C:\Users\meredith peterson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GN2KWNUV\MC900436119[1].wmf**CSI:** SOCIAL STUDIES

Curriculum Support Information

**Terminology (make flashcards & practice):**

**Agricultural:** An economy based on growing crops and selling or using them to trade with (NE, M, S)

**Cash crops:** Crops grown for the main purpose of making money (NE, M, S)

**Freedom from persecution:** Freedom from being mistreated due to the religion one practices (NE)

**Freedom of religion:** Freedom to worship or practice religion of your choice (NE & M)

**Growing season:** The time of year when it is warm enough for crops to grow

**Industrial:** An economy based on making products and selling them or using them to trade with (M)

**Legislature:** A group of people with the power to make and change laws (S)

**Mayflower Compact:** A governing document made by the Pilgrims agreeing to make and obey laws for the general good (NE)

**Plantations:** A large farm on which crops are raised by workers who live on the farm (S)

**Price incentives:** An economic term used to explain people’s decisions about what to grow or sell

**Representative:** A person who is chosen to speak and act for others (M)

**Self-sufficient:** Not requiring any outside aid or support for survival (NE)

**Specialization:** An economic term used when different areas focus on growing a few certain crops or making a few certain goods and then trade

**Town meetings:** A gathering where colonists held elections (NE)

**Voluntary exchange:** An economic term used to explain when two people agree on a fair trade

Colonies .

**Students will:**   **Fourth Grade 2 of 7**

**History:**

* Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies
* Describe colonial life in America from the viewpoint of various people

**Geography:**

* Explain how the physical geography of the colonial regions helped determine the economies that each group had

**Economics:**

* Explain how *price incentives* affect people’s behavior and choices (deciding on which crops to grow or products to produce)
* Describe how *specialization* improves standards of living (think of the differences in the economies)
* Explain how voluntary exchange helps both buyers and sellers

**The 13 Colonies Song**

**(to the tune of “The Addam’s Family”)**

New Hampshire, Massachusetts

Connecticut, Rhode Island

New York and Pennsylvania

New Jersey, Delaware

Maryland and Virginia

North Carolina too

South Carolina, Georgia

That’s 13, now we’re through!

* Learn the song above! It will help you label the map and classify the colonies into New England, Middle, and Southern.
* Many different types of people lived in the original 13 colonies. Their life experiences were different from each other just like ours are today. See the chart below to learn about some of the differences.



Southern 🡪

Middle 🡪

New England 🡪

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Regions** | **Pros** | **Cons** |
| **Large landowners** | NE, M, S | \*Were able to participate in government activities (vote, be elected, etc.)  \*Were very wealthy  \*Indentured servants or slaves took care of the land | \*Were unable to feel pride in doing their own work because indentured slaves or servants did everything for them |
| **Farmers** | NE, M, S | \*Could take pride in doing own work  \*Were self-sufficient ~ could do all sorts of things with the crops they grew like trade, make clothes & shoes, etc. | \*The work was very hard  \*They didn’t have the ability to travel and the farmland was separated so it could be very lonely |
| **Artisans** | NE, M, S | \*Were able to make things to sell (clothes, shoes, art, glass, furniture, etc.) so they could be self-sufficient | \*Sometimes people wouldn’t buy their products |
| **Women** | NE, M, S | \*Stayed at home to take care of the house and children (poor families)  \*Had servants/slaves to help with chores (wealthier women) | \*Were unable to participate in government activities (vote, be elected, etc.)  \*Had to work as hard as men keeping the house clean and doing all of the necessary chores |
| **Indentured servants** | NE, M, S | \*Were working towards a “free ride” to the colonies  \*Could eventually get their own land once they had worked off their debt in 3-7 years | \*Were unable to participate in government activities (vote, be elected, etc.)  \*Worked for someone else for 3-7 years and usually didn’t get their own land after all because the good spots were claimed |
| **Slaves** | M, S |  | \*Worked for someone else for no money  \*Viewed as property and treated very poorly  \*Separated from family |
| **Native Americans** | NE, M, S | \*Learned about new things and were able to trade with the Europeans | \*Europeans invaded their land and forced them to move west |