



# Third Grade Social Studies

**3rd Grade Social Studies  
Activity 3**

\*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

**Topic:** 13 Colonies (Southern Colonies)

**Goal:** To identify the geography of the Southern Colonies

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

**Task for Students to Complete:**

- Watch the video that accompanies this task to learn about the Southern Colonies.
- Read each passage and fill in the charts with the correct information.
- Answer the question “Based on what you have learned about all the colonies, write a paragraph explaining which region you would rather live in and why. Once you have written your paragraph, draw a picture to show what life was like in that colonial region.”

**Additional Links for More Information:**

- 13 American Colonies Video  
[https://www.gallopadecurriculum-com.filesusr.com/html/399c74\\_900bf73b4413fdb77cd90eab94b4716a.html](https://www.gallopadecurriculum.com.filesusr.com/html/399c74_900bf73b4413fdb77cd90eab94b4716a.html)
- History of Colonial America Flocabulary  
<https://www.youtube.com/watch?v=Do4Ryapg3eU&feature=youtu.be>

**Directions: After reading the text, use the information from each passage to complete the organizers.**

**SOUTHERN REGION GEOGRAPHY**

- Much of the land in the Southern region is flat with small rolling hills.
- The region along the coast is known as the Tidewater region on the Coastal Plain. This is where most colonists here settled.
- Soil in a tidewater region is very fertile and ideal for farming.
- The region has many wide rivers and bays.
- This region is the warmest of the three colonial regions.
- Summers are long and hot, usually with plenty of rain.
- Winters are typically short and mild.
- Temperatures can fall below freezing, but it rarely snows.
- Southern colonies have the longest growing season of the three regions.

**A Z Vocabulary**

*tidewater: a flat, lowland area with many rivers, bays, and marshes*

Land	Climate	Growing Season

Many southerners lived on small family farms in the backcountry. However, large **plantations** were the backbone of the region's economy.

**Plantations** Plantations were more like small villages than farms. Kitchens, workshops, and horse stables surrounded the plantation house. Cooks, nannies, and slaves who worked in the house lived nearby. Field-workers usually lived farther away in small cabins.

**Labor** Planters needed lots of workers to run their plantations. The cost of hiring white laborers would have been very high. Instead, most plantation owners used slave labor. Plantation owners bought African slaves from slave traders as part of the Atlantic Triangle Trade. Most slaves worked in fields, planting, tending, and harvesting crops. Slaves also took care of livestock, cooked and cleaned, ran errands, and built structures on southern plantations.



Plantation house

**Agriculture** Rich soil and the hot, damp climate were perfect for growing cash crops, such as rice, tobacco, and indigo. The southern economy depended on agricultural trade. Many planters became wealthy selling their crops to Europe and the other colonies.

Where did they live?	What did they grow?	Who worked on the crops?

There were very few large towns or cities in the Southern colonies. Many Southerners lived on small rural farms. They rarely saw other people! When they did, plantations were the center of social life.

Self-government was important to the Southern colonies. In 1619, Virginia colonists set up the first elected legislature in the colonies. It was called the **House of Burgesses**. Its elected leaders made laws for the colony. However, only white landowners were allowed to vote. White men without land could not participate in government. Neither could women, slaves, free African Americans, or American Indians.



Each plantation was its own community, but the Southern colonies were also divided into counties. Each county had a county seat. Community and government buildings were located at the county seat. Landowners met at the county seat to make laws and elect government leaders. Both the House of Burgesses and county governments were examples of early democratic practices in the Southern colonies.



There were very few schools in the Southern colonies. Children of wealthy landowners were taught at home. Most had a private tutor for reading and writing. Older boys also learned to run the plantation, and older girls learned how to manage a large house full of servants.

Things were different on small, backcountry farms. Few children were educated. Boys learned to plow and hunt. Girls learned to sew, cook, and clean. Many were not even taught to read or write.

Community Gatherings	Government	Education/School

**Culminating Task:**

You have now learned about all three colonial regions. Based on what you have learned, write a paragraph explaining which region you would rather live in and why. Once you have written your paragraph, draw a picture to show what life was like in that colonial region.