



Marietta City Schools
2023–2024 District Unit Planner

Grade 3 Social Studies

Theme	<i>Unit 6: Colonial America</i>	Unit duration (Days)	<i>15 - 30 Days</i>
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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?](#) 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.

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2. [Sharing the Planet](#) 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.

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3. [Through the Eyes of Children](#) 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.

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Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Supports	Parent Information Letter - edit for school specific information Click here for GADOE Content Video (For Teachers only) Click here for Additional Content Video Click here for Read Like a Historian Instructional Video Teacher Notes for this unit	

	<p>Additional unit information may be found at GADOE Inspire</p> <p>This unit includes Museum Box Lessons for Life in the Colonies. Complete the Museum Box Request form to reserve the Museum Box.</p>	
<p>SS3G3 Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>	<p>Geography and Economics Make predictions about what each colonial region produces</p>	<p>Provide resource pathfinder for online sources.</p>
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Recommended High Quality Complex Texts		
<p><i>Who's That Stepping on Plymouth Rock?</i> by Jean Fritz</p> <p><i>Squanto's Journey: The Story of the First Thanksgiving</i> by Joseph Bruchac</p> <p><i>Dave the Potter: Artist, Poet, Slave</i> by Laban Carrick</p> <p><i>If You Sailed on the Mayflower in 1620</i> by Ann McGovern</p> <p>Discovery Education Video Collection: use segments related to colonization for each region:</p> <p>New England</p> <p>Mid Atlantic</p> <p>Southern Colonies</p>		