

*Colonial Unit  
Organizer**Third Grade**Cherie Pedersen  
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Core Knowledge Curriculum Objectives: The students will be able to

- Compare and contrast the different colonial regions
- Explain why the different regions have different agricultural products – climate differences
- Explain how Virginia got its start as a colony, some of the struggles it went through, and the importance John Smith and Pocahontas played in establishing this colony
- Identify who established which colony and for what purpose
- Explain the role the Pilgrims and Puritans played in establishing Massachusetts
- Identify important character traits of various colonial people

### Colorado State Standards Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- write letters and expository paragraphs
- organize their and writing
- choosing vocabulary that communicates their messages clearly and precisely
- revising and editing writing
- creating readable documents with legible handwriting or word processing at the appropriate time.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- know and use correct grammar in speaking and writing
- apply correct usage in speaking and writing
- use correct sentence structure in writing
- use correct punctuation, capitalization, and spelling

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- make predictions, analyze, and draw conclusions in writing, reading, speaking, and listening
- use reading, writing, speaking, and listening to define and solve problems
- using listening skills to understand directions

Standard 5: Students read and locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- using organizational features of printed text
- taking notes, outlining, and identifying main ideas in resource materials
- sorting information as it relates to a specific topic or purpose

## History

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

- Students will be able to create time lines that show people and events

Standard 2: Students know how to use the processes and resources of historical inquiry.

- ask and answer questions about the past
- gather historical data
- identifying the main idea in a source of historical information

Standard 3: Students understand that societies are diverse and have changed over time.

- describe the history, interactions, and contributions of various peoples and cultures
- describing the important components of the cultural heritage of the United States
- recognizing that there are cultures around the world

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

- describing the impact of various technological developments
- describing the economic reasons why people move to or from a location
- describing different systems of exchange that can be used (barter, money)

Standard 5: Students understand political institutions and theories that have developed and changed over time.

- explaining why rules and laws have been established and enforced

- giving examples of different heads of government

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

- recognizing that people develop traditions that transmit their beliefs and ideas
- describing the religious developments in United States history.
- giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.
- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples.

### Geography

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

- identifying a region as an area with unifying geographic characteristics
- describing similarities and differences and patterns of change in regions
- identifying ways in which different people view and relate to places and regions

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- identifying the causes of human migration
- identifying how elements of culture affect the ways in which people live
- classifying the types of patterns of settlements
- identifying the factors that affect where people settle

Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

- identifying how people depend upon, adapt to, and modify the physical environment
- describe ho the physical environment provides opportunities for and places constraint on human activities
- describing the role of resources in daily life

Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

- describing how places and environments may have influenced people and events over time

## Habits of Mind

- Understand the significance of the past to their own lives and society
- Perceive past events as they were experienced by people at the time, to develop historical empathy vs. “present-mindedness”
- Understand how things happen and how things change, how human intentions matter, but how consequences are shaped by the means of carrying them out
- Recognize the importance of individuals who have made a difference in history, and the significance of personal character for good and ill
- Understand the relationship between geography and history as a matrix of time and place as a context for events

## Thinking Framework

Knowledge: Identification of the colonies

Knowledge: Who founded and for what purpose

Patterns: Similarities among New England colonies

Patterns: Similarities among southern colonies

Patterns: Differences between New England and southern colonies

Mental Modeling: Using background knowledge, give reasons why colonies was different

Mental Modeling: Will the colonial differences impact the formation of this country? Why or why not?

Creativity: Would you have wanted to live in the colonial times? Why or why not?

## Possible Activities

- Use atlas of colonial maps to compare and contrast the agriculture and resources in the three regions
- Read about the different colonies and discuss who founded them, why they were founded, and how they came about
- Take notes
- Brainstorm what was learned about the different colonies
- Make a triorama of the colony- include relevant facts
- Make a flap book with important information or clues about the colony
- Complete a colonial journal – The students write about what it is like living in the colony, from the perspective of the colonial times
- Play jeopardy with colonial facts
- Make a colonial newspaper or write an article about events in a given colony
- Visit a prairie school and discuss similarities to colonial schools (build on 2<sup>nd</sup> grade)
- Have a Colonial Day – full of activities from the colonial times
- Have students draw a flag to represent the colony studied
- Choose one colonial person and complete an outline about what character traits the person demonstrated and how they were shown.

## Possible Assessments

Colonial Test  
Notes  
Character outline or paragraph  
Assignments to accompany reading  
Worksheets  
Paragraph writings

## Character Education

Discuss character traits for historical figures

- John Smith – resourcefulness, responsibility, hard worker, perseverance
- Pocahontas – helpfulness, responsibility, resourcefulness
- Puritans and Pilgrims – resourcefulness, hard workers, perseverance, responsibility, helpfulness
- Roger Williams – respect, resourcefulness, helpfulness
- Anne Hutchinson - resourcefulness, perseverance