

Sample Social Studies Learning Plan

Big Idea/ Topic

Life in the Three Colonial Regions of the U.S.

Connecting Theme/Enduring Understanding:

Movement/Migration: The students will understand that the movement or migration of people and ideas affects all societies involved.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect teacher other.

Location: The student will understand that location affects a society's economy, culture, and development. The location (geography, weather) and resources of a region affect the lives of the people who live there. These things also affect the economic activities of a region. People may move or migrate for many reasons. For the English Colonies, religion was a large factor in their decision to come here and in which colonial region they chose to live in.

Essential Question:

How did the reasons for coming to the New World and the geography affect life in each of the three colonial regions?

Standard Alignment

SS3H3 Explain the factors that shaped British Colonial America.

- Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).
- Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- 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.

- Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists

reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.

Map and Globe skills –

1. use a compass rose to identify cardinal directions
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps

Information Processing Skills –

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
7. interpret timelines, charts, and tables
- 11 draw conclusions and make generalizations
15. determine adequacy and/or relevancy of information



Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Part 1: In this part, students will:

- Gain an understanding of what colonies comprised the 3 colonial regions (Southern, Mid-Atlantic (Middle), and New England).
- Learn about each region's weather, climate, and basic geographical features and how economic activities were shaped by those factors.
- Learn about the first groups that settled each area and what their driving forces were, what were they looking for in coming to the New World?

Teacher led

Begin this lesson by familiarizing students with a [colonial regions map](#) (also provided in the attached PowerPoint) and the map skills required to correctly identify and classify the original 13 colonies into their 3 colonial regions. In a live or recorded session, lead a discussion with the following guiding questions:

- What present day country does this map show? **The US and Canada are possible answers**
- Which of those countries is the focus of the map? **The US**
- What do we know about directions on a map? **possible answers include north is up, there are 4, etc. This is a great opportunity to clear up misconceptions about directionality, a compass rose, etc)**
- If there were a [compass rose](#) on our map, could we label which direction is North? South? Etc. **Suggest "Never Eat Soggy Waffles while pointing to the cardinal directions of N, E, S, and W to help students learn and remember the correct order for the cardinal directions**
- What time period do you think the map is showing us with the orange area? **Colonial times**
- What do you think the faint or lighter orange area is showing us? **What those states look like today**
- What physical features can you see on this map? **Rivers, mountains, lakes, oceans, etc.**
- Why do you think the Atlantic Ocean is spelled differently? **Answers will vary – that's how they spelled it back then, the person who made the map is from another country where they spell it differently, etc. – there are many possibilities which could all be reasonably correct. The answer does not matter as much as clarifying that it is not how we traditionally spell it in the US.**

Activity

Students can unplug and use the [colonial regions map](#) as a reference to color and label their [own map \(blank map provided below\)](#) of the colonial regions or they can work together in virtual break out rooms if desired. Explain that color or bold outlining should be used to clarify which colonies were a part of which region or students can list the colonies by region on a separate sheet of paper.

*Unplugged variation –

Provide students with a copy of the PowerPoint. Have students study the map on slide 2 and answers the questions in their interactive notebook or journal.



Have students use slide 2 to draw and label the three colonial regions map on page 3. Have students use the colonial regions map as a reference to color and fill out their [own map \(blank map provided below\)](#).

Part 2: In this part, students will begin to analyze and evaluate the information learned in part 1 to:

- Compare similarities and differences in the geography for each colonial region and draw conclusions as to how this may have shaped their economic and cultural development.
- Determine how the intentions of the people who founded these regions differed and how that in turn shaped the lives of the people who lived there.

Teacher led

In a live or recorded session, lead a discussion using the attached PowerPoint to look at how climate, weather, geography, and the resulting economic activities shaped life in the three colonial regions. Discuss how the reasons colonists had for coming to the New World affected how life in those regions developed and how it differed from life in the other regions. Discuss how the geography, combined with their reasons for coming to the new world, shaped the activities colonists engaged in to make a living and how they affected the economy of the region. What other things would their chosen activities have affected? What about the weather? Did the weather and climate of the region affect their lives and economic activities? In what ways? Would a mild winter have made large farms possible in the south? Would weather have affected the profitability of farming in New England? Would the need for oil for lamps (whaling) and heat in the winter (forestry) have impacted the lives of New Englanders?

Activity

Students can review the PowerPoint while they complete the [Colonial Regions graphic organizer](#) attached below.

***Unplugged variation to colonial regions activity –**

Provide students with a printed copy of the PowerPoint and the resources attached below. Have students read slides 4-13 to answer the questions above in their interactive notebook or journal. Then have students use the information from the PowerPoint to complete the [Colonial Regions graphic organizer](#) provided below.

Part 3:

In this part, students will take the information gained in Parts 1 and 2 to choose a colonial region for which they wish to create an advertising or opinion “brochure” or leaflet to send back home to Europe to try to convince other settlers to come to their chosen colonial region.

It is important to continually remind students that they are writing from the point of view of someone living in their chosen colonial region during colonial times. You may need to remind students that colonial people were focused on survival and making a living and their persuasive reasons should reflect that.

Teacher Led

The teacher will draw on background knowledge all students have of some form of advertising and note that most of the advertising they are familiar with follows a similar organizational structure. You may wish to work through the example below. If your students need practice outlining, the [outline sample](#) may be helpful.



Example ad:

Come on down to Ms. Smith's Car Dealership for your new car (*Topic and opinion clearly stated*).

We have a lot of cars (*Main reason 1*).

We have red cars, blue cars, even purple cars; whatever color you want, we have. (*supporting detail 1*).

Need a truck? We have those! A van? No problem. Sports car? We've got those too (*supporting details*).

We've got the best prices in town! (*Main reason 2*)

No one else can match our prices. (*supporting detail*).

We can save you a ton of money over the competition (*supporting detail and / or counter argument*)

Our sales staff is friendly, helpful, and knowledgeable (*Main reason 3*).

If you've got questions, we've got answers! (*supporting details*)

So come on down to Ms. Smith's Car Dealership today to get your brand new car! (*Restatement – call for action*).

The teacher will explain to students that they will be creating a brochure or poster that is essentially an advertisement to entice people back home in Europe to come to their colonial region to settle. The teacher may wish to remind students that persuasive writing (and advertisements by extension) always keep their target audience in mind. What things will persuade people back in Europe? What was important to them?

Activity

The students will use all of their resources and research to generate an outline (formatting guide for a [traditional style outline](#) provided below) for the content they will use in their colonial brochure. The teacher may need to help students understand that their topic and opinion is that one specific colonial region is a better place for people to settle than either of the other two. Students will then use weather, climate, geography, economy, and other reasons with supporting details to persuade people to come settle their region.

Once the outlines are completed, students will then use them to create a poster or brochure with graphic elements to send "back home" to entice others to travel to the New World and settle in their chosen colonial region. The teacher may wish to show students some sample posters or brochures, however be careful that these do not lead students into reasons relevant to modern people and not colonial people. Vacation brochures might lead students to list reasons to vacation in their region rather than settle there and find a way to survive.

Finally, students can present their posters or brochures in a live session or through some other digital format where students can look through everyone's brochure or poster.

[Grading Rubric](#) attached below.

***Unplugged variation to rivers activity** – Provide students with the materials needed to create their brochure: sample ad, grading rubric, and sample outline.



Resources

List of Colonial Regions:

New England –

- New Hampshire
- Massachusetts
- Connecticut
- Rhode Island

The Middle Colonies –

- New York
- Pennsylvania
- New Jersey
- Delaware

The Southern Colonies

- Maryland
- Virginia
- North Carolina
- South Carolina
- Georgia

Colonial Map outline for coloring and labeling and a quiz if desired:

<https://www.ccsd93.org/cms/lib/AZ02204140/Centricity/Domain/3174/Map%20of%2013%20Colonies.pdf>

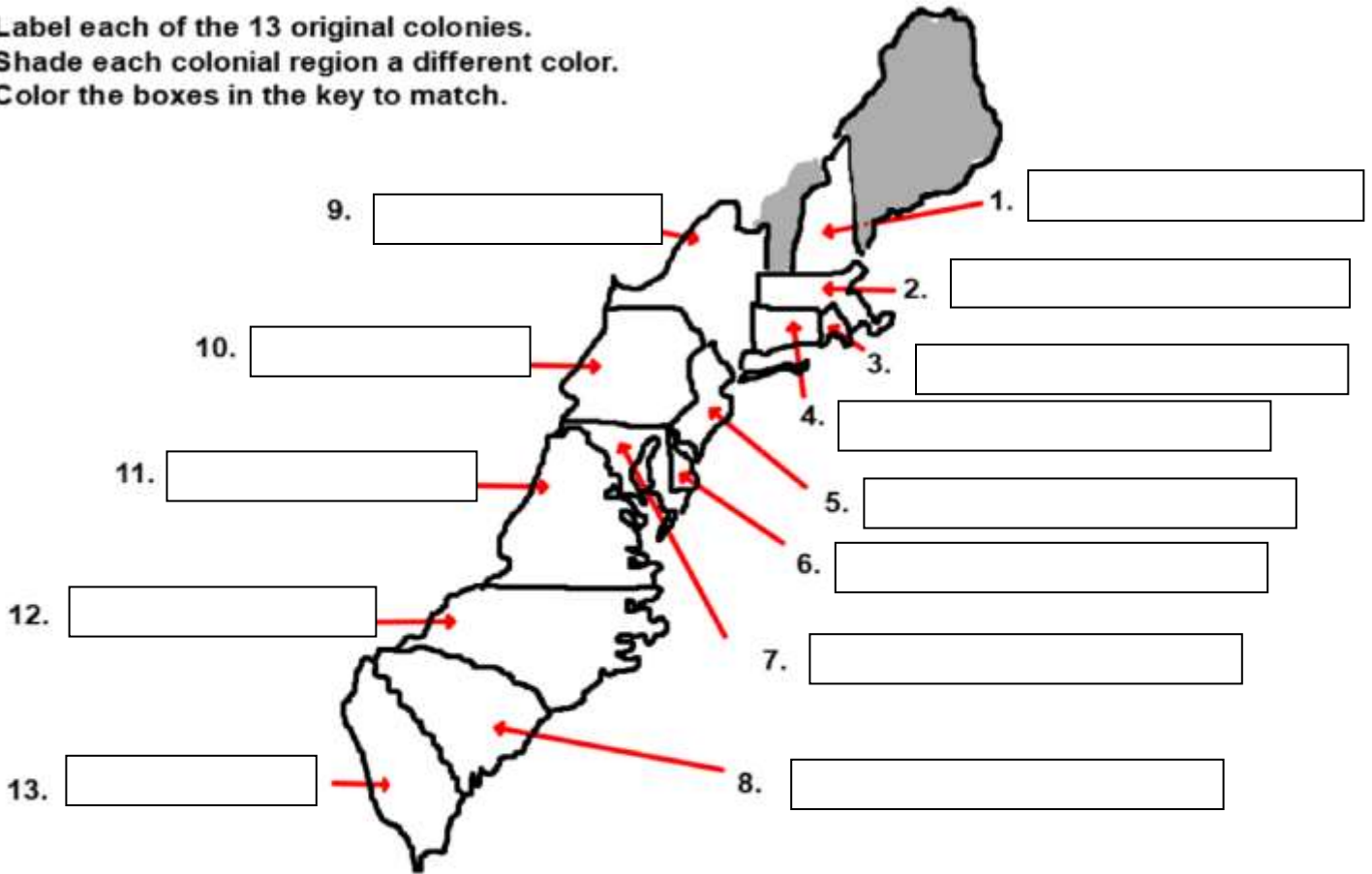
Alternate map if the link above is not accessible (Note: This map can be printed out for students to fill in or students can be given an electronic copy to fill in the text boxes digitally and color using the Draw tools in Word):



Name: _____

Date: _____

Label each of the 13 original colonies.
Shade each colonial region a different color.
Color the boxes in the key to match.



Key:

[] - New England Colonies

[] - Middle Colonies

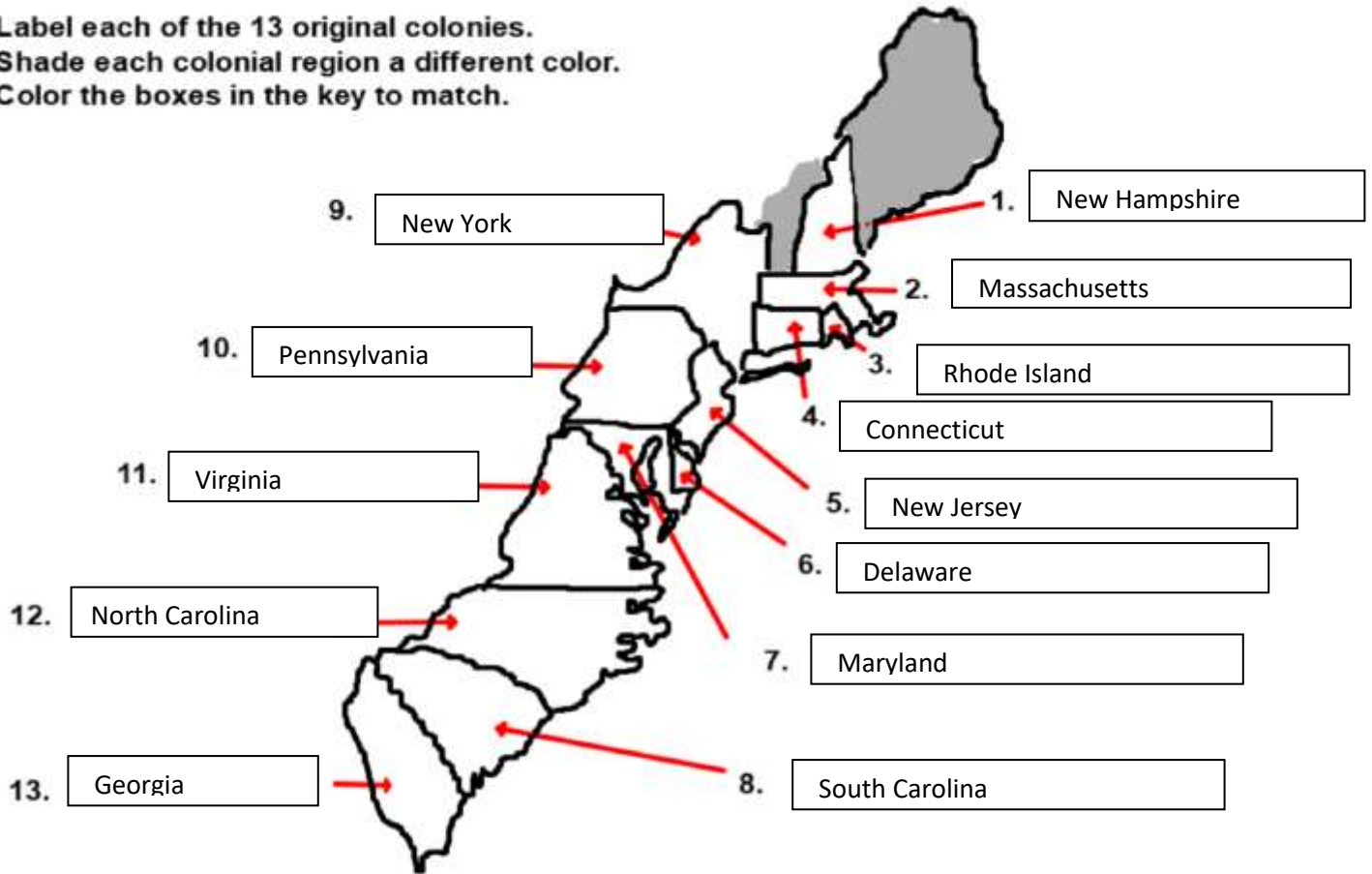
[] - Southern Colonies



Answer Key:

Name: _____
Date: _____

Label each of the 13 original colonies.
Shade each colonial region a different color.
Color the boxes in the key to match.



Key:


- New England Colonies
- Middle Colonies
- Southern Colonies



Colonial Regions Graphic Organizer

Name:

Date:

Region	Physical Features / Geography	Economy (How did they make a living)	Reason for coming to the New World	Government
<p>New England</p> 				
<p>Middle Colonies</p> 				
<p>Southern Colonies</p> 				

Traditional Outline Formatting Guide

Topic and opinion:

I. Main reason 1

- A. Supporting detail or fact
- B. Supporting detail or fact
- C. Counter argument or supporting fact

II. Main reason 2

- A. Supporting detail or fact
- B. Supporting detail or fact
- C. Counter argument or supporting fact

III. Main reason 2

- A. Supporting detail or fact
- B. Supporting detail or fact
- C. Counter argument or supporting fact

Restatement / Call for action

Example ad:

Come on down to Ms. Smith's Car Dealership for your new car (*Topic and opinion clearly stated*).

We have a lot of cars (*Main reason 1*).

We have red cars, blue cars, even purple cars; whatever color you want, we have. (*supporting detail 1*).

Need a truck? We have those! A van? No problem. Sports car? We've got those too (*supporting details*).

We've got the best prices in town! (*Main reason 2*)

No one else can match our prices. (*supporting detail*).

We can save you a ton of money over the competition (*supporting detail and / or counter argument*)

Our sales staff is friendly, helpful, and knowledgeable (*Main reason 3*).

If you've got questions, we've got answers! (*supporting details*)

So come on down to Ms. Smith's Car Dealership today to get your brand new car! (*Restatement – call for action*).

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Grading Rubric:

	Advanced	Proficient	Basic	Below Basic
Organization	Reasons are organized with at least 3 main reasons with several strong supporting facts, details, or counter arguments for each. Reasons are well supported and not just "listed". There is a clear restatement or call for action.	Reasons are organized with at least 3 main reasons with some strong supporting facts, details, or counter arguments for each. Reasons are supported and not just "listed". There is a clear restatement or call for action.	Reasons are organized with at least 2 main reasons with one or two strong supporting facts, details, or counter arguments for each.	Reasons are not clear or do not have supporting details or facts. Opinion is unclear. There is no restatement.
Ideas	Reasons are compelling and reflect the wants and needs of colonial people. Reasons are unique to the colonial region and show an understanding of colonial life in that specific region.	Reasons reflect the wants and needs of colonial people. Reasons show an understanding of colonial life in that specific region.	Reasons show an understanding of colonial life in that specific region.	Reasons do not reflect the wants and needs of people in colonial times or in this specific region
Graphic Elements	High quality, color graphics have been used creatively and appropriately to support the text and illustrate the arguments / reasons.	Color graphics have been used appropriately to support the text and illustrate the arguments / reasons.	Some graphics have been used appropriately to support the text and illustrate the arguments / reasons.	Graphic elements are too few, do not support the text, or are not present.
Mechanics	There are very few errors in grammar, spelling, or punctuation, and those errors do not interfere with meaning.	There are some errors in grammar, spelling, or punctuation, but those errors rarely interfere with meaning.	There are some errors in grammar, spelling, or punctuation that do interfere with meaning.	There are many errors in grammar, spelling, or punctuation that often interfere with meaning.



Opportunities for Extension:

- The writing element of this lesson could be extended to include full written or oral speeches that students could then present to the group as though they had traveled back to their home countries to entice other settlers to return with them.
- Students could be broken into teams who would use the resources and learning from this lesson to debate other teams as to which colonial region is best.
- Instead of a brochure or poster, students could create a video ad or commercial (with the obvious explanation that that technology did not exist back then, but what if it did?)
- Students could create a Flipgrid, web page, Padlet, or similar digital format instead of the poster or brochure.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Students who struggle with the written portions of this lesson could present their information in any of the formats under “Opportunities for Extension” that allow for verbal communication of ideas (record a video, make a graphic collage with images that convey their reasons and explain their image choices verbally, etc.)
- Students could work in teams with a scaffolded outline that includes the main reasons and students must find supporting facts for each.
- The written outline portion could be presented in a picture format or idea web format where students illustrate their reasons instead of writing them.
- Consider providing a partially completed graphic organizer of the colonial regions to scaffold completion of the task.
- Include supporting materials via PowerPoint, text book, or other resources so that unplugged students will have accurate information to complete their tasks.

Unplugged Supplies:

For the unplugged variations students will need basic supplies of paper, colored pencils or markers, and printed out copies of the resources above. NOTE: When printing the PowerPoint, teachers may wish to choose a multiple slides per page option to conserve paper.

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Grading keys and rubrics are included in the resources above

Engaging Families

Materials included to support unplugged learners: provided in resources above

Optional materials to support learning not included: blank paper, web sites, texts, trade books, maps, technology that supports research about life in the colonial regions

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Life in the Three Colonial Regions of the U.S.

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.

Part 1:

- 1. Study the map on slide 2 of your packet. Using the map and information in the PowerPoint, answer these questions in your interactive notebook or journal:
 - What present day country does this map show?
 - What do we know about directions on a map?
 - If there were a [compass rose](#) on our map, could we label which direction is North? South? Etc.
 - What time period do you think the map is showing us with the orange area?
 - What do you think the faint or lighter orange area is showing us?
 - What physical features can you see on this map?
 - Why do you think the Atlantic Ocean is spelled differently?
- 2. Label and color the map of the colonies provided on slide 3 of your PowerPoint. Use your completed map to label the 13 original colonies map in the resources for this lesson.

Part 2:

- 3. Read slides 4-13 of the PowerPoint. Use the information you learned from the PowerPoint to answer the following questions in your interactive notebook or journal:
 - How did the geography affect life in each of the colonial regions?
 - In what ways was life similar in all three regions?
 - In what ways was it different?
 - How did temperature affect what each region did to survive?

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- How did these things affect the economies of each region (how they earned a living)?
 - In what ways were the colonial region's governments similar? How were they different?
- 4. Use the information from the PowerPoint to help you complete the Colonial Regions graphic organizer.

Part 3:

- 5. Study your graphic organizer. Choose a colonial region that you feel would be the best place for people from Europe to come to if they wanted to settle here in the New World.
- 6. Think of the reasons you would choose that region over the other two [remember to look at this from the point of view of someone living in colonial times – not modern times (no cars, planes, computers, electricity, etc.)]
- 7. Organize your reasons and the supporting details, facts, or evidence you found in your resources into an outline using the provided Outline Format sample. You can use the example ad for ideas.
- 8. Use your outline to create a brochure (an advertisement) to persuade people to choose your region to come to and settle. Use graphic elements, color, and text features, as well as persuasive language to make your brochure engaging. Be sure to look at the grading rubric to make sure that all the information is included.

