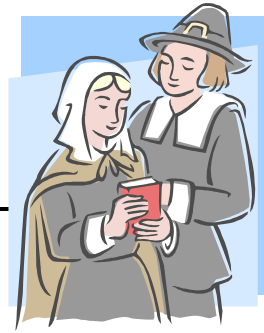


**Mrs. Lawson**  
**4<sup>th</sup> Grade Social Studies**  
**Colonization of North America**



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**Unit Plan**

**Behavioral Objective:**

Students will learn about the way of life in New England, Mid-Atlantic, and Southern colonies. By using the enduring understanding of location, the students will examine how the geography of the region affected the daily life of the colonists living in that area. Students will also learn the ways in which individuals, groups, and institutions impacted the choices colonists could make in deciding the types of jobs and way of life in each region.

**Georgia Performance Standards:**

- SS4H3: The student will explain the factors that shaped British Colonial America.
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies.
  - Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans.
- SS4G2: The student will describe how physical systems affect human systems.
- Explain how the physical geography of each colony helped determine economic activities practiced therein.
- SS4E1: The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
- Explain how price incentives affect people's behavior and choices.
  - Describe how specialization improves standards of living.
  - Explain how voluntary exchange helps both buyers and sellers.

**Essential Question(s):**

Enduring Understanding: Individuals, Groups, and Institutions: The student will understand that actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- \* How did religion affect colonial life?
- \* How did the geography of each region impact the types of work each region developed?
- \* Why were some colonists able to choose their work and others not?
- \* How was the work of colonial men and women alike and different?
- \* How were the lives of large land owners and small farmers alike and different?
- \* How were the lives of colonial children alike and different from present-day children?
- \* How did artisans learn their trades?
- \* How did early colonies and different Native American settlements impact each other in different parts of North America?

Enduring Understanding: Location: The student will understand that location affects a society's economy, culture, and development.

- \* How did location affect life in the British North American colonies?
- \* How did geography and climate impact life in the New England colonies? Mid-Atlantic? Southern colonies?
- \* How does location affect economic activity?
- \* How did the colonists provide for their needs?
- \* How did the environment of the New World impact the colonists' actions?
- \* How did physical geography in each of the colonies determine the economic activities?
- \* How were the economies alike and different in each of the colonial regions?

**4<sup>th</sup> Grade Social Studies**

**Tentative Schedule**

Unit Topic: Colonization of North America	<b>SS4H3: The student will explain factors that shaped British Colonial America.</b>		<b>1</b> Lost Colony of Roanoke	<b>2</b> Jamestown
<b>5</b> Native Americans in Colonial Times	<b>6</b> Map of 13 colonies <i>geography</i>	<b>7</b> Colonial Regions <i>resources</i> <i>specialization</i> <i>growing season</i> <i>tidewater</i> <i>fall line</i> <i>backcountry</i>	<b>8</b> <b>Early Release Day</b>	<b>9</b> <b>Teacher Work Day</b>
<b>12</b> New England Colonies <i>town meeting</i> <i>self-government</i> <i>dissenter</i> <i>banish</i> <i>indentured servants</i>	<b>13</b> New England Colonies <i>industry</i> <i>export</i> <i>import</i> <i>middle passage</i> <i>slave trade</i>	<b>14</b> Triangular Trade Route <i>trade</i> <i>opportunity cost</i> <i>productivity</i> <i>price incentive</i> <i>voluntary exchange</i>	<b>15</b> Middle Colonies <i>proprietor</i> <i>representative</i> <i>treaty</i>	<b>16</b> <b><i>Hornet Herald and Accelerated Reader Celebrations</i></b>
<b>19</b> Middle Colonies <i>free market economy</i> <i>free enterprise</i> <i>artisan</i> <i>laborer</i> <i>apprentice</i>	<b>20</b> Southern Colonies <i>plantation</i> <i>legislature</i> <i>refuge</i> <i>debtor</i>	<b>21</b> Southern Colonies <i>indigo</i> <i>overseer</i> <i>spiritual</i>	<b>22</b> Children in Colonial Times	<b>23</b> <b>Ag Heritage Days</b>
<b>26</b> <i>extend and refine</i>	<b>27</b> <i>extend and refine</i>	<b>28</b> Review	<b>29</b> <i>Quiz</i>	<b>30</b> <b>Sertoma Program</b>