

## Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Third Grade Social Studies Course.

<b>Third Grade, Unit 5 – British Colonial America</b>	
<b>Elaborated Unit Focus</b>	<p>This unit focuses on the British colonies, the thirteen original colonies that would later become the first thirteen states of the United States. Several understandings are needed beyond the standards to establish the context in which the British colonies developed. One is that other European nations were colonizing at the same time, including the French, Dutch, and Spanish. Understanding why and how these thirteen colonies grew to be British and then how the colonies can be grouped geographically and economically is essential to mastering the standards. In addition, students need to understand various perspectives of individuals who lived and worked within the colonies. These different perspectives will help to lay the foundation for upcoming conflicts in U.S. history. Although we do not have to include economic standards in this unit, since they are covered in their own stand-alone unit later in the year, there are ample opportunities to include economic activities in the colonial period.</p>
<b>Connection to Connecting Theme/Enduring Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. Kid-friendly version: People’s ideas and feelings influence their decisions.</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p> <p><b>Production, Distribution and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. Kid-friendly version: The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</p>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <ol style="list-style-type: none"> <li>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</li> <li>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</li> <li>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</li> </ol>

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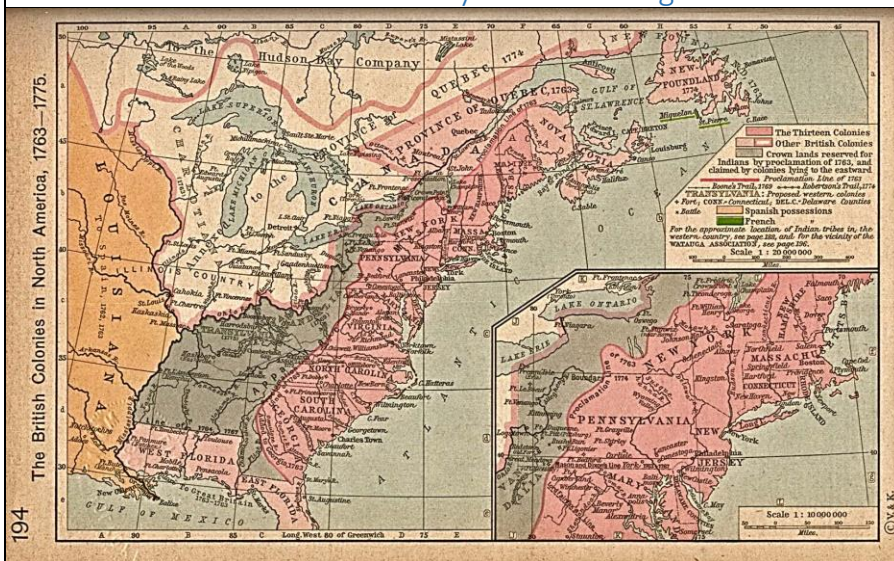
	<p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Connection to K-5 GSE for ELA/Science/Math</b></p>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>ELAGSE3W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p><b>ELAGSE3W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details.</p> <p><b>ELAGSE3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 6 (use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps), 7 (use a map to explain impact of geography on historical and current events), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 2 (organize items chronologically), 3 (identify issues and/or problems and alternative solutions), 6 (identify and use primary and secondary sources), 7 (interpret timelines), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables), 10 (analyze artifacts), 11 (draw conclusions and make generalizations)</p>

<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1: Beliefs and Ideals</b>	1. How did the ideas and feelings of colonists help to shape their decisions to come to America?
<b>Enduring Understanding 1: Location</b>	2. How does where we live shape how we live? a. How was the geography of the thirteen British colonies alike and different? a. How did the geography influence economic activity within the three groups of colonies?
<b>Enduring Understanding 3: Individuals, Groups, and Institutions</b>	3. How did who you were affect your life as a colonist?
<b>Enduring Understanding 4: Scarcity</b>	4. How did scarcity help shape how colonists in each geographic region lived?
<b>Enduring Understanding 5: Production, Distribution, and Consumption</b>	5. In what ways did people in each group of colonies make, get, and use goods and services?



## Sample Instructional Activities/Assessments

### Activity One – Making Predictions: Colonial Geography and Economics



1923 map by William R. Shepherd, public domain

**EQ: How does where we live shape how we live?**

In this activity, we will explore the regions within the British colonies of North America and make predictions about the effect of geography on the economic activity of each region.

1 – Show a physical map of North America and direct students' attention to the eastern coastline of the continent, where the Eastern U.S. is today. Remind them that we have examined this area briefly in the preceding units on American Indians and European Exploration. Today we want to focus particularly on the geography of the coastal area, where the original colonies will develop. It would be ideal to provide students with raised relief maps so that they can see what the land and water features look and feel like along the eastern coast of North America.

2 – Provide each student with a map of the eastern seaboard with no labels. Ask them to research what the **land and water, plants and**

**natural features** are and to complete their map with symbols indicating the physical geography of this area. Save this map in interactive notebooks for later reference.

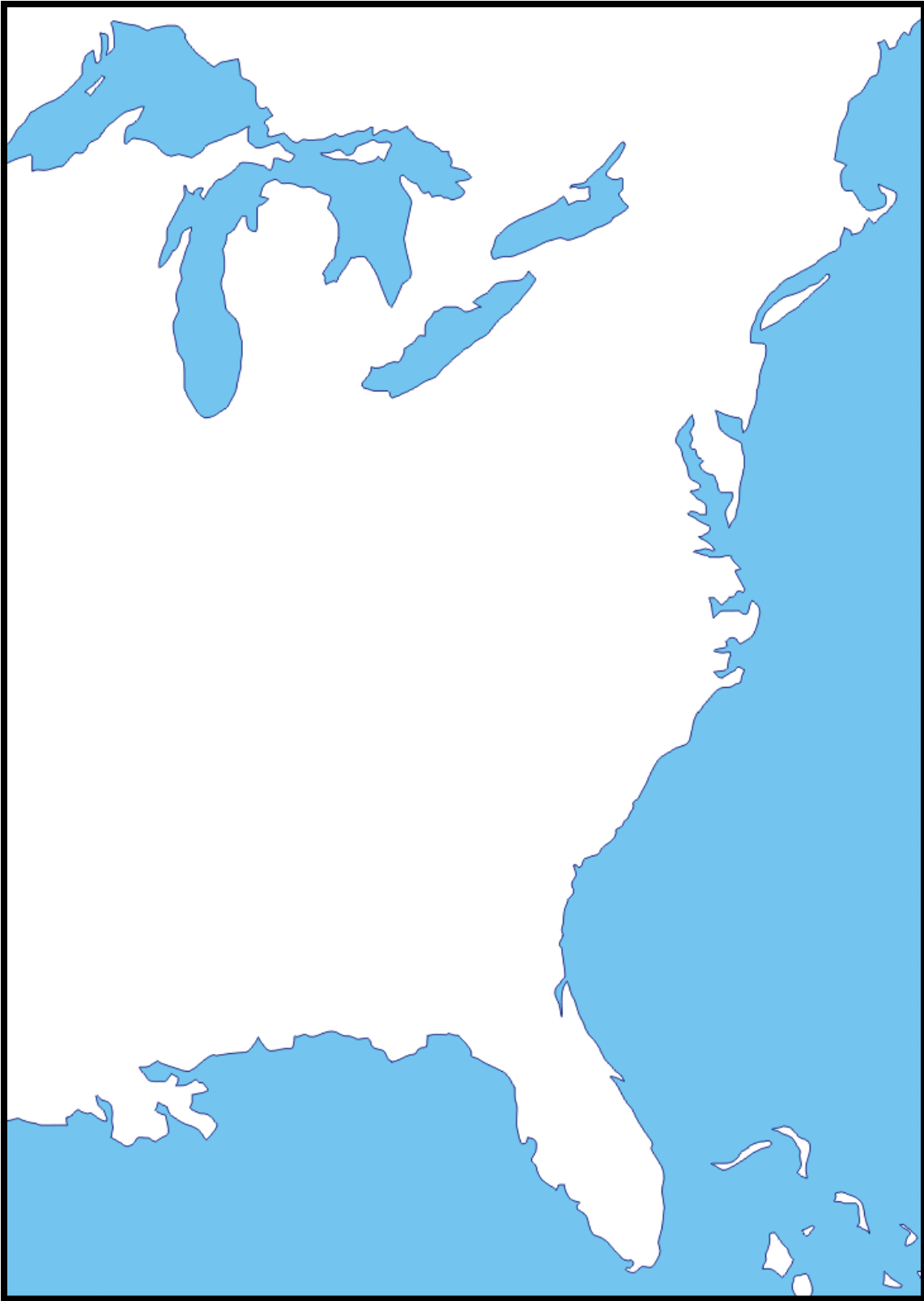
3 – Refer back to information about the American Indian tribes who lived in this area when Europeans began arriving. How did they use their environment to meet their needs for food, shelter, and clothing? Have students discuss what they have found out about the geography and what they recall about the tribes who lived in this area and use this information to make predictions. Consider questions like: What types of jobs and ways of making a living do you think new colonists might have to develop in this land that was new to them? How might those who settled in the northern area differ from those in the middle and southern areas and why? What will they make and trade? What goods and services will they need? Record these predictions and any other questions students may have about the colonies that developed from 1607 to the 1770's.

4 – Have students write one of their predictions on an index card and turn them in; use this as a formative assessment to see where students' understanding of the geography/economics connection is. Keep the predictions for a later lesson when you can pull them out to see how many of them were realized.

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<p><b>GSE Standards and Elements</b></p>	<p><b>SS3G3</b> Describe how physical systems affect human systems. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3W7:</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Map and Globe skills</b> – 1 (cardinal directions), 2 (intermediate directions), 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose)</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p>

Name \_\_\_\_\_



### Activity Two – A Human Timeline of the Colonial Period

1 – Although students do not have to memorize specific dates tied to the colonial period, it is helpful for to have a timeline to refer to throughout the unit. One way to provide one is to construct a human timeline. Write one of the following colonial events on each sentence strips or piece of construction paper and distribute to students, but OMIT the dates. You may have them work individually or in pairs or small groups for this activity. Events include:

- (May 13, 1607) – The first permanent English colony is founded in Jamestown, **Virginia**.
- (July 30, 1619) – Virginia’s House of Burgesses meets...the first legislative assembly in English North America.
- (May 21, 1620) – The Mayflower Compact, signed by 41 adult males in Provincetown Harbor, Massachusetts, is the first agreement on self-government signed in English North America.
- (Dec. 26, 1620) – The Pilgrim Separatists land at Plymouth, **Massachusetts**.
- (1623) – **New Hampshire** colony is founded.
- (1624) – John Smith publishes his story of the history of the Virginia colony and tells about his rescue by Pocahontas.
- (1630) – the Massachusetts Bay Colony was founded. In 1652, Maine is included within the boundaries of this colony.
- (1634) – Charles I grants Lord Baltimore territory north of the Potomac River, which becomes the colony of **Maryland**. Catholics could settle here along with Protestant groups.
- (1635) – The colony of **Connecticut** is established.
- ((1636) – After Roger Williams was expelled from Massachusetts Bay Colony, he founded **Rhode Island**. This was the first English colony to grant complete religious tolerance.
- (1638) – The first Swedish colonists settle in **Delaware**.
- (1653) – the **North Carolina** colony is founded by Virginians pushing south.
- (1663) – **South Carolina** is established with a royal charter from Charles II.
- (Sept. 7, 1664) – the Dutch surrender New Netherland to the English, who rename the colony **New York**.
- (1664) – The colony of **New Jersey** is founded.
- (1682) – Charles II grants William Penn a charter to what became the colony of **Pennsylvania**.
- (1700) - Population of the British colonies; approximately 275,000. Boston is the largest city, with about 7,000 people.
- (1733) – James Oglethorpe is granted a charter to start the colony of **Georgia**, the last of the 13 colonies, in 1732, and arrives the next year.
- (1740) – population of the British colonies is about 889,000.
- (1752) – Benjamin Franklin demonstrates that lightning is a form of electricity by flying a kite and a key during a thunderstorm.
- (1754) – Benjamin Banneker, an African American or Black man, constructs the first clock made entirely in the American colonies.
- (1760) – population of the British colonies is about 1,610,000.

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<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p>	<p><b>ELAGSE3SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>ELAGSE3W8:</b> Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p>



### Activity Three – The Colonists: Why They Left and Why They Came

#### EQ: How did the ideas and feelings of colonists help to shape their decisions to come to America?

1 – In our European Exploration unit we talked about why some explorers from various countries began claiming areas of North America. Now we want to look at that thirst to colonize more closely, by focusing on England in particular. Show students a map of the world and point out where England is and where the colonies are located. By the way, the term Great Britain did not develop until 1707. This terminology is important because colonists considered themselves English, and then later the term “British” was used by colonists to distinguish themselves (“English”) from the British soldiers controlling their actions. In 1800, Britain became the United Kingdom, just to make things even more interesting.

2 – Write PUSH and PULL on the board and/or have students make a t-chart in their interactive notebooks to record notes from this lesson. In order for students to understand what would make people want to leave where they live and settle in a distant, strange land, historians like to talk about PUSH and PULL factors. PUSH factors are reasons why people want to leave the country they already live in. Ask students to brainstorm what some push factors might be that would make people want to leave their home country to settle elsewhere. Record these. PULL factors are reasons why a new setting might be a good one that a person would find attractive. Brainstorm some pull factors that might appeal to colonists. Record these.

3 – Many people came to what they called the New World for religious reasons. Explain that in this time period, England had established a state church and everyone had to belong to it. People who had different religious beliefs from the Church of England were often discriminated against and went from place to place, seeking freedom to have their own beliefs. Among these groups were Pilgrims and Puritans. Some of these people who had different beliefs had moved to Holland (show Holland, now The Netherlands, on the map of Europe.) When they heard of the chance to move to a new land they saw this as an opportunity to worship as they pleased. Ironically, many who had left England to worship as they pleased set up colonies that did not allow different types of religions other than that of these founders. Ask students to keep a list of reasons why people left England and to include **religious freedom** as one reason. Encourage them to make their list a combination of words and images. (Example: religious freedom could be symbolized by a sketch of a church or a missionary.) possible responses: PUSH – lack of religious freedom, religion imposed by the King, discrimination; PULL – freedom to establish your own religion

4 – Another reason that people left England was that it was very hard for many people to make a living in England. There was a lot of debt and a person who was of middle or lower class status had a hard time obtaining land or finding a good job. The groups that sponsored the establishment of colonies recruited some of these people to start a new life where they could have free land and the chance to make a life for themselves. Many colonists came to find work and land and the chance to raise their status. Others came to **make a profit**, find gold or other products (like fur, fish, and raw materials) that they could own and trade. Add this to the t-chart lists of reasons why people left England, using a combination of words and images. PUSH – limited work opportunities in England, debtors prisons, limited land, brutal working conditions in cities with lots of poverty; PULL – lots of free land and resources, less rigid social classes so more chance to make something of yourself.

Web resources on colonial life: Library of Congress - [http://www.americaslibrary.gov/jb/colonial/jb\\_colonial\\_subj.html](http://www.americaslibrary.gov/jb/colonial/jb_colonial_subj.html)

Also from the Library of Congress, good background for teachers -

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/> - background information and timeline linked to primary sources.

Scholastic – materials to accompany the Dear America series, colonial period: <http://www.scholastic.com/teachdearamerica/colonial.htm>

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<p><b>Extension Idea:</b> Consider teaming with a 2<sup>nd</sup> grade teacher to have her/his students present a lesson to your third graders about the founding of the Georgia colony, which is part of their standards. This will provide them an opportunity to share and reinforce what they know as well as review what your students should recall from second grade. You could also team with an 8<sup>th</sup> grade teacher or a high school U.S. History teacher to have their students present a lesson on the colonies to your third graders. This kind of cross-grade experience can be mutually beneficial and fun!</p>	
<p><b>GSE Standards and Elements</b></p>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p><b>SS3G3 Describe how physical systems affect human systems.</b></p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
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### Activity Four – Three Groups of Colonies

**EQ: How does where we live shape how we live?**

**How was the geography of the thirteen British colonies alike and different? How did the geography influence economic activity within the three groups of colonies?**

1 – On a map of the colonies, color code the three main groups of colonies: New England, Mid-Atlantic, and Southern

2 – Divide the class into three groups and have each group research one of the main colonies regions, using online resources and informational text. Try to use an assortment of resources – encyclopedia article(s), informational text, literary text, etc. They should record their findings on the Colonial Region Organizer found below.

3 – Colonial Regions Postcard - Using the information on their completed table, students create a postcard for one of the three colonial regions. The postcard will include a small map, illustration, and summary of daily life in that region. Students will illustrate one side of the postcard with a scene from the colonial region, and craft a letter on the other side of the postcard. They will write the letter from the perspective of a newly arrived colonist, and address it to a friend or family member back home. Besides appropriate grammar and punctuation, the letter should include the following things:

- a) The name of the colonial region you are settling
- b) Possible trades/occupations you might be able to adopt in that particular colonial region
- c) Interaction with individuals in a different socio-economic class (i.e. slave, indentured servant, large landowner, or American Indian)

To create their postcard electronically, see the [ReadWriteThink Postcard Planning sheet](#) and access to [ReadWriteThink's interactive Postcard Creator](#).

4 – Each group shares out main features of the colonies in their region. Students can complete an organizer for the two groups they are hearing about as groups present.



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Name \_\_\_\_\_ Date \_\_\_\_\_

Colonial Regions

	New England	Mid-Atlantic	Southern
Geography/location			
Resources			
Industries			
Religion			
Government			
Occupations			
People			
Education			

### Activity Five – Meet The Colonists

**EQ: How did who you were affect your life as a colonist?**

Students will research and explore the lives of colonial people and share their findings orally with the class. The students and teachers should work together to choose the colonial group to research: large landowners, farmers, artisans, apprentice, women, children, indentured servants, slaves, and American Indians. The students will use books, encyclopedias and the Internet to research what life may have been like for their subjects. Students researching similar subjects may meet and discuss what feelings, special interests and goals their colonial subject could have had. Students will complete Colonial Person Sketch Cards listing facts and inferences about their subjects in narrative form. Share sketch cards with the whole class and consider the essential question. How would you answer this now that you have heard various perspectives about colonial life?

See below for Colonial Person Sketch Card organizer.

Modifications: Research could be done individually or in partners or small groups to help meet various learning styles and needs.

Book titles especially helpful with this activity include: *Molly Bannaky* by Alice McGill; *Dave the Potter: Artist, Poet, Slave* by Laban Carrick Hill; *Why Did English Settlers Come to Virginia? And Other Questions About the Jamestown Settlement* by Candice Ransom; *Squanto's Journey: The Story of the First Thanksgiving* by Joseph Bruchac; and *Colonial Voices: Hear Them Speak* by Kay Winters

Web Resources:

Colonial Williamsburg - <http://www.history.org/kids/visitUs/#colonialPeople> Many of the games and activities at this site help review aspects of life for the groups above: <http://www.history.org/kids/games/> (See games on coopers, bricklayers, blacksmiths, colonial gardening, colonial clothing and headpieces, etc.)

Mr. Donn's website has kid-friendly, historically accurate information on the 13 colonies, including sections on each of the three regions and specific groups at <http://13colonies.mrdonn.org/index.html> Note that this site has advertisements.

Extension Activity: Colonial Comparisons

Students will work with partners to compare and contrast the daily lives of colonial people. Each partner will select a pair of roles from the list below. Partners will discuss the differences and similarities of the two colonial groups. They will work together to complete a Venn diagram organizing their information to show similarities and differences.

Slave /Indentured Servant

Large Landowner/Small Farmer

Farmer/Artisan

American Indian/Farmer

Woman/Child

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Colonial Person Sketch Card

Circle the group you will be researching:

large landowners farmers artisans women children  
indentured servants slaves American Indians

Facts:

Sources used:

Inferences:



### Activity Six – Colonial Regions and Products Map

**EQ: How does where we live shape how we live?**

**How was the geography of the thirteen British colonies alike and different? How did the geography influence economic activity within the three groups of colonies?**

Colonial Regions and Products Maps

In this lesson the natural resources and economic **specialization** of the colonial regions will be examined through the development of product and industry maps. In pairs, students will label and color blank outline maps to identify the New England, Mid-Atlantic and Southern colonies. The students will use textbooks, encyclopedias and Internet resources to research and identify the major industries and crops associated with each region. The students will create and add symbols to the maps that represent the major industries and crops of the regions in the appropriate locations. They will create map keys to interpret the symbols and display their maps for others to read.

It might be helpful to introduce your students to the economic terms of specialization and voluntary trade, both for this and upcoming activities. Here's a quick way to illustrate them:

*What is specialization and how does it lead to voluntary exchange (trade)?*

Bring in a dress/shirt/pants with many missing buttons, sleeves of different lengths, broken zipper. Also, bring in a batch of burned cookies/ brownies. Explain that you are not good at making clothes or baking desserts. Ask students what you should do to get clothes you can wear and desserts you can eat. When students tell you to go to the store or bakery, introduce the term specialization.

Students will learn that because we specialize, we go to other sources to get those specialized goods. That is voluntary exchange. A person willingly trades (now-a-days we use money) something they have for something they need or want.

*What did that look like in prehistoric and colonial times:*

What did the different American Indian tribes have that others would have wanted from them?

Think about trade between the American Indians and European explorers: fur, "new" animals, precious stones, crops

How did the economies develop in the three colonial regions?

Think about how the three colonial regions needed each other to get their supplies.

Look at the exchange of goods between the colonies and England.

Discuss the influence of geography and why the regions specialized the way they did.

Suggestion: At least two crops and two industries for each region should be included.

Blank Map of British North American Colonies may be found at [https://www.eduplace.com/ss/maps/pdf/colonies\\_nl.pdf](https://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf) These maps may be printed and copied for personal or classroom use.

Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose)</p> <p><b>Map and Globe skills</b> – 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p> <p><b>Production, Distribution and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. Kid-friendly version: The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</p>

Activity Seven – A Child’s Eye: Colonial Children

**EQ: How did who you were affect your life as a colonist?**

Students will work in small groups to investigate regional differences through the eyes of colonial children. Students will use trade books, non-fiction texts, and specific websites (linked below) to explore the lives of colonial children in the New England, Mid-Atlantic, and Southern Colonies. The students will enter their findings into the Colonial Children Organizer and discuss ways in which the lives of the children representing each region may have been alike and different. Independently, students will compose three short journal entries from the perspectives of children, one for each of the colonial regions. Students will share their first person narratives with a partner or in small groups. A spider graphic organizer may be helpful for this narrative writing task and may be found at: <http://www.eduplace.com/graphicorganizer/pdf/spider.pdf> (Teachers have permission to use this resource from the publisher.)

New England – Plimoth Plantation website has many activities for young learners at <http://www.plimoth.org/learn/just-kids>

Mid-Atlantic – Mr. Donn’s website has kid-friendly information on children in the Middle Colonies at <http://13colonies.mrdonn.org/toysandgames.html>

Note that this site has advertisements.

Southern – Colonial Williamsburg – the coloring pages feature activities colonial children might do. [http://www.history.org/kids/games/coloring\\_book/](http://www.history.org/kids/games/coloring_book/)

Colonial Children Fact Organizer found below.

**GSE Standards and Elements**

**SS3H3 Explain the factors that shaped British Colonial America.**

- b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).
- c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Literacy Standards</b></p>	<p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
<p><b>Social Studies Matrices</b></p>	<p><b>ELAGSE3W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose)</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p>
<p><b>Enduring Understanding(s)</b></p>	<p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Colonial Children Fact Organizer

Listen to each group's findings on colonial children and note the main points for each region below. Then discuss and record the similarities for colonial children in all of the colonies.

New England Colonies	Mid-Atlantic Colonies	Southern Colonies
Common Ground		

Activity Eight – Colonial Farmers: Obstacles and Solutions

**EQ: How did who you were affect your life as a colonist?**

Successful farming was a necessary ingredient to the survival of the colonists and the growth of colonial communities in each region. The students will discuss the importance of farmers in the colonial period. Some exports such as sugar and tea were imported to the colonies from other places, but farmers provided the bulk of the food consumed in each colonial region. Using books, encyclopedias and the Internet, students will research the daily life of colonial farmers with special emphasis on the obstacles they faced and what they did to overcome them. One such source is:

The Farmers' Museum Harvest of History explores colonial farming methods in the Northeast and compares them to those of today – See <http://www.harvestofhistory.org/farming-today/lessons-from-our-farm/>

Next, students will work in pairs to discuss and complete a Farmers' Obstacles and Solutions matching activity. Finally, student will work with their partners to identify specific problems faced by farmers of the New England, Mid-Atlantic and Southern Colonies.

Farmers Obstacles and Solutions Matching Activity sheet and Colonial Farmer Regions Grid sheet provided below.

Modifications: Make sure students are focused on obstacles/solutions information during their research by providing the obstacles items in advance. Students can then research to find out how farmers solved these problems. Model the process by choosing one obstacle/solution to do as a whole group before students begin to research. Help students to connect to the problem/solution concept with a whole group activity in which students identify problems in their lives and how the problems were or could be solved.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, <b>farmers</b>, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose)</p> <p><b>Location:</b> The student will understand that location affects a society’s economy, culture, and development. Kid friendly version: Where people live matters.</p> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. Kid-friendly version: What people, groups, and institutions say and do can help or harm others whether they mean to or not.</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Colonial Farmers: Obstacles and Solutions

Directions: Draw lines to connect the colonial farmers' problems their possible solutions.

#### Obstacles

Poor, rocky soil

Short growing season

Lack of workers

Unfriendly Native Americans

Poor tools

Diseases, short life spans

Cold Weather

Lack of transportation

Lack of knowledge about New World environment

Wild animals

Insects

Lack of supplies

#### Solutions

Built Fences

Learned from the Native Americans

Had small farms and built stone walls

Made better tools

Attached the barn to their homes

Used herbs and homemade remedies

Used slaves, indentured servants

The entire family worked

Shared information with each other

Used animals to pull carts, boats and barges

Neighbors helped each other

Had many children

Traded for items needed

Moved to new locations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Colonial Farmer

<b>REGION</b>	<b>PROBLEMS</b>	<b>SOLUTIONS</b>
<b>New England Farmers</b>		
<b>Mid-Atlantic Farmers</b>		
<b>Southern Farmers</b>		



**Activity Nine – Colonial Vocabulary**

Communication is a necessary part of daily life and each period of our history has specific word meanings tied to life in that time. Artisans were identified by trade names and they had special words for the tools they used. Colonial farmers used natural and capital resources to grow crops and had special names for their equipment. Clothing and food items during the colonial period were given interesting names as well. For students to gain a larger understanding of how the colonial people lived and communicated, they will explore the meaning of a list of colonial terms and classify them into the following categories: **Type of Tool, Type of Trade, Something to Wear, and Something to Eat.**

A Colonial Vocabulary activity sheet is located below.

<b>GSE Standards and Elements</b>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p><b>SS3G3</b> Describe how physical systems affect human systems.</p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences), 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose)</p> <p><b>Production, Distribution and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. Kid-friendly version: The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</p>

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Name \_\_\_\_\_

Date \_\_\_\_\_

Colonial Vocabulary Hunt

Directions: Use a variety of resources to find the meanings of the following colonial terms. List each term under the correct heading.

breeches      syllabubs      bellows      apothecary      trencher      cobbler      sallots  
auger      pottage      pipkins      tanner      cooper      pottage      milliner  
founder      petticoat      tailor      jerkin      flummery      brace and bit      patters  
peel      cassock      gimlet      chandler      gruel      scythe      peruke      adze  
bubble and squeak      stays      niddy noddy

Something to Eat	Something to Wear
A Type of Tool	A Type of Job

## British Colonial America Unit – Culminating Activity

### To Market! To Market! Work and Trade in Colonial America

#### **EQ: In what ways did people in each group of colonies make, get, and use goods and services?**

Colonial Americans worked hard to provide for their families and prosper in the New World. The colonists' lives centered on work, and the work they did was largely determined by the geographic resources and climates of each region. As the population of the colonies grew, so did the need for more and a greater variety of goods and services. Although trade with Europe was the foundation of colonial America's economy, specialization within the colonial communities allowed the colonists to become less dependent on Europe for everyday goods. **Specialization** and **voluntary trade** improved quality of life for the colonists. The bustling activity in colonial marketplaces of all three regions invited buyers and sellers from far and wide.

#### **Part I: Establishing Your Trade or Business**

Work in groups of three to discuss different types of trades or businesses that would be found in the colonies. Select one colonial trade or business for each colonial region. Create a name and owner for each business and describe the productive resources that are involved. Describe the types of goods and services that are provided by each trade or business. Describe the customers who purchase your goods and services. Enter these details into the Colonial Business Grid. Within your group, decide who will represent each business. Each businessperson or tradesperson must prepare the following:

- A sign that advertises the goods or services provided. See this website for ideas: <http://www.history.org/foundation/journal/Autumn10/signs/>
- A set of 8 to 12 of representations or pictures of the goods or services provided.
- A sales pitch that would entice customers to purchase the goods or services.

Colonial Business Plan Grid and My Colonial Business Plan organizer sheets may be found below.

#### **Part II: To Market, To Market Set 1: A New England**

Artisans and business people who represent the New England Colonies set up a marketplace in a designated area of the room. Display the signs, wares and any other props. All other students will become farmers. Farmers each select a type of crop common to this region and label and illustrate it on 6 different index cards. Trading at the marketplace may commence once all is complete. After trading all of your items, complete the first section of your Trade Records and Evaluation Sheet. (see sheet below)

Set 2: Mid-Atlantic Colonies(Follow the same procedures as described in Set 1.)

Set 3: Southern Colonies (Follow the same procedures as described in Set 1.)

Part III: Trade Records and Evaluation Sheet

Students will describe their participation and roles in the Colonial Marketplace Activity. They will evaluate the products and services they provided based on the incentive of others to obtain their goods, the demand for their goods, and the quality and quantity of the items they traded. The students will also evaluate their trading to discuss how they could have made their trading more successful. Students will identify at least one opportunity cost they made in the activity. The students will suggest changes in the way the activity could be improved for greater success.

**Final unit activity – Check Your Predictions:** Have students re-read their predictions from activity one of this unit telling how they think each region's geography would shape the economic lives of the colonists. In light of what they have learned in this unit, have them reflect on how accurate their predictions were. What changes would they make in their initial judgments now that they know more?

Third Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>GSE Standards and Elements</b></p>	<p><b>SS3H3 Explain the factors that shaped British Colonial America.</b></p> <p>a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).</p> <p>b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).</p> <p>c. Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.</p> <p><b>SS3G3 Describe how physical systems affect human systems.</b></p> <p>c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>ELAGSE3RI4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b>ELAGSE3RI7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>ELAGSE3RI9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>ELAGSE3SL1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p> <p><b>Map and Globe skills</b> – 4 (compare/contrast categories of natural, cultural, and political features found on maps), 8 (draw conclusions and make generalizations based on information from map)</p> <p><b>Information Processing Skills</b> – 1 (compare similarities and differences) , 6 (identify and use primary and secondary sources), 8 (identify social studies reference resources to use for a specific purpose), 9 (construct charts and tables)</p> <p><b>Scarcity:</b> The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost. Kid-friendly version: Because people cannot have everything they want, they have to make choices.</p> <p><b>Production, Distribution and Consumption:</b> The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. Kid-friendly version: The ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Colonial Business Plan**

<i>Location</i>	<i>Type of Business</i>	<i>Natural Resources Needed</i>	<i>Capital Resources Needed</i>	<i>Human Resources Needed</i>	<i>Products or Services Provided</i>
<i>New England</i>					
<i>Mid-Atlantic</i>					
<i>Southern</i>					

**My Colonial Business Plan**



**My Colonial Name**

---

**Name of My Business**

---

**Location of Business**

**Circle the Region**

New England Colonies    Mid-Atlantic Colonies    Southern Colonies

**My Business Address:**

---

**Type of Business:**

---

**Description of My Products and/or Services:**

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**Description of the Productive Resources I Will Use:**

**Human (skills and labor)**

---

**Natural (gifts of nature)**

---

**Capital (tools, buildings, and other materials used over and over again)**

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---

Who My Customers Will Be

---

---

What I Will Do to Advertise

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---

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Draft of My Business Sign



Why I think My Business Will Be Successful

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Notes to Get Started

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<p><b>What was your best trade?</b></p> <p><b>Why?</b></p>
<p><b>What was your worst trade?</b></p> <p><b>Why?</b></p>
<p><b>Would the goods and services you traded for meet your basic needs?</b></p>
<p><b>What would you do differently if you had the chance to participate in the activity again?</b></p>

**Content Rubric for Performance Task**

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
<b>Identifies and describes colonial life in America</b>	Incorrectly identifies and describes colonial life in America	Inaccurately identifies and describes colonial life in America because of several incorrect facts.	Accurately identifies and describes colonial life in America.	Accurately identifies and describes colonial life in America and explains how they each impact each other in different colonial regions
<b>Explains the impact of physical geography on the economic development of colonial America.</b>	Incorrectly explains the impact of geography on the economic development of colonial America.	Inaccurately explains the impact of geography on the economic development of colonial America because of several incorrect facts.	Accurately explains the impact of geography economic development of colonial America.	Accurately explains the impact of geography on the economic development of colonial America, and analyzes how colonial trades and businesses used their natural resources to profit by discussing why this profit was made.
<b>Explains how voluntary exchange helps both buyers and sellers.</b>	Incorrectly explains how voluntary exchange benefits both buyers and sellers.	Inaccurately explains how voluntary exchange benefits both buyers and sellers because of several incorrect facts.	Clearly explains how voluntary exchange benefits both buyers and sellers.	Clearly explains how voluntary exchange benefits both buyers and sellers and analyzes why it is important by describing what happens if people hoard their goods and services.
<b>Explains choices made in the Colonial Market Place.</b>	Inaccurately explains economic choices made because of incorrect economic understanding.	Partially explains economic choices because of limited economic understanding.	Accurately explains economic choices	Accurately explains economic choices and analyzes these choices by including suggestions for improvements

**Product Rubric for Performance Task**

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
Captures the reader’s interest by setting a purpose and developing a point of view.	There is little or no evidence of focus, purpose, or point of view.	Some evidence of focus; some evidence of purpose and point of view.	General evidence of focus; general evidence of purpose and point of view.	Clear evidence of focus; clear evidence of purpose and point of view.
Writes text of appropriate length to convey ideas.	The length of text is too short to convey ideas.	The length of text is appropriate to convey some ideas.	The length of text is appropriate to convey most ideas.	The length of text is appropriate to convey and extend all ideas.
Applies knowledge of language conventions.	There is little or no application of language conventions.	There is some application of language conventions.	There is a general application of language conventions.	There is clear application of language conventions.
Sign is persuasive and informative.	There is little or no evidence of focus, purpose, and use of pictures.	There is some evidence of focus, purpose, and use of pictures.	There is general evidence of focus, purpose, and use of graphics.	There is clear evidence of focus, purpose, and use of graphics.
Paper representations of products are completed, identifiable and attractive.	NA	NA	Paper representations of products are completed and identifiable.	Paper representations of products are completed, identifiable and attractive.