

SAMPLE SOCIAL STUDIES UNIT PLAN GRADE 3: THE THIRTEEN ENGLISH COLONIES

Important Note: *The following unit plan fills in the gaps between the current (2014) and revised (2019) Tennessee Academic Standards for Social Studies. In addition to thoughtful preparation from these resources, there are additional components for which educators will need to plan and prepare. This includes but is not limited to the following: reviewing all activities prior to use, adapting the unit plan for the teacher's specific classroom, and adjusting material as seen fit.*

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GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING SAMPLE GAP UNIT PLANS?

To support social studies instruction in Tennessee and in response to feedback from educators over gaps between the current (2014) and [revised \(2019\) Tennessee Academic Standards for Social Studies](#), the department has created sample gap unit plans for grades 3 and 4. The resources found in each of these unit plans serve as a model to reference as educators begin designing units and becoming more familiar with the revised standards. These lessons are intended to be used at the end of the 2018-19 school year to cover one-time content gaps some students will experience as a result of the shifts in standards.

2. WHAT ARE THE SPECIFIC GAPS IN CONTENT THAT THESE UNIT PLANS ADDRESS?

Though the majority of the content remained the same between the current (2014) and revised (2019) social studies standards, some content has shifted to new grade levels:

Grade Level	Current Standards (2014)	Revised Standards (2019)
Grade 3	World Geography and Cultures	Part 1: Geography and Economics Part 2: Early American and Tennessee History
Grade 4	The History of the United States (to 1850)	The History of the United States: Revolution to Reconstruction

Content students cover in grade 4 in the current standards (2014) will shift to grade 3 in the revised standards (2019) and content students cover in grade 5 in the current standards (2014) will shift to grade 4 in the revised standards (2019). These shifts will cause one-time content gaps for students who are in grades 3 and 4 during the 2018-19 school year. These gaps are outlined below:

Grade Level	Gap
Grade 3	<ul style="list-style-type: none"> • Early American History (including: American Indians, Exploration, and The Thirteen English Colonies) • Early Tennessee History
Grade 4	<ul style="list-style-type: none"> • Pre-Civil War • Civil War • Reconstruction

To ensure that students cover this material, the department has developed a series of six sample unit plans that focus specifically on the content outlined above.

3. WHAT IS INCLUDED IN THE SAMPLE GAP UNIT PLAN?

The sample gap unit plans include several key components that serve as a foundation for a strong unit:

Essential Question: Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking. Essential questions are not typically answerable within a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after the deep exploration of content. An example from Grade 3 is *Why do people come to a new place?* This question helps students understand the beginning of the Thirteen English Colonies.

Supporting Question(s): Supporting questions help guide students in answering the essential question. These are specific to each lesson and lead students in answering the essential question. Some supporting questions are used for multiple lessons within a unit as they may take students more time to answer. Supporting question(s) are open ended and support student thinking, exploration, and learning. An example from Grade 4 is *What were the social, political, economic, and physical implications of the Civil War on the United States?* This question directly relates back to the essential question (*How did the end of the Civil war impact the United States?*) by guiding students into their exploration of the chosen topic.

Standards: The standards for the sample gap unit plans come from the revised Tennessee Academic Standards for Social Studies Standards (2019) and address the specific gaps between the current (2014) and revised (2019) standards. Although not all of the gapped standards are used in the lesson plan, the units cover the most essential gaps between the standards.

Content Strands: Each sample gap unit plan includes narratives about the connections to the content strands. The content strands are the seven disciplines that are used within social studies that help guide learning. The content strands include culture (C), economics (E), geography (G), history (H), politics/government (P), Tennessee history (T) and Tennessee Code Annotated (TCA). Each unit plan will focus on a selection of content strands but will not necessarily include all of them.

Social Studies Practices: The sample gap unit plan includes connections to the social studies practices. The social studies practices are specific skills that students should apply when learning social studies in order to create and address questions that will guide inquiry and critical thinking. The practices allow students to progress through the inquiry cycle by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards (SSP.01–SSP.04) and to develop historical and geographic awareness (SSP.05–SSP.06).

Lessons: Each sample gap unit plan includes lessons for multiple days of instruction and provides opportunities for students to demonstrate their understanding by applying what they have learned. These lessons have been carefully sequenced within their units to support students in building disciplinary understanding so that students can successfully engage in the end-of-unit task. It is up to teachers to determine the amount of time needed for each lesson.

Extension Activity: Each sample gap unit plan includes an extension activity that provides an opportunity for students to demonstrate their understanding of the unit concept and to answer essential questions for the unit through authentic and meaningful context.

Appendices: Additional resources and activities developed for use within lessons are linked throughout the unit. [Click here to view the folder](#) that contains all of these resources and activities.

4. ARE DISTRICTS REQUIRED TO USE THE SAMPLE GAP UNIT PLANS?

No, districts are **not** required to use the sample gap unit plans; however, if districts do not address the gaps in content, students will **not receive instruction on essential content** and may be unprepared for the next year's academic content.

5. WHEN SHOULD THESE BE USED IN THE CLASSROOM?

Districts are not required to use the sample gap unit plans; however, these sample lessons are designed for use after teachers have completed teaching their current social studies standards (2014). Because these lessons focus on the revised standards (2019), teachers may wish to focus on these sample lessons after completing TNReady testing, as they are not focused on the current (2014) social studies standards.

6. HOW WERE THE STANDARDS SELECTED?

The standards used in the sample gap unit plans do not include the totality of the revised Tennessee Academic Standards for Social Studies. Instead, these units have a narrowed focus on the content gaps students in grades 3 and 4 during the 2018-19 school year will incur without intentional, targeted instruction focused on this content.

UNIT BACKGROUND

Essential Question(s)

Why do people come to a new place?

Social Studies Standards Alignment

The questions and tasks outlined in this unit plan are aligned to the following Tennessee Academic Standards for Social Studies, social studies practices, and content strands:

Content Standards

- 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.
- 3.28** Identify representative assemblies and town meetings as early democratic practices during the colonial period.
- 3.29** Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.

Further Social Studies Standards Connections

Though the standards below are not the focus of the questions and tasks outlined in this unit plan, these standards are also connected to the lessons.

- 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 U.S.
- 3.25** Explain the significance of the settlements of Massachusetts Bay and Plymouth and the role they played in the settling of our country.
- 3.26** Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.

Social Studies Practices

This unit directly addresses all six of the social studies practices. **SSP.01** and **SSP.02** are incorporated by gathering a variety of sources (e.g., maps, photographs, readings) and allowing students to examine those sources to summarize ideas and draw conclusions. **SSP.03** is addressed through the students completing assignments to compare and contrast multiple sources and recognize the

differences between multiple sources. When using **SSP.04**, students demonstrate their ability to show their understanding of ideas, distinguish viewpoints, illustrate cause and effect, and predict outcomes through argumentation and producing evidence of learning. For example, students are asked to plan their trip to the “New World,” including the effects of colonization. Additionally, this can be seen through the various activities students are asked to complete, including “bell work” and “exit tickets.” **SSP.05** is explored through student understanding of historical empathy (e.g., understanding effort it would take to migrate from Europe to the Americas) and making connections to the present. Additionally, students will use **SSP.05** to show their historical awareness by recognizing how events were experienced during that time period. Finally, students will develop geographic awareness using **SSP.06**, which includes understanding the relationships between people, resources and ideas based on geography (i.e., the impact of colonization on the development of our country) as well as understanding the association between colonization and regionality.

Content Strands

Culture is incorporated by exploring colonial life and how life was different in the various colonies and/or regions. Students should understand that life in colonial times was different than life today.

Economics is incorporated by examining the reasons the Thirteen English Colonies were founded, the ways in which colonists made money, and how trade influenced colonial life.

Geography is incorporated by exploring the geographic locations of each of the Thirteen English Colonies as well as the regionality of the New England, Middle, and Southern colonies. Students should use their background knowledge from earlier in the school year when they learned about geography as a whole understand that geography played a large role in how colonists lived, as well as why they lived where they lived.

History is incorporated by exploring the lives of colonists, their reasons for coming to the New World, and the impact colonization had on North America. It is important for students to understand that there were people here prior to this time period and that the colonists had a large impact on American Indians. Teachers may wish to bring in other resources (such as books or videos) to build students’ knowledge of the Thirteen English Colonies.

Politics is incorporated by examining the first governments in the New World and their impact on the lives of colonists.

LESSON 1

Supporting Question(s)

What does it mean to colonize? What would a colonist coming to North America in the 15th century need to move?

Students will understand that people move for different reasons and begin thinking about what people need to survive when moving to a new place. In today's lesson, students will:

- review previous content about geography, American Indians, and European exploration;
- define "colony;"
- explore why people move;
- discuss the geographic implications of traveling to the New World for colonization;
- identify resources that colonists needed

Vocabulary

- colony
- Mercator map projection
- New World
- Old World
- Americas

Lesson Sequence and Instructional Notes

Before beginning this lesson, the teacher should prepare an anchor chart entitled "Colonization," which should be displayed for the duration of the unit.

The teacher may wish to show either or both of the videos below—each provides introductory information about the establishment of the thirteen colonies—to begin the lesson:

- [Flocabulary Video: Differences in the Colonies](#)
- [The History Channel: The 13 English Colonies Drawn](#)

The teacher will begin class by asking students to look at the following map: [1909 Mercator's Projection of the World](#) (or use this [World Map on Mercator's Projection](#) to highlight the location of Hawaii and Alaska in relation to the continental United States). The teacher should ask students a series of guided questions focusing on geography, American Indians, and European exploration. The guiding questions may include:

Geography:

- What is this map of?
- Why does it look "strange?"
- What do the lines represent?
- What waterways are represented on the map?

- What “land” do they see on the map?

American Indians:

- Before Europeans came to America, what were the people like that lived here?
- Why did American Indians select one location over another to live?
- Why should we learn about American Indians?

Exploration:

- When Europeans came to America, where did they come from?
- When Europeans came to America, where did they go to?
- Why is it important to learn about explorers?

After discussing these topics, the teacher should tell students that they are going to learn about colonization and ask students, “What is colonization?” The teacher help students break down the word—be sure to point out the root word “colony”—and use it in a sentence to help the class develop a definition. The following questions may be used to guide the conversation: “Why would someone want to move?” “Why do people move from place to place?” and “How is colonization different from exploration?” The final definition should be something like, “a group of settlers move to a new place and establish control over that place,” and the teacher should write the class’s definition of the anchor chart.

The next part of this lesson sequence could be a sensitive topic for students. Please note that the following may require special modification based on class needs.

The teacher will take a poll (electronically, by paper/pencil, or by a show of hands) on the following questions: “Who has lived somewhere else?” “Who has lived in a different state?” and “Who has lived in a different country?”

After each question, the teacher to call on volunteers to share where they used to live and ask follow-up questions such as “Why did your family move?” “How did your family feel during the move?” and “How did your family feel after the move?”

After the poll, students should complete a Think-Pair-Share to answer the question, “Where in the world would I like to move (either now or when I’m older) and why?” Students should independently for one minute before turning and talking with their neighbors. After a few minutes, the teacher should bring the class back together and ask for volunteers to share aloud where they would move and why, asking follow-up questions such as: “Why did you choose that location?” “Are there any bad things about moving to that place?” and “What would you miss about where you live now?”

The teacher will show [a map of the British Colonies in North America](#) and point to the eastern coastline and tell students that this is where the first Europeans to move to North America lived. Remind students that they discussed this area when they learned about American Indians and European exploration of the Americas. The teacher should lead a brief discussion with students about the physical features and other important details found in this part of North America and ask students what about those factors drew European colonists to settle there.

Using the [1909 Mercator's Projection of the World](#) or [World Map on Mercator's Projection](#), the teacher should ask students how they would get from Europe to the Americas if they were alive in the 1600s before airplanes were invented. Follow-up questions like, “What do you say that” “How long would it take you” and “What would they need to take with them?” may help facilitate discussion.

To conclude the lesson, students should draw three things they would take with them if they were a colonist traveling to the Americas from Europe as an exit ticket. *The teacher should remind students to think like historians and pretend they live in the 1600s without modern technology.* They should include a one- or two-sentence explanation with each drawing that explains why they selected these items.

After the lesson, the teacher should review the exit tickets and look for common responses, outliers, interesting items, and modern items that would not have been available in the 1600s. These drawings will be used in the next lesson.

LESSON 2

Supporting Question(s)

What do people need to move from one place to another?

Vocabulary

The following words should be addressed during this lesson:

- Thirteen English Colonies

Lesson Sequence and Instructional Notes

Before beginning the lesson, the teacher should have identified six to seven examples of exit tickets from the previous lesson that represent common responses, outliers, interesting items, and modern items to use in the lesson below.

To begin the lesson, students should complete a Mingle, Pair, Share using the pre-selected graphics from Lesson 1. Students should mingle around the room to find a partner. *The teacher may want to play music as a cue to indicate when students should stop moving and find a partner.* Once students have found a partner, the teacher should display a student-created graphic from Lesson 1 using a projector or interactive whiteboard. *The teacher may need to take pictures of or scan students' graphics ahead of class.* Students can answer the following questions: "What is the item?" "What is the purpose of the item?" and "Would you need the item to travel from the Old World to the New World?" The teacher should repeat this procedure with examples of common responses, outliers, interesting items, and modern items until students have discussed these questions with at least five partners. Then, students should return to their seats, and the teacher should review the drawings with the whole class, asking how each graphic connects to the class definition of "colonization" and why people move.

Next, the teacher should revisit the [1909 Mercator's Projection of the World](#) or [World Map on Mercator's Projection](#) and lead a discussion about the route from the Old World to the New World, pointing out significant bodies of water and points of departure and arrival. As part of this opener, the teacher should also lead a discussion of what the terms "Old World" and "New World" mean. The teacher should also identify the modern-day states that make up the Thirteen English Colonies. The teacher should then pose the lesson's supporting question: *"What do people need to move from one place to another?"*

The teacher will then tell students that they are going to think more about what people need to move from one place to another by planning their own trip to the New World. The teacher should tell students to imagine that they are the leader of a group of people wanting to move to the New World and hand out the [Planning Your Move to the New World Handout \(Appendix A\)](#). *It is up to the teacher to decide if they want this activity to be done in groups, in pairs, or as individuals.* As the leader, they must select a name for their colony, who they want to take with them, and what supplies they need to take. The teacher should review the instructions detailed on the handout with students.

The teacher should allow about 10 minutes for students to complete their handouts. Once students are

finished, the teacher should revisit the supporting question (*What do people need to move from one place to another?*) and have students draw a picture or graphic representation of the item they think is the most important. Their picture/graphic should include a one-sentence caption explaining its importance to colonization.

The teacher should collect the handouts for the next lesson.

LESSON 3

Supporting Question(s)

What motivated the founding of the Thirteen Colonies?

Vocabulary

Any of the vocabulary words found in the readings may require explanation.

Lesson Sequence and Instructional Notes

This lesson requires multiple types of group work. Later in the lesson, groups will complete a modified jigsaw. Group sizes will range from 4 (at the beginning) to 5 or 6, depending on class size. Prior to class, the teacher should have printed and cut out the [Colonial Task Cards \(Appendix B\)](#) and placed them in envelopes (one per group). The teacher should have copies of the [Colonial Note Cards for each colony \(Appendix C\)](#) and print out the [Colonial Posters \(Appendix D\)](#).

As a warm-up, the teacher should return the [Planning your Trip to the New World \(Appendix A\)](#) handout and ask students to compare and contrast their handouts with those of their neighbors and think about what differences their colonies would have. After four to five minutes, the teacher should break students into two groups to complete a word tennis game. Each group will take turns giving examples of something they would take with them to the New World. No words can be repeated (within a round), and none of the examples can be “modern.” The teacher should allow the game to continue for several rounds (one round lasts until a group repeats a word). After about five minutes, the teacher should declare a winner and wrap up the class by collecting the Planning Your Move to the New World handout. The teacher should collect the handouts for the next lesson.

The teacher should then revisit the definition of “colonization” and re-display the [1909 Mercator's Projection of the World map](#). Then, ask students to identify the New World, the Old World, and the Atlantic Ocean. The teacher should then say that the students should pretend that they have successfully traveled from the Old World to the New World across the Atlantic Ocean. Now, they have to decide what task to do first. The teacher should then pass out the [Colonial Task Cards \(Appendix B\)](#) and have students work in groups to sort the cards into the order in which they would complete the tasks. Then, the teacher should lead a discussion about the “correct” order (there is no correct order, but there is a logical order). The teacher should lead the class in making a class order that would lead to a successful colony. At the end of the discussion, the teacher should collect the Planning Your Trip to the New World handouts; they will be used again later.

The class should review [The British Colonies in North America map](#) and the thirteen states that began as the Thirteen Colonies. Then, the teacher should tell students they are going to learn more about these colonies and discover if the colonists set themselves up for success. The teacher will hand out the [Colonial Note Cards for each colony \(Appendix C\)](#), which students will cut into individual squares and bind in some way. *There are many different ways to bind the task cards, including stapling them together, using a hole punch and ribbon to make a flip chart, or placing the task cards into an envelope.*

Then, students take out a blank sheet of paper while the teacher hands out the Colonial Posters for VA, MA,

NJ, and NH to each group of four. The teacher should then tell students that they are going to be working in groups to complete a [jigsaw](#).

The teacher should explain that they are currently in their home groups and that each person will learn about one colony and teach the rest of their group about it. The teacher should ask students to select one of the posters (*the teacher can also assign the posters*) and look at the pictures, maps, and captions for 30 seconds; this will prime students for the rest of the activity.

Next, the teacher will tell students that they are going to now break into new groups that will help them become experts on their colony. Students to move to four new groups based on the colony they selected (e.g., all students who chose VA will be in a group). Groups will have five to six members depending on class size, and students move chairs or desks so that everyone has a place to sit. Students should take the reading, their notebook paper, and task cards with them.

Once in their new groups, students should have five to six minutes to read their colony posters. *It is up to the teacher to decide if students should read individually, in pairs, or aloud in the groups.* As students are reading, they should use their paper to write down three things that they found interesting. After reading, groups should spend four to five minutes discussing what they wrote down, noting if anyone wrote down the same things. Then, students should work together to fill in the information for their colony on their task card. After each group has completed their task cards, the teacher should have students move back to their home groups (of four).

Students will have one minute in their home groups to share what they learned about their colony. *The teacher may wish to use a timer, adjusting the time as necessary.* Students should be instructed to listen to each of their classmates and ask questions but not to write anything down. *The purpose of this portion of this activity is for students to hear about the colony before focusing on “what to write.” If group sizes were uneven and more than one student learned about a colony, they should take turns sharing information.*

Once every student has shared their information once, each will present the information on their note cards a second time; this time the other students will record their answers on their note cards until each member of the group has completed the four appropriate task cards. *The teacher may wish to assign a time limit for this activity.*

To close the lesson, the teacher will lead the class in a series of questions about the colonies. The teacher should ask follow-up questions like “Why do you say that” or “What evidence do you have to show you are correct.” These questions can be used as a verbal formative assessment. (The answers are included in parentheses):

- If you want to move to a colony that allows more than one religion, where should you move? (MA)
- If you want to move to a colony that was founded for religious reasons, where would you move? (MA)
- If you wanted to move to make money, where should you move? (NY, VA)
- If you wanted to move to the first colony founded, where should you move? (VA)
- If you wanted to move to a colony that promised to remain loyal to the King, where should you move? (NH)
- If you want to move to a colony that had good relationships with American Indians, where should you move? (MA, NH, NY)
- If you wanted to move to a colony where the colonists paid for land from the American Indians, where should you move? (NY)

Essential Question: *Why do people come to a new place?*

- If you wanted to move to a colony that had a written government, where should you move? (MA)
- If you want to live in a colony that was owned by more than one country, where should you move? (NY)
- If you wanted to live in a colony with a representative government, where should you move? (MA, NH)

After the questioning has ceased, the teacher should ask students to put their task cards and note paper in a safe place.

LESSON 4

Supporting Question(s)

What motivated the founding of the Thirteen Colonies?

Vocabulary

Any of the vocabulary words found in the readings may require explanation.

Lesson Sequence and Instructional Notes

This lesson requires multiple types of group work. Prior to class, the teacher should print, cut out, and place the [Colonial Task Cards \(Appendix B\)](#) in envelopes—one per group. Groups will complete a modified jigsaw in this lesson. Group sizes will range from 4 (at the beginning) to 5 or 6, depending on class size. *The teacher may wish to assign each group member a task (e.g., reporter, timekeeper, scribe, task manager) for when students are in their original groups.* The teacher should print out the [Colonial Posters \(Appendix D\)](#) and have copies of the [Colonial Note Cards for each colony \(Appendix C\)](#). The teacher should have four signs placed around the room (in four corners or on four walls) labeled A: VA, B: MA, C: NY, and D: NH.

As a warm-up, the teacher should have students refer to their “Planning Your Trip to the New World” worksheet and their task cards from Lesson 4 to complete a four corner activity. The teacher should display or read the questions below one at a time and students will move to the corresponding corners (based on agreement). Once at the corners, students should discuss why they chose that answer with the group. Then, groups should share out why they think their answer is correct. *The teacher may want to remind students to take their materials with them in order to defend their answers.*

- Which colony do you think did the best at starting their colony? A) VA B) MA C) NY D) NH
- Which colony do you think made the biggest mistake when starting their colony? A) VA B) MA C) NY D) NH
- Which colony brought the “right” kind of people (e.g., type of work they did) with them? A) VA B) MA C) NY D) NH
- Which colony had the best relationship with the American Indians? A) VA B) MA C) NY D) NH
- Which colony had the worst relationship with American Indians? A) VA B) MA C) NY D) NH
- Which colony had the best government? A) VA B) MA C) NY D) NH
- Which colony chose the best location to settle in? A) VA B) MA C) NY D) NH

After students have answered the above questions, they should return to their seats. The teacher should display the [Original 13 colonies map](#) and ask students to identify the locations of the four colonies they explored in Lesson 3, as well as the other nine they will be studying.

The teacher will then have students complete a modified jigsaw following the same structure as Lesson 3. The next four colonies that should be explored are: DE, CT, NC/SC, MD (*the Carolinas are discussed together because they were founded at the same time and have many similarities*).

To close the lesson, the teacher will lead the class in a series of questions about the colonies. As the teacher

is asking the following questions, they should ask follow-up questions like “Why do you say that?” or “What evidence do you have to show you are correct?” These questions should be asked verbally as a formative assessment. (The answers are included in parentheses):

- If you want to move in a colony that allows more than one religion, where should you move? (MD)
- If you want to move to a colony that was founded for religious reasons, where should you move? (CT, MD)
- If you wanted to move to a colony to make money, where should you move? (DE, NC, SC)
- If you want to move to a colony that had good relationships with American Indians, where should you move? (CT, MD)
- If you wanted to move to a colony that had a written government, where should you move? (CT)
- If you wanted to move in a colony where the colonists paid for land from the American Indians, where should you move? (CT, MD)
- If you want to live in a colony that was settled by more than one country, where should you move? (DE)
- If you wanted to live in a colony that set up a government, where should you move? (CT, DE, MD)
- If you want to move to a colony whose land was given for being loyal to the King, where should you move? (NC, SC)
- If you wanted to move to the first colony founded, where should you move? (NC)

After the questioning has ceased, the teacher should ask students to put their task cards and note paper in a safe place. This will be the end of the lesson for the day.

LESSON 5

Supporting Question(s)

What motivated the founding of the Thirteen Colonies?

Vocabulary

The following words should be addressed during this lesson:

Any of the vocabulary words found in the readings may require explanation.

Lesson Sequence and Instructional Notes

This lesson requires group work, including a modified jigsaw. Group sizes will range from 4 (at the beginning) to 5 or 6, depending on class size. The teacher should keep that in mind as they are organizing the classroom. It is still suggested that each group member is given a “task” (e.g., reporter, timekeeper, scribe, task manager, etc.) for when students are in their original group. The teacher should print out the [Colonial Posters \(Appendix C\)](#) for student use. Each group should also have a whiteboard and dry erase marker for the opener of this lesson.

For the day’s opener, the teacher should have students complete a [Team Huddle](#) activity. Students should be in groups of four and should number off one to four. The teacher should ask one of the questions below and students should have 30 seconds in their groups to write their answer on a mini whiteboard. Then, the teacher will call a number between one and four, and the student with that number will show their group’s answer to the class. The teacher should recognize the correct responses and elaborate through discussion. The following are examples of questions that could be asked:

- What is the New World? (the Americas)
- What is the Old World? (Continent of Europe)
- What continent did the colonists come from? (Europe)
- What ocean did the colonists cross? (Atlantic)
- What colony that we have discussed is the farthest north? (NH)
- Which colony that we have discussed is the farthest south? (SC)
- Which colonies were founded for religious reasons? (CT, MD, MA)
- Which colonies were founded to make money? (DE, NC, SC, NY, VA)
- Which colonies had good relationships with American Indians (CT, MD, MA, NH, NY, VA)
- Which colonies paid American Indians for their land? (CT, MD, NY)
- Which colonies had representative governments? (MA, NH)

The teacher will then have students complete a modified jigsaw following the same structure as Lesson 3. The next four colonies that should be explored are: RI, NY, PN, and GA.

To close the lesson, the teacher will lead the class in a series of questions about the colonies. As the teacher is asking the following questions, they should ask follow-up questions like “Why do you say that” or “What evidence do you have to show you are correct”. These questions should be asked verbally as a formative assessment. (The answers are included in parentheses):

- If you want to move to a colony that allows more than one religion, where should you move? (PN, GA)
- If you wanted to move to a colony that allowed religious freedom, where should you move? (RI, NJ, PN, GA)
- If you wanted to move to make money, where should you move? (NJ)
- If you want to move to a colony that had good relationships with American Indians, where should you move? (RI, PN, GA)
- If you wanted to move to a colony that had an established government, where should you move? (RI, GA)
- If you wanted to move in a colony where the colonists paid for land from the American Indians, where should you move? (RI, PN)
- If you want to live in a colony that was founded by more than one country, where should you move? (NJ)
- If you wanted to live in a diverse colony, where should you move? (NJ, PN, GA)
- If you wanted to live in a colony that was created as a buffer, where should you move? (GA)

After the questioning has ceased, the teacher should ask students to put their task cards and note paper in a safe place. This will be the end of the lesson for the day.

CULMINATING ACTIVITY: COLONIAL CHOICE BOARD

Lesson Sequence and Instructional Notes

As the final warm-up, the teacher should revisit the class's definition of "colonization" and lead a discussion about the impact geography had on where colonists settled and how those locations helped or hindered the colony. Any of the maps that have been used in lessons could be used to guide this discussion.

As the culminating activity, students will be given a choice board, which will enable them to choose a series of activities to synthesize their learning about the Thirteen Colonies (see [Appendix E](#) and [Appendix F](#) for samples). Below are the options that students will choose from. The teacher should select the type of choice board being used, choose the number of items (or points) students must choose, and make any modifications needed.

- Identify three people you have learned about and explain why they are important.
- Create a timeline of at least eight events that includes at least five colonies.
- Identify and explain two cause-and-effect relationships from the colonies.
- Select two colonies and explain how their relations with American Indians were similar.
- Select two colonies and explain how their relations with American Indians were different.
- Explain how an event colonists experienced is like something that has happened in your life.
- Identify one colonial founder and write two questions you would ask them. Then, answer the questions as if you were that person.
- Identify a negative decision that was made by a founder and explain whether you would have made the same choice. If applicable, what would you have done differently?
- Identify a positive decision that was made by a founder and explain whether you would have made the same choice. If applicable, what would you have done differently?
- Choose an event that occurred in one of the colonies and come up with a different outcome.
- Identify one aspect of everyday life that is different today than it was in colonial times. How would your life be different if it was the same today as it was back then?
- Find two examples of geography that influenced colonial development and explain their impact on settlement.
- Identify and describe two examples of power struggles within the Thirteen Colonies.
- Select five people from the colonies and rank them in order of importance (1 being the most important and 5 being the least important). Explain why you placed them in that order.
- Using any person, vocabulary word, or event create five questions where that word would be a correct answer.
- In no less than two paragraphs, identify a conflict, and explain which side you would have been on and why.
- In no less than three paragraphs, write a letter encouraging a family member to come to the colonies that includes positive and negative examples.
- Create a 20-post twitter conversation between two individuals describing life in the colonies.
- Create a Snap Chat exchange between two individuals that we have been studying. It must include at least 10 pictures and captions.
- Using the first-person perspective, write a series of 10 Facebook posts that detail the events

of the colony.

This activity may take a significant amount of class time. The teacher may wish to assign the choice board as homework.

The teacher may also wish to add a summative assessment task to the end of the unit.

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ⁱ Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.