

Domain-Based Unit Overview

Title of Domain: The Thirteen Colonies: Life and Times Before the Revolution, Grade 3

Learning Time: 35 days

Big Idea

The three regions of English colonies on the eastern seaboard developed differently for a variety of reasons. (p.174)

What Students Need to Learn (p.174)

- Explain the differences in climate and agriculture among the three colonial regions
- Locate the thirteen colonies and important cities, such as Philadelphia, Boston, New York, Charleston qu
- Southern Colonies:
 - Locate and identify importance of Virginia, Maryland, South Carolina, Georgia
 - Describe the story of Jamestown
 - Identify the founders of these colonies, their reliance on slavery and cash crop
 - Describe the Middle Passage
- New England Colonies:
 - Locate and identify importance of Massachusetts, New Hampshire, Connecticut, Rhode Island
 - Describe the two groups that settled in Massachusetts: Pilgrims and Puritans
 - Explain the development of maritime economy and the influence of religion
- Middle Atlantic Colonies:
 - Locate and identify importance of New York, New Jersey, Delaware
 - Describe the successes of the Dutch in New York
 - Identify importance of William Penn and the Quakers in Pennsylvania

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

Pre-Assessment

Pre-assessment will be composed of 3 parts - Content (multiple choice/short answer/essay), vocabulary matching, and labeling a map of the 13 colonies. This layout will be in a similar (but shorter) style to the post-assessment.

Domain Lesson 1	The English Colonies, 2 Days
MN Academic Standards	3.4.1.2.1
Objectives	<ul style="list-style-type: none"> ● Explain why the settlers came to America ● Identify the three colonial regions ● Explain the differences in climate from north to south ● Summarize the importance of the colonies' chief port cities
Vocabulary	trader, region, crop, harbor, timber
Procedure	<ol style="list-style-type: none"> 1. Introduce the World Map and name/review each continent. 2. Review map of United States and locate Minnesota 3. Introduce unit topic 4. Define colony 5. Introduce Charter 1 "The English Colonies" in <i>The Thirteen Colonies</i> CKHG Student Reader, including Timeline Card 6. Read aloud Chapter 1 and call attention to vocabulary 7. Answer objective question, "Why did people come to settle in the English Colonies?" with a partner (Turn and Talk) 8. Review vocabulary 9. Complete "Additional Activities" AP 1.3 and AP 1.4
Poetry	
Fiction/ Read Aloud	<i>The Thirteen Colonies</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Starting the Virginia Colony , 2 Days
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MN Academic Standards	3.4.3.9.1
Objectives	<ul style="list-style-type: none"> • Understand why the Virginia Company founded Jamestown • Identify John Smith • What challenges did the colonists in Jamestown face? • Locate Chesapeake Bay and James River on map
Vocabulary	council, gentleman, deck, palisade
Procedure	<ol style="list-style-type: none"> 1. Review previous chapter 2. Introduce Charter 2 “Starting the Virginia Colony” in <i>The Thirteen Colonies</i> CKHG Student Reader 3. Read aloud Chapter 2 and call attention to vocabulary 4. Answer objective question, “What challenges did the colonists in Jamestown face?” with a partner (Turn and Talk) 5. Review vocabulary 6. Complete “Additional Activities” entitled “Arrival in Jamestown” and “Letter from Jamestown” AP 2.1
Support	Guided Reading Supports TG Pages 29 - 33
Fiction/ Read Aloud	<i>The Thirteen Colonies</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	Review structure of a letter AP 2.1

Domain Lesson 3	Captain John Smith, 1 Day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> • Describe John Smith • Explain how John Smith helped the Virginia colony survive • Explain the importance of trade with the Powhatan
Vocabulary	well
Procedure	<ol style="list-style-type: none"> 1. Review previous chapter 2. Introduce Chapter 3 “Captain John Smith” in <i>The Thirteen Colonies</i> CKHG Student Reader, including Timeline Card 3. Read aloud Chapter 3 and call attention to vocabulary 4. Timeline 5. Answer objective question, “How did John Smith make sure that everyone worked?” as an exit ticket. 6. Review vocabulary
Support	Guided Reading Support TG 36 - 37
Enrichment	N/A
Poetry	

Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Changing Times in Jamestown. 2 Days
MN Academic Standards	3.4.1.1.1
Objectives	<ul style="list-style-type: none"> ● Explain why the strong colony John Smith built fell on hard times ● List the reasons for conflict between Native Americans and settlers in Jamestown ● Summarize the Starving Time ● Explain that disease killed both colonists and Native Americans in Jamestown ● Explain how the surviving colonists were rescued
Vocabulary	gunpowder, governor
Procedure	<ol style="list-style-type: none"> 1. Review previous chapter, including Chapter 3 Timeline Card 2. Introduce Chapter 4 “Changing Times in Jamestown” in <i>The Thirteen Colonies CKHG Student Reader</i> 3. Read aloud Chapter 3 and call attention to vocabulary 4. Timeline 5. Answer objective question, “What events led to the Starving Time?” with a partner (Turn and Talk) 6. Complete “Additional Activities” entitled “The Jamestown Adventure Game” and “Jamestown Timeline and Artifacts”
Support	Guided Reading Support TG Pages 39 - 42
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 5	Virginia Succeeds, 3 days
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> ● <i>Identify John Rolfe, Chief Powhatan, and Pocahontas</i> ● <i>Explain how the development of tobacco as a cash crop helped the Virginia colony succeed</i> ● <i>Describe the first laborers brought to Virginia in 1619</i>
Vocabulary	tobacco, cash crop, self-government, disease, indentured servant
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards

	<ol style="list-style-type: none"> 2. Introduce Chapter 5 “Virginia Succeeds” in The Thirteen colonies CKHG Student Reader 3. Read aloud Chapter 5 while calling attention to vocabulary. 4. Timeline 5. Discussion - “How did the arrival of John Rolfe affect the Virginia colony?” by making a list of all student answers while bringing attention to specific examples. 6. Complete Enrichment activities
Support	Guided Reading Support TG pages 45 - 48
Enrichment	<ol style="list-style-type: none"> 1. Domain Vocabulary (AP 5.1) 2. Interactive Game: Building Jamestown (online access) 3. The Jamestown Story in Words and Pictures <ol style="list-style-type: none"> a. Copies of “Write your own adventure” and “Pocahontas” coloring pages 4. The First Official Thanksgiving (online access) (video to watch) <ol style="list-style-type: none"> a. Follow-up with questions on TG page 50
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i> <i>The True Story of Pocahontas: The Other Side of History</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	The Story of Maryland, 2 days
MN Academic Standards	3.4.1.2.1
Objectives	<ul style="list-style-type: none"> ● <i>Identify Lord Baltimore</i> ● <i>Describe how the Calverts created Maryland as a colony that would be a refuge for Catholics</i> ● <i>Explain why the tobacco planters of Virginia and Maryland began to use enslaved workers</i> ● <i>Describe the differences between indentured servitude and slavery.</i>
Vocabulary	official, Roman Catholic, Protestant, pope, toleration
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline events 2. Introduce Chapter 6 “The Story of Maryland” in The Thirteen Colonies CKHG Student Reader 3. Read aloud Chapter 6 while calling attention to vocabulary 4. Review Timeline and vocabulary 5. Complete a cause and effect graphic for the big idea “Why was Maryland created, and how did people there escape some of the problems faced by the colonists in Virginia?” 6. Complete the enrichment activities
Supports	Guided Reading Supports pages TG 54 - 58

Enrichment	1. Colonial Scavenger Hunt (online access)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 7	Plantations in South Carolina, 3 days
MN Academic Standards	3.4.1.2.1
Objectives	<ul style="list-style-type: none"> • Describe trade between Charleston, England, and Africa • Describe life on a South Carolina plantation, including the role of slavery • Identify important cash crops in South Carolina and why their rice plantations were successful
Vocabulary	Middle Passage, tidal marsh
Procedure	<ol style="list-style-type: none"> 1. Review timeline and vocabulary from previous lessons 2. Introduce Chapter 7 -"Plantations in South Carolina" from The Thirteen Colonies CKHG student readers. 3. Read aloud Chapter 7 while calling attention to vocabulary 4. Answer objective questions“Why did plantation owners have enslaved workers?” with a turn and talk. 5. Add new dates to class timeline and review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Supports TG pages 60 - 63
Enrichment	1. The Middle Passage (AP 7.1)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i> “The People Could Fly” “Aboard a Slave Ship” (AP 1.1) (NFE 1- found online)
Saying and Phrases	<i>If Applicable</i>
Writing	<i>After reading “Aboard a Slave Ship” have students write 2 journal entries as if they were living in the south. One perspective will be from a slave’s point of view and the other from a colonist’s.</i>

Domain Lesson 8	The Story of Georgia, 1 day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> • Describe a debtor’s prison system • Summarize James Oglethorpe’s plans for Georgia and why it did not work out
Vocabulary	Parliament, debt, profit

Procedure	<ol style="list-style-type: none"> 1. Review previous chapter’s vocabulary, timeline events, and location on a US map. 2. Introduce Chapter 8 “The Story of Georgia” in The Thirteen Colonies CKHG Student Reader 3. Read Aloud Chapter 8 while calling attention to vocabulary 4. Review timeline events and vocabulary words 5. Have students complete an exit ticket with the question “Why did James Oglethorpe want to set up a colony in North America?”
Support	Guided Reading Support TG pages 68 - 70
Enrichment	N/A
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 9	The Pilgrims Come to America, 2 days
MN Academic Standards	3.4.1.2.2
Objectives	<ul style="list-style-type: none"> ● <i>Explain why the Pilgrims came to New England</i> ● <i>Describe the Pilgrims' journey on the Mayflower</i> ● <i>Explain the purpose of the Mayflower Compact</i>
Vocabulary	cargo ship, contract, vote
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons. 2. Introduce Chapter 9 “The Pilgrims Come to America” in The Thirteen Colonies CKHG Student Readers 3. Read Aloud Chapter 9 while calling attention to vocabulary 4. Review timeline events and vocabulary terms 5. Discussion - “Who were the Pilgrims, and why did they sail to America?” 6. Complete Enrichment Activities
Support	Guided Reading Support TG pages 72 - 75
Enrichment	1. The Pilgrims: Mayflower Descendants (online access) (video online)
Poetry	“First Thanksgiving of All” Nancy Turner
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 10	Plymouth: The Pilgrim Colony, 3 days
MN Academic Standards	3.4.1.2.1
Objectives	<ul style="list-style-type: none"> • Describe the Pilgrims' first winter in Plymouth colony • Identify the leaders of Plymouth, including William Bradford • Identify Native Americans who helped the Pilgrims survive, including the Wampanoag, Squanto, and Massasoit • Describe the First Thanksgiving
Vocabulary	"common house", harvest
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons. 2. Introduce Chapter 10 "Plymouth: The Pilgrim Colony" in The Thirteen Colonies CKHG Student Readers 3. Read Aloud Chapter 10 while drawing attention to vocabulary 4. Complete a cause and effect graphic organizer to answer "What would happen if Pilgrims to work hard to prepare for winter? What would happen if the Pilgrims did not work hard to prepare for winter?"
Support	Guided Reading Support TG pages 78 - 80
Enrichment	<ol style="list-style-type: none"> 1. Domain Vocabulary Chapters 6 - 10 (AP 10.1) 2. Virtual Field Trip to Plymouth (online access- video approx. 19 minutes) 3. Investigating the First Thanksgiving (online access) 4. First Thanksgiving Video (online access)
Poetry	"First Thanksgiving of All" (FE 1) (poetry)
Fiction/ Read Aloud	<i>The Thirteen Colonies</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 11	The Massachusetts Bay Colony, 1day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> • Summarize the Great Migration to Massachusetts Bay Colony • Describe the New England Colony • Explain the development of New England's maritime economy
Vocabulary	congregation, mast
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons. 2. Introduce Chapter 11 "The Massachusetts Bay Colony" in The Thirteen Colonies CKHG Student Readers

	<ol style="list-style-type: none"> 3. Read aloud Chapter 11 while calling attention to vocabulary 4. Review timeline events and core vocabulary 5. Quick sketch to answer “What kinds of jobs were available in the New England colonies?”
Support	Guided Reading Support TG page 85 - 88
Enrichment	N/A
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 12	Living in a Puritan Colony, 2 day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> ● <i>Describe a Puritan’s school and family life</i> ● <i>Explain why the Puritans came to America</i> ● <i>Explain the meaning of “We shall be as a city upon a hill”</i>
Vocabulary	sermon, minister, charter
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons. 2. Introduce Chapter 12 “ Living in a Puritan Colony” in The Thirteen Colonies CKHG Student Readers 3. Read aloud Chapter 12 calling attention to vocabulary 4. Exit ticket - create a journal entry answering “What was life like for the children in a puritan colony?” from a first person point of view.
Support	Guided Reading Support TG pages 90 - 93
Enrichment	N/A
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>“We shall be as a city upon a hill”</i>
Writing	<i>Have students create their own ‘hornbook’ ABC lesson</i>

Domain Lesson 13	The Story of Rhode Island, 1 day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> ● <i>identify Roger Williams and his belief in religious toleration</i> ● <i>Identify Anne Hutchinson</i>

	<ul style="list-style-type: none"> Describe how Rhode Island became a model for the separation of church and state
Vocabulary	shorthand, household
Procedure	<ol style="list-style-type: none"> Review vocabulary, timeline events, and map locations of previous lessons. Introduce Chapter 13 “The Story of Rhode Island” in The Thirteen Colonies CKHG Student Readers Read aloud Chapter 13 calling attention to vocabulary review vocabulary and timeline events As a class, create a venn diagram comparing Anne Hutchinson and Roger Williams.
Support	Guided Reading Support TG pages 95 - 97
Enrichment	N/A
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 14	The Middle Colonies, 2 days
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> Identify the Middle Colonies: New York, New Jersey, Delaware, and Pennsylvania Explain the meaning of mixing cultures Locate on a map the Hudson and Delaware rivers and their port cities (New York and Philadelphia)
Vocabulary	culture, plow, merchant
Procedure	<ol style="list-style-type: none"> Review vocabulary, timeline events, and map locations of previous lessons. Introduce Chapter 14 “The Middle Colonies” in The Thirteen Colonies CKHG student readers Read aloud Chapter 14 while drawing attention to vocabulary On a map have students locate and label: New York, New Jersey, Delaware, Pennsylvania, the Hudson River, and the Delaware River. Complete Enrichment Activities
Support	Guided Reading Support TG pages 99 - 101
Enrichment	<ol style="list-style-type: none"> Show Real world examples of American Quilts and discuss the reasons they would be made and what they symbolized Design a Quilt (AP 14.1) (online access) Class Friendship Quilt (online access)

	a. 8" x 8" paper squares, coloring supplies
Visual Arts	Early American Quilts (introduced with enrichment activity)
Fiction/ Read Aloud	<i>The Thirteen Colonies</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 15	New York: A Dutch Settlement, 1 day
MN Academic Standards	3.4.2.5.1
Objectives	<ul style="list-style-type: none"> • Describe daily life for Dutch colonists in New Netherland • Explain why New Netherland was developed • Summarize how the Dutch obtained Manhattan and Long Island from Native Americans
Vocabulary	“freedom of religion”
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons. 2. Introduce Chapter 15 “New York: A Dutch Settlement” in The Thirteen Colonies CKHG Student Readers 3. Read aloud Chapter 15 while calling attention to vocabulary 4. review vocabulary and discuss timeline events 5. Discussion - “Why was Peter Stuyvesant unable to defend New Amsterdam against the English?” (turn and talk)
Support	Guided Reading Support TG pages 105 - 109
Enrichment	1. Lady Deborah Moody (online access)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies</i> CKHG Student Reader
Saying and Phrases	<i>“Freedom of Religion”</i>
Writing	<i>If Applicable</i>

Domain Lesson 16	William Penn and the Quakers, 2 days
MN Academic Standards	3.4.3.7.1
Objectives	<ul style="list-style-type: none"> • Explain why William Penn founded a colony in America • Describe the people (Quakers) and natural resources of Pennsylvania and how that aided in becoming the largest and wealthiest city in the English Colonies
Vocabulary	aristocracy, stockade, independence
Procedure	<ol style="list-style-type: none"> 1. Review vocabulary, timeline events, and map locations of previous lessons.

	<ol style="list-style-type: none"> 2. Introduce Chapter 16 “William Penn and the Quakers” in The Thirteen Colonies CKHG Student Readers 3. Read aloud Chapter 16 calling attention to vocabulary 4. Review timeline events and vocabulary terms 5. Create a list as a class to answer the questions “Why might Philadelphia have been a place that Europeans would want to move to?” 6. Complete Enrichment Scivities
Support	Guided Reading Support TG pages 112 - 116
Enrichment	<ol style="list-style-type: none"> 1. The Thirteen English Colonies (AP 16.1) 2. Domain Vocabulary Chapters 11 - 16 (AP 16.2) 3. Interactive Game: Building Philadelphia (online access)
Visual Arts	<i>Edward Hicks, The Peaceable Kingdom</i>
Fiction/ Read Aloud	<i>The Thirteen Colonies CKHG Student Reader</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. 18 multiple choice content questions (TG pg. 119-121) 2. 10 vocabulary matching questions (TG pg. 122) 3. 3 Essay questions 4. Labeling 13 Colonies Map <p><i>Post assessment will also include a take home performance task to create a travel brochure for one of the 13 colonies (TG pgs. 123-126)</i></p>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● The students look and discuss Early American Quilts ● The students apply and create an understanding for balance, symmetry, and pattern. ● The students will create a collage from magazine cut outs using geometric shapes to develop a pattern. The students will create a 12x 12 inch quilt pattern made up of four quadrants.
Media	<ul style="list-style-type: none"> ● Read and discuss “If You Lived in Williamsburg in Colonial Days,” “Liberty!,” “William Penn,” “Making Thirteen Colonies,” “Pocahontas: Princess of the New World,” “Pocahontes and the Strangers,” “Three Young Pilgrims,” “The Voyage of the Mayflower,” “Colonial Life,” “Roanoke: The

	<p>Lost Colony: An Unsolved Mystery From History,” “The Massachusetts Colony,” “The Jamestown Colony,” “The Pennsylvania Colony,” “The South Carolina Colony,” “The Delaware Colony,” “The Rhode Island Colony,” “The Maryland Colony,” “The Connecticut Colony,” “The New Jersey Colony,” “The New York Colony,” “The Georgia Colony,” “The North Carolina Colony,” “The Virginia Colony,” “Witches! The True Tale of Disaster in Salem”</p>
Music	<ul style="list-style-type: none"> ● CK Song List: “America” (“My Country ‘tis of Thee,”) “Simple Gifts” ● Review songs from previous grades: “Yankee Doodle” (1st grade) ● Possible extended connections from CK 3rd grade sequence: “You’re a Grand Old Flag,” John Philip Sousa’s <i>Stars and Stripes Forever</i>, Aaron Copland’s “Simple Gifts” from <i>Appalachian Spring</i>
P.E.	<ul style="list-style-type: none"> ● Jump rope, racket games, hopscotch, tag, sack and relay races.