial times? <p>Enslaved African Americans (p. 141)</p> <ul style="list-style-type: none"> • How did enslaved African Americans arrive in the colonies? • Why did many enslaved Africans die on the ship journey to colonies? • What happened to the captured Africans who survived the journey to the colonies? • What rights did the enslaved Africans have? • What were most enslaved Africans forced to do? • How long did enslaved Africans work each day? • What labor did enslaved Africans do? • Who owned enslaved Africans? • How were enslaved Africans different from indentured servant? • How did slave owners view enslaved Africans? • What are some ways enslaved Africans were treated as property and not as human beings? • What were some things enslaved Africans were not allowed to do? • What were the living conditions of enslaved Africans? • Why do you think many enslaved Africans died at a young age? • Why were babies of enslaved Africans enslaved? <p>American Indians (p. 142)</p> |

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| | <p>Women (p.138)</p> <ul style="list-style-type: none"> • What were the roles of women during the colonial times? • What were some expectations of women during colonial times? • What did women have to do if their husband became sick? • What were the education expectations for girls? | | <ul style="list-style-type: none"> • What killed many indigenous people? • What conflicts did American Indians have with colonists? • What is a treaty? • Why did American Indians and colonists often sign treaties? • How were colonists unfair to the American Indians? • What did colonists often do without the permission of American Indians? • What led to much fighting? • What were “Indian Wars?” • Why did many American Indian cultures disappear throughout colonial time? • In the end, what were most tribes forced to do? |
| <p>Suggested Protocols and Resources</p> | <p>Back to Back Face to Face</p> | <p>Think, Pair, Share</p> | <p>Back to Back Face to Face</p> |
| <p>Extension Activities</p> | <p>1) Students will complete a Venn diagram to compare enslaved Africans to indentured servants. 2) Students will write to describe the role of enslaved Africans in the colonies. Students will also include the living and working condition of enslaved Africans.</p> | | |
| <p>Additional Recourses</p> | <p>Teaching about Slavery in the Classroom: Teacher Resource</p> | | |
| <p>Assessment</p> | <p>Gallopade Assessment Chapter 19</p> | | |