Accompanying Sample Social Studies Lesson Plan for the *Teaching Literacy in Tennessee* K-3 Unit Starters
Grade 3 (Change)
GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

The Teaching Literacy in Tennessee ELA Unit Starters for grades K-3 offer a broad connection to the social studies discipline by including content-relevant texts; however, these texts are not intended to serve as or replace social studies instruction. Rather, they are to be used as a vehicle for teaching literacy skills that produce evidence of learning based on reading a text during ELA instruction.

The accompanying sample social studies lesson plans are derived from the daily tasks found within the ELA Unit Starters and are connected to specific standards found within the revised Tennessee Academic Standards for Social Studies. Though strong connections to social studies content are made in the ELA Unit Starters, the ELA Unit Starters do not encompass the totality of the identified social studies standards. These accompanying sample lesson plans offer a precise alignment to the breadth and depth of the social studies standards and provide specific examples of what effective social studies instruction looks, sounds, and feels like by focusing on the specific social studies content and skills that allow teachers to maximize student learning and capitalize on the connections between the ELA Unit Starters and the social studies standards.

2. WHAT IS INCLUDED IN THIS ACCOMPANYING SAMPLE LESSON PLAN?

The accompanying sample social studies lesson plans include the following components:

Lesson Title: The lesson title provides educators with the specific focus of the lesson and indicates an overarching topic that can be used to connect content knowledge between the accompanying sample social studies lesson plan and the corresponding ELA Unit Starter.

Aligned Social Studies Standards: The standards in this document are from the revised Tennessee Academic Standards for Social Studies which will be implemented in fall 2019 and represent the points of connection between the ELA Unit Starters and the accompanying social studies sample lesson plans.

Because the purpose of these sample lesson plans is to complement the ELA Unit Starters with social studies content, the standards noted in the sample lessons may be combined or narrowed to make learning more fluid and coherent. That is, rather than prioritizing a total and complete review of the revised Tennessee Academic Standards for Social Studies, these documents focus on how to extend individual social studies standards—and portions of individual standards—highlighted in the ELA Unit Starters into social studies-specific instruction.

Connections to the ELA Unit Starter: Specific to each of the sample lesson plans, this section identifies the daily tasks from the corresponding ELA Unit Starter that are used as points of connection in the accompanying social studies sample lesson. Reviewing these connections prior to the lesson sequence and instructional notes will help teachers understand the relationship between the lesson and the ELA Unit Starter. Page numbers where teachers can view the full text of the ELA Unit Starter daily tasks are included in parentheses.
Recommendations: This section is specific to each of the sample lesson plans and provides teachers with more detailed information about connections to ELA and suggestions on where to integrate the accompanying social studies content into the ELA Unit Starter sequence as well as other information that may be useful during instruction.

Essential Question(s): Essential questions are open-ended questions that guide students’ exploration of content while building knowledge and promoting thinking within the content areas. Essential questions are not typically answerable in 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 deeply exploring content.

Lesson Sequence and Instructional Notes: In this section, the lesson plan is laid out for teachers with specificity. It includes any websites, handouts, bell ringers, exit tickets, etc. that will facilitate strong instruction. Please note that the accompanying sample lesson plans are only suggestions; teachers should review them prior to use in the classroom. Additionally, please note that reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

3. HOW ARE THE SOCIAL STUDIES PRACTICES ADDRESSED IN THESE LESSON PLANS?

The social studies practices (SSPs) are specific skills that students should apply when learning social studies. By analyzing different types of primary and secondary sources, these skills are applied to create and address questions that guide inquiry and critical thinking and enable students to construct and communicate their conceptual understanding of the content standards while developing historical and geographic awareness.

Because there are areas of inherent overlap between ELA and social studies instruction, these lessons will not call out specific instances in which students engage with SSP.01–SSP.04 (all of which focus on gathering and/or communicating ideas from sources). Instead, these lessons will highlight SSP.05 (developing historical awareness) and SSP.06 (developing geographic awareness), which are vital components of quality social studies instruction that are not traditionally included in ELA instruction. In order to develop historical awareness, students may be asked to sequence the past, present, or future or to understand how things change over time. For example, students may be asked to create timelines or compare photographs of Tennessee at different points in history. To develop geographic awareness, students may be asked to identify geographic symbols on maps and globes or understand relationships between people, places, and resources. For example, students may be asked to distinguish between the physical features of a map or use charts/graphs to show the differences among the three grand divisions of Tennessee.

4. WHY ARE THERE SPECIFIC NOTES ABOUT DAILY TASKS?

Some of the lesson plans include a section at the end of the document entitled, “Note about the ELA Unit Starter for Grade X, Daily Task Y.” These sections note any tasks included in the corresponding ELA Unit Starter that feature social studies content outside of the scope of standards for that grade level. For
example, in the grade 2 Interdependence Unit Starter, daily tasks 7 and 8 align to a text about how a bill becomes a law. Although students are capable of reading and understanding a text about this topic with support from teachers, how a bill becomes a law is not introduced in the social studies standards until high school. Teachers should be aware that the content noted in these sections may require additional support to ensure that students understand the material and should consider what type of scaffolding will benefit their students most.

5. ARE DISTRICTS REQUIRED TO USE THESE ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

No. As indicated above, districts are not required to use the materials provided; these lessons are optional resources. It is important for teachers and school and district leaders to understand that the ELA Unit Starters do not cover the full breadth and depth of the social studies standards, therefore, additional instructional time should be devoted to social studies instruction.
SAMPLE LESSON 1: “STARVING TIME” IN JAMESTOWN

Aligned Social Studies Standards and Practices:

3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.

SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

Connections to the Grade 3 ELA Unit Starter (Change):

Daily Task 12: Write an opinion paper about what would have happened if Jamestown had failed (p. 102).

Recommendations:

It is recommended that this lesson is completed prior to daily task 12 to give students the context they need to complete each activity fully. The below lesson will give students the context that Jamestown was near extinct after the “Starving Time.” This will promote deeper learning and critical thinking while completing daily task 12 as they will have background knowledge of Jamestown's hardest time period while completing the reading and activity about Jamestown.

Essential Question:

“What caused the “Starving Time” of the Jamestown colony during the winter of 1609-1610?”

Lesson Sequence and Instructional Notes:

The following sample lesson plan is being used with the permission of MTSU Teaching with Primary Sources (MTSU TPS). The lesson entitled The “Starving Time” in Jamestown connects with daily task 12 from the Grade 3 Unit Starters (Change) to social studies content and instruction. The goal of the lesson is for students to identify hardships Jamestown colonists faced and to answer the essential question, “What caused the ‘Starving Time’ of the Jamestown colony during the winter of 1609-1610?” (p. 1). Although this lesson plan has been developed for both grades 3 and 8, grade 3 teachers should focus on the aligned standards above when teaching this lesson. Teachers should review the lesson plan in its entirety prior to completing it with their students to ensure that the materials are appropriate for their classroom and to make any modifications that would benefit their students.

Note: MTSU TPS has additional lesson plans and primary source sets for all grade levels that teachers may wish to use (with appropriate modifications) in their classroom. Their website is https://library.mtsu.edu/tps/home.
SAMPLE LESSON 2: EUROPEAN COLONIZATION OF NORTH AMERICA

Aligned Social Studies Standards and Practices:

3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.

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.

SSP.05 Develop historical awareness by: Sequencing past, present, and future in chronological order and understanding that things change over time.

SSP.06 Develop geographic awareness by: Identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 3 ELA Unit Starter (Change):

Daily Task 1: Write a thank you letter to museum leaders summarizing how your (the student's) perspective about Thanksgiving has changed and why (p. 28).

Daily Task 2: Write an invitation to the Wampanoag tribe to come to the harvest gathering, while accurately depicting both groups of people from the “First Thanksgiving” (p. 33).

Daily Task 3: Write an email explaining the actual first Thanksgiving and explain how your (the student's) thinking and perspective have evolved (pp. 38, 42).

Daily Task 4: Create a series of at least three journal entries describing the trip from England to America on the Mayflower (pp. 46, 51, 55).

Daily Task 5: Use text evidence to describe and support the reason the colonists traveled to the New World and how they came to form the Thirteen Colonies (pp. 58, 62).

Daily Task 7: Write a letter to friend and family in England describing the most difficult part of your (the student’s) life in the New World and what they should be prepared for if they want to travel to America (pp. 74, 77).

Recommendations:

It is recommended that the above lesson is completed prior to the referenced daily tasks from the Unit Starters (see list above) to give students context while reading those texts. To promote students’ deeper learning and to foster student engagement and critical thinking while using the Unit Starters, teachers should ensure that students have background knowledge of why the colonies were founded prior to completing activities about specific aspects of the colonies’ history.
Essential Question:

*How do people decide where to live?*

Lesson Sequence and Instructional Notes:

Prior to beginning the lesson with students, the teacher should have a T-chart ready with the column titles: “How” (do people decide where to live) and “Why” (do people move). *Teachers should determine the length—both the number of days and the amount of time spent per day—of the following lesson based on their class’s needs.*

1. The teacher should start by telling students that they are going to learn about the European colonization of North America and ask students to brainstorm how people decide where to live. Once a few moments have passed, the teacher should ask students to share out their responses and will record those on the T-chart under “How.” As students are giving their answers, the teacher should ask follow-up questions like “What makes you say that?” The teacher should then show the following series of pictures and ask students the following questions with each picture: “How would you describe the picture?” “Who do you think the people are?” and “Why do you think they moved?” The teacher should record their answers on the “Why” column and add any relevant responses to the other column as well.

   - [Signing of the compact in the cabin of the Mayflower]
   - Germany, Berlin. Household moving
   - Stairs and columns with brick masonry, remains of plantation house after fire, near Lutcher, Louisiana

   *The teacher may choose to use other and/or additional photographs.*

   After the “how” and “why” discussion has concluded, the teacher will ask students to discuss the following with a shoulder partner: “Pretend there are no cars or airplanes. Would that change how people decide where to live and why people move?” The teacher should give students two to three minutes to discuss with their partners before bringing the class together for a whole-group conversation. During the discussion, the teacher should ensure that students are thinking with historical context and not present-mindedness (i.e., that they remember modern-day forms of transportation are not available). Once the discussion has come to a natural close, the teacher should tell students that the class is going to learn about how the first European colonists who came to America decided where to live and why they decided to move.

2. This portion of the lesson will include a gallery walk. Prior to the lesson, the teacher should print out the maps below and have them posted around the room. *This activity can be done as individuals, partners, or groups. The teacher should decide what makes the most sense for his/her classroom.*

   The teacher will tell students that they will use the skills of a geographer, a historian, and an economist to investigate the “how” and “why” of moving. The teacher will then hand out the “How Do People Decide Where to Live?” graphic organizer to students and tell the class they will begin by thinking through the lens of a geographer (Appendix A). The teacher will explain to students that a
The professional geographer is a type of scientist who studies geography and that geography is the study of the earth's natural environment and human societies. The teacher will then tell students that, in order to think like a geographer, they are going to look at a series of maps using a gallery walk. Students will rotate around the room to look at the different maps and answer the question, "What significant regional geographical features affected where colonists may have decided to live?" on their graphic organizer. The following maps are examples that could be used.

- **The United States, 1897**
- **The United States, 1898**
- **The New England Colonies, 1600s**
- **The Southern Colonies, 1606**
- **The Middle Colonies, 1609–1702**
- **North American Colonies, 1643**
- **Atlantic Coast Development, 1650–1695**
- **Population Density from the First Census, 1790**
- **Growth of Colonial Settlement**

The teacher may also choose to use maps from their instructional materials.

After students have completed this portion of the lesson, the teacher will show students a picture of the Ocean Surf and ask students to answer the following question in one or two sentences: "How might this geographic feature have informed where Europeans decided to live?"

3. This portion of the lesson will include partner work. Prior to the lesson, the teacher should print out the materials for the students.

The teacher will tell students that they will use the skills of an economist to investigate, with their graphic organizers, how and why people move. The teacher will explain that an economist is a person who studies money including how people make and spend money. The teacher will then tell students that they are going to work in partners to learn about the role geography played in the economics of each region and answer the question, "How did the geography of the regions affect the economic opportunities available to the colonists?" Students will use the map found on page 29 of Maps.com, Resources and Trade lesson and record their answers on their graphic organizers (the teacher may choose to use different maps or readings from their instructional materials). After students have completed this portion of the lesson, the teacher will show students a picture of the Ocean Surf and ask students to answer the following question in one or two sentences: "How did the geographic feature shown impact the economic opportunities of colonists?"

4. This portion of the lesson will include group work. Prior to the lesson, the teacher should place students in groups and print out the lesson materials. Students will be asked to read the "Motivations for Colonization" and "Demographics in the Colonies" sections from the Khan Academy's Lesson summary: “New England and Middle colonies” and the Khan Academy's Lesson summary: “Chesapeake and Southern colonies.” Teachers only need to print these two sections from
each article. However, teachers may choose to use different readings from their instructional materials. Before beginning, the teacher should decide what materials and reading strategy to use.

The teacher will tell students that they will use the skills of a historian to investigate, with their graphic organizers, the “how” and “why” of moving. The teacher will explain that a historian is an expert in the study of history, especially from a particular time or region. The teacher will then tell students that they are going to work in groups to read about why European colonists decided to come to the New World and answer the question, “What are some reasons Europeans moved, and are there any patterns for why they settled in a specific region?” Students will use the Khan Academy resources to answer the question and will record evidence on their graphic organizers. After students have completed this portion of the lesson, the teacher will show students a picture of the Ocean Surf and ask students to answer the following question in one or two sentences: “How did the geographic feature shown impact the way colonists traveled to the New World?”

5. As a culminating activity, students should use their “How Do People Decide Where to Live?” graphic organizer to create a map of the three colonial regions that shows the “how” and “why” of people coming to America. The map should incorporate the lenses of a geographer, an economist, and a historian.
SAMPLE LESSON 3: CREATING A COLONY

Aligned Social Studies Standards and Practices:

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.

3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.

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.

SSP.05 Develop historical awareness by: Sequencing past, present, and future in chronological order and understanding that things change over time.

SSP.06 Develop geographic awareness by: Identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 3 ELA Unit Starter (Change):

Daily Task 5: Use text evidence to describe and support the reason the colonists traveled to the New World and how they came to form the Thirteen Colonies. (pp. 58, 62).

Daily Task 12: Write an opinion paper about what would have happened if Jamestown had failed (p. 102).

Daily Task 13: Form an opinion and share with neighbors what you think happened at Roanoke (p. 111).

Recommendations:

It is recommended that the above lesson is completed prior to the referenced daily tasks from the Unit Starters (see list above) to give students context while reading those texts. The above daily tasks are aligned to multiple standards and in order to build deep conceptual understanding, students should engage in true social studies instruction prior to completing the daily tasks.

Essential Question(s):

What types of decisions are made when starting a colony?

Lesson Sequence and Instructional Notes:

Individual teachers should determine the length—both the number of days and the amount of time spent per
This activity includes group work. It is recommended that students be given jobs (e.g., scribe, leader, speaker). Prior to this lesson, the teacher should have a piece of chart paper for each group divided into four boxes and labeled “Who,” “What,” “Where,” and “First.” The teacher should also have four corners (or walls) of the room labeled with A, B, C, or D.

1. The teacher should start by showing students a series of objects/pictures and having them guess what they all have in common. The objects/pictures could include boat, shovel, tools, wood (e.g., Lincoln Logs), water, dehydrated food (e.g., beef jerky), clothes, medical supplies, etc. With each object/picture, the teacher should ask what the object/picture is (of), what it might be needed for, and how it connects back to the previous object/picture. The teacher should lead students in the direction of traveling or moving from one place to another. The teacher should then show the World Map and ask students to identify the oceans and continents. Students can do this by pointing to the map directly (i.e., on the board) or describing to the teacher where it is using cardinal directions. The teacher should then lead the class in a game where they point to a location (e.g., the Pacific Ocean) without saying the name and asking students how they would get to another location (e.g., Africa). The teacher should call on multiple students to explain the path(s) one could take to get from the Pacific Ocean to Africa. The teacher should do this for multiple examples over the course of about five minutes, including asking students to go from Asia to North America (ensuring that students understand that the Atlantic Ocean is the direct path even though the map does not “show that”).

2. The teacher should tell students that they are going to pretend that they are moving from Europe to North America to start their own colony in the 1600s and lead students through a series of activities to discuss these new colonies:

A. **Brainstorming the Trip (Sticky Note Storm):**

   The teacher should group students for this activity and give each group a small stack of sticky notes. The teacher should pose the question, “In two minutes, can you list what you would need to know or do in order to prepare to start a colony in a new place?” Each student should write down as many answers as they can think of, one per sticky note, and place it in the center of the table. Once the two minutes have passed, the teacher should call time and give groups about a minute to review their answers. Then, the teacher should ask students if there were any common answers in their groups, ask students to share those answers, and follow up with questions like, “Why would they need to know that” or “Why would they need to do that to prepare?” The teacher should write the students’ answers on the board. After each group has provided at least one answer, the teacher should say that they are going to focus on four areas: “Who” they should bring, “What” tools they should bring, “Where” they should live, and what they should do “First” when they get there.

B. **Who to Bring (Think-Mingle-Pair-Share):**

   The teacher should begin this portion of the lesson by telling students that they are about to start their journey, but they have limited space on the ship. The student must decide who to bring with them; what type of professions (or jobs) should they have. The teacher should give students one minute to brainstorm and write down the types of people (these should be professions like doctor, farmer, leader, etc.) they would bring. Once students have brainstormed,
the teacher should have students stand and “mingle” around the room to find a partner (music can be used to indicate when to start and stop conversations like musical chairs). Once everyone has a partner, the students should share their answers with their partners and indicate with a check mark those they have in common and add any types of people (professions) they think would be helpful.

Once students shared with two or three partners, they should return to their seats and discuss their lists in their groups. The teacher should then remind students that they have a limited amount of space available on the ship and they must decide, as a group, which 15 people they would take with them. Explaining that they are allowed to bring more than one representative of a profession (e.g., they could bring five doctors) if they think it’s important. The teacher should allow five minutes for students to complete this task. Once five minutes have passed, the teacher will call on each group to describe their 15 people and why they chose them. After all groups have gone, the teacher should ask students to revisit their lists and decide if they would like to make any changes before writing their final “people” on their chart paper under “Who.”

C. **What to Bring (Think-Pair-Share):**

Next, the teacher should say, “Now that you know who is going with you to start your colony, what types of tools would you need to be successful?” Students should turn and talk with their neighbor and then discuss with their groups the different types of tools that they should bring. After two or three minutes, students should share the types of tools they discussed and create a master list on the board. While students are giving answers, the teacher should ask what the purpose of the tool is and what it will help them do/accomplish. If a student mentions a modern tool (e.g., electric drill), the teacher should remind students that the tool would not available in 1600 and ask students why it did not exist then. Once the class has a master list, the teacher should ask if there is anything else that they would bring with them that is important but that is not a tool (e.g., blankets, food, clothes, animals). The teacher should have students brainstorm as a group again and repeat the process above.

Once the second part of the list has been created, the teacher should display the Supply Chart on the board and explain that they are going to use this chart to make their final decisions as to what they should bring with them (Appendix B). The teacher should highlight the similarities that the class's list has with the pre-created one and explain that they are going to have to decide which items they should “buy.” The teacher should explain that each item costs a certain amount of money and they have a budget of $500. They must figure out what they should bring with them that would allow their 15 people to be able to survive for one year. The teacher should provide a copy of the Supply Chart for each group and have students work together to determine what they should bring. The teacher may wish to provide calculators as well. Once groups have completed this task, they should tape them under the “What” section of the class's chart paper.

D. **Where to Live (Four Corners):**

The teacher should begin this portion by telling students who they bring and what they should bring are important, but where they build their colony is also important. The teacher should tell
students that they are going to complete a four corner activity and explain that they will receive a statement, issue, or question that they will have 10 seconds to think about. Students will then choose the corner that they most agree with, go to that corner, and discuss as a group why they selected that corner. Each group will select one person to “speak” for the group and explain the group’s reasoning to the class. The teacher should use the following statements, issues, or questions (the teacher should create and hang these papers before beginning the activity—all the As in one corner, all the Bs in another, etc—and ensure they are in the correct order, so the responses for question A are all at the top of their respective stacks, the responses for question B are all second from the top in their stacks, etc.):

A. Which physical feature is the most important when starting a new colony?

B. Which climate is the best to start your new colony?
   - a. Tropical (Wet), b. Dry, c. Mild, d. Polar

C. Which area would you prefer to settle?
   - a. Near the Equator, b. Near the North Pole, c. Near the South Pole, d. Near the Prime Meridian

D. Which region would you prefer to settle in?
   - a. North, b. South, c. East, d. West

E. Which location would you choose to settle:
   - a. This site is beautiful and well protected from enemies. Unfortunately, it is also full of trees and very rocky—a hard place to farm.
   - b. This site is well protected. It is right next to a swampy river—a great source of food, but full of diseases.
   - c. This site is well placed with plenty of fresh water and wide open lands for farming, but it is not well protected.
   - d. The site is on a small island just off the coast. It is well protected, but it is also difficult to get supplies.

Once students have completed the above activities, they should return to their seats. The teacher should have the students discuss questions A and E as a group again and consider where they think they should build their colony. The teacher should have the groups complete the “Where” box on their chart paper by describing where they would build their colony, why they chose that location, and drawing a picture, graphic, or map to show that location.

E. **What to do First (Card Sort)**

The teacher should begin this portion of the lesson by asking students to review the people they selected, the list of items they brought, and the location they chose and ask the question, “What
would you do first when you got there?” The teacher should allow one or two minutes for students to discuss what should be done first. The teacher should then have each group share what they think their first step is and explain why. The teacher should ask follow-up questions like, “Why did you decide to do that first?” “Who would complete that task?” or “Why isn’t everyone doing the same thing?”

The teacher should pass out the Colonial Task Cards and tell students that the cards represent eight different tasks that could be done when settling a new colony (Appendix C). Their job is to put them in the order they think is best for their colony. The teacher should allow about five minutes for students to review, discuss, and sort the cards. Once time is up, students should complete a gallery walk to see the order other groups came up with, allowing one minute at each table to discuss. Once the students have visited all of the groups, they should return to their original groups and discuss their order and make any changes they think need to be made. Each group present and justify their order, specifically why they selected the first task to be done and the last task to be done. At this point, the teacher should tell students that there is no correct answer. However, the teacher can explain the order they selected if they so choose. The teacher should then have the students write their order on the poster under the box labeled “First.”

3. As a final activity, the teacher should have each student individually write a paragraph answering the following prompt: “Using the colony you created with your group, describe what life would be like in your colony and the challenges you may face.”
EXTENDING THE END-OF-UNIT TASK INTO SOCIAL STUDIES: COLONIAL REVIEW GAMES

Aligned Social Studies Standards and Practices:

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 settling our country.

3.26 Examine how the regional (i.e., New England, Middle, and Southern) geographic features of the Thirteen Colonies influenced their development.

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.

SSP.05 Develop historical awareness by: Sequencing past, present, and future in chronological order and understanding that things change over time.

SSP.06 Develop geographic awareness by: Identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 3 ELA Unit Starter (Change):

End-of-Unit Task: Write a proposal to a museum about the three biggest myths influencing our perspectives on the historical events discussed/read about. The proposal should include a title, the student's opinion as to why they should be included, and how the exhibits should be depicted (p. 114).

Recommendations:

In contrast to the lessons above, where social studies instruction is recommended to precede the Unit Starter tasks, here, teachers can use the Unit Starter end-of-unit activity as a jumping-off point to make social studies instruction more meaningful. The following lesson is based upon the museum proposal that students are completing and should be used after the end-of-unit task has been completed.

Essential Question:

How and why did people come to the New World?
Lesson Sequence and Instructional Notes:

This lesson requires group work. Although the beginning of the lesson is done as a whole class, groups of desks should be formed prior to the start of the lesson. The groups will be stationary for the activity. Group sizes depend on the size of the class, and each group member should be given a “task” (e.g., reporter, timekeeper, scribe, task manager) to ensure that everyone is able to participate actively.

The teacher should begin the lesson by asking students to think about their favorite board game and why it is their favorite. Students should share their favorite board games and make a list of them on the board. During discussion, the teacher should ask follow-up questions like, “Why is that your favorite game?” or “What makes that game so exciting?” Once a list has been created, the teacher should ask students if they think that they could learn from playing board games and to give examples of games that have helped them learn in the past. Once students have created a list of games, they have used to learn in the past, the teacher should explain that the students are going to create their own game as a class! Each group will be tasked with creating a puzzle, riddle, or game that reveals a clue for completion.

The teacher should tell students that their job is going to create games as a review of what they have been learning about the European colonization of North America. It will be up to each group to brainstorm the type of puzzle, riddle, or game they want to create using a specific topic we have been learning about. At this point, the teacher should introduce the steps to create a puzzle, riddle, or game:

- Begin with the end in mind: What conclusion or answer do you want your classmates to reach?
- Brainstorm ideas: Do you want to created a puzzle (e.g., jigsaw, crossword, logic), a riddle, or a board game (e.g., Monopoly, Brain Pop, Trivial Pursuit)? It is suggested that the teacher have examples for students to look at and use for examples, particularly for board games.
- Create the game. This is where the bulk of the student's time will be spent. Students should work together to create a game based on the topic they were assigned. The topics that should be given are:
  - The First Thanksgiving
  - Pilgrims and American Indians
  - Traveling to the New World from the Old World
  - The 13 Colonies: Geography
  - Steps to Creating the Perfect Colony
  - The Lost Colony of Roanoke
  - Jamestown: The First Colony

The rules they should follow are:

- You must provide a key!
- The activity must take at least five minutes for students to complete.
- The activity should be able to fit in an 11x14 envelope and should be made completely out of paper.

Students should be given a significant amount of time to complete the games (multiple days if needed) as well as various materials to help with the creation; this includes: all of the books from the Unit Starters, social studies textbooks, any handouts or materials that have been used during this unit of study, and/or a
computer/the internet. Once all students have finished their games, the teacher should review all of the games and provide feedback. Students should be given an opportunity to revise their games (if needed) prior to use in the classroom.

Options for use in the classroom:

1. Play and Pass: In this format, the groups will “pass” their game to the left or right and play every game until all games have been played.

2. Review: To use these games as a review, the teacher should hold onto all of the games and pull them back out periodically for students to review/refresh their knowledge of this content.

3. Race (this option assumes that students would have made multiple copies of their game because all groups need an individual copy): The teacher starts by giving each group one of the games. Each group should have the same game. The teacher should have students “race” to complete the game and each time they finish a game correctly, they get another game. The first group to finish all of the games wins! (The groups will play their own game with this model.)
## APPENDIX A
### How Do People Decide Where to Live?

Name: _________________________________________________________________________________________ Date: __________________________________________

<table>
<thead>
<tr>
<th>Region</th>
<th>GEOGRAPHER</th>
<th>ECONOMIST</th>
<th>HISTORIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What significant regional geographical features affected where colonists may have decided to live?</td>
<td>How did the geography of the regions affect the economic opportunities available to the colonists?</td>
<td>What are some reasons Europeans moved, and are there any patterns for why they settled in a specific region?</td>
</tr>
<tr>
<td>New England</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Southern</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX B**

How Do People Decide Where to Live?

*Instructions:* Because you are traveling to a new place that is so far away, you must prepare for any possible situation. You must wisely select the supplies you should take with you in order to make your colony successful. But, you have a limited amount of money to spend and must purchase enough supplies to last 15 people a whole year. Using the following chart, choose the supplies you want to take with you. Once you have made your selections, answer the accompanying question. Your spending limit is $500.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th># of item wanted</th>
<th>Total $ spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Axe</td>
<td>$3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Horses</td>
<td>$25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pot</td>
<td>$2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pan</td>
<td>$2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fabric</td>
<td>$5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shovel</td>
<td>$3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fishing Gear</td>
<td>$6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plow</td>
<td>$10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Bag of Seeds (wheat)</td>
<td>$8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rope</td>
<td>$2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stove</td>
<td>$15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saws/Tools/Nails</td>
<td>$12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed</td>
<td>$8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Month Supply of Dried Food</td>
<td>$12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Candles</td>
<td>$2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Blankets</td>
<td>$3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Cows</td>
<td>$20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Chickens</td>
<td>$10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Month Supply of Fresh Water</td>
<td>$5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>$20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL AMOUNT SPENT:**
### Colonial Card Sort

<table>
<thead>
<tr>
<th>Cut out cards below</th>
<th>Cut out cards below</th>
<th>Cut out cards below</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUILD A FORT</td>
<td>PREPARE FOR WINTER</td>
<td>CHOOSE A LEADER</td>
</tr>
<tr>
<td>BUILD A CHURCH</td>
<td>EXPLORE THE LAND</td>
<td>WRITE LAWS</td>
</tr>
<tr>
<td>GROW FOOD</td>
<td>BUILD HOUSES</td>
<td>FIND GOLD</td>
</tr>
</tbody>
</table>
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