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| **GLCE** | **Verbs** | **Know – What will students know upon learning this?** | **Understand that – What will students understand?** | **Do – What will students do to show they understand?** | **Vocabulary** | **I Can** |
| **5 – U2.3.1**Locate the New England, Middle, and Southern colonies on a map. (National Geography Standard 3 p. 148) | Locate | The thirteen colonies consisted of three separate regions: New England, Middle, and Southern colonies. The New England colonies were: Massachusetts, New Hampshire, Rhode Island, and Connecticut. The Middle colonies were: New York, New Jersey, Pennsylvania, and Delaware. The Southern colonies were: Maryland, Virginia, North Carolina, South Carolina, and Georgia. Students will know the map location of the colonies. | Students will understand that the thirteen original colonies were divided into three separate regions. | Students will create an envelope fold project with a blank map of the thirteen colonies inside it. They will shade the New England, Middle and Southern colony regions in different colors. The top, right middle, and bottom folds will be labeled “New England Colonies, Middle Colonies, and Southern Colonies” and the colonies in each region will be listed on the inner flap. | -Region-New England  Colonies-Middle Colonies-Southern  Colonies | I can show the New England, Middle, and Southern colonies on a map. |

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| **5 – U2.3.2**Describe the daily life of people living in the New England, Middle, and Southern colonies. (National Geography Standards 14 and 15; pp. 171 and 173) | Describe | Colonial settlements in each of the three regions were influenced by the geography of the land. Farming, trade, occupations, the types of shelters needed, and transportation were all impacted by the geographical features of the region. Colonists in different areas held different religious beliefs and practiced different customs. Slavery was an accepted part of life in the Southern colonies. Free African Americans generally lived in the New England colonies. Relations with local Native American tribes could be positive or negative and influenced the colonists’ adjustment to a new land. Many colonists worked very hard just to survive. Social interactions were very formal. | Students will understand that daily life for colonists in each region was impacted by geography, religion, slavery, and interactions with Native Americans; and colonists’ lives were often difficult. | Students will create an expandable folded book describing daily life for colonists in the New England, Middle, and Southern colonies. Each book must include information about the types of housing, occupations, and religions in each of the three regions but may also include additional information about colonists’ lives. | -geographical features-occupation-free Africans-slavery (include word family slave, enslaved)-interactions | I can describe how colonists lived in the New England, Middle, and Southern colonies. |

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| **5 – U2.3.3**Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (National Geography Standard 6, p. 154) | Describe | Different groups of people in colonial America led very different lives. Factors that determined lifestyle included: gender, race, occupation, financial status, and social position. e.g., free Africans vs. slaves, wealthy landowners vs. farmers, merchants vs. laborers, women vs. men | Students will understand that colonists’ lives differed based on their gender, race, and position in society. | Students will create a top tab booklet or poster that includes pictures and written descriptions of the lives of three different groups of people in colonial America. It will include such things as housing, jobs, clothing, entertainment, and food. | -Merchant-Indentured  Servant-laborer-perspective-plantation | I can describe the lives of different groups of colonists. |

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| **5 – U2.3.4**Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E) | Describe | Much of the labor force in the colonies emerged as a response to farming practices. Some laborers were not paid and were forced to labor against their will (slaves) while others agreed to a life of harsh working conditions as a means to gain passage to the New World (indentured servants). Cash crops such as cotton and tobacco were main sources of income for wealthy plantation owners, who required many slaves to work in their fields. A huge division between classes grew as a result of labor practices. The colonial economy was highly dependent on the emergence of a labor force. | Students will understand that the economy in the colonies was based largely on farming, and a labor force (often unpaid) developed to work the farms. | Students will write a paragraph describing how slaves and indentured servants became the main labor force in the colonies as cash crops became vital to the economy. | -cash crop-emerge-labor force-economy | I can describe the people who worked on farms and plantations in the colonies. |

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| **5 – U2.3.5**Make generalizations about the reasons for regional differences in colonial America. | Make generalizations | The New England, Middle, and Southern colony regions were settled by people of different origins, religious beliefs, economic positions, and political beliefs (e.g., Quakers, Puritans, wealthy vs. poor, separatists, nationalities).These differences led to different customs in each region. The climate, land features, and proximity to trade routes affected the settling of each region. | Students will understand that there were a variety of factors that contributed to regional differences in the colonies, such as: climate, land, origins of colonists, and reasons for coming to America. | In small groups, students will discuss reasons that colonists settled in America, and how things such as the land and climate may have caused differences in the regions. Each group will be assigned a different group of colonists and will present their ideas orally to the class. | -climate-land features-trade routes-origin | I can tell someone basic reasons why the colonies were different. |