Unit Overview: *Settling the Colonies*

The unit begins with a simulation in which students work in groups to select a location to build a colony. Three major projects are then developed in Lessons 2-4 and culminate in Lesson 5. These projects include an illustrated timeline from 1600 to 1750, a *Colonial Job Fair,* and a product map of the colonies. To keep track of their research and sources, students create an interactive notebook that contains their work, including maps of the colonies, the retrieval charts (graphic organizers) where they summarize their research, and the informative/ explanatory writing tasks completed at the end of Lessons 2-4.

Compelling Questions: Why did different people come to the colonies and where did they settle? What is your evidence?

Supporting Questions:
- What was the reason for founding the colonies and who were the key people involved?
- What was the influence of the geography (location and physical setting) on the founding of the colonies?
- What religious practices and allegiances developed and how did this lead to the growth of religious toleration and the free exercise of religion?
- What was daily life like for those who settled in the colonies?
- What were the major occupation (jobs) in the American colonies and what goods were produced?
- How did the new colonies impact American Indian groups?

This curriculum guide supports the attainment of the following Grade 5 History-Social Science Standards for California Public Schools and the Common Core State Standards.

History-Social Science Content Standards

Standard 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

Lesson 1: Where to Build a Colony

<u>Materials needed</u>: For each student, a copy of *Map of the Colony* (Handout #1.1 on page 7) and a copy of the worksheet *Where to Build a Colony* (Handout #1.2 on page 8).

For each group of 6 students, a letter-size envelope and a copy of *Occupation Cards* (Handout #1.3, page 10), cut apart, and placed in an envelope for each colony.

<u>Procedure</u>:

Step 1: Divide the class into colony groups with 6 members in each group.

Distribute a copy of the *Map of the Colony* (Handout #1.1) to each group member. Students color the map to identify land and water.

Distribute the worksheet, *Where to Build a Colony* (Handout #1.2).

Within each group, each person selects a different *Occupation Card* (Handout #1.3).

Step 2: Each person moves to a new location and meets with others who have the same occupation (jigsaw). During this meeting, participants should study the map and discuss what geographical factors are important for their occupation. Complete Part A of the worksheet, *Where to Build a Colony* (Handout #1.2).

Step 3: Students return to their colony group.

Colony groups hold collaborative conversations to discuss where they think on the map they should locate their colony. Each person should have a chance to "lobby" for where he/she thinks the colony should be located based upon his/her occupational needs.

Once the group determines their colony's location, record its' "letter" in Section B of the worksheet next to "First Choice." Up to 6 reasons should be listed for their choice. Also, groups should select their second choice with reasons and record it on page 2 of the *Where to Build a Colony* worksheet. Finally, the group's selection for "worst site" should be listed along with reasons for this choice.

Each colony should determine a name for their colony and record it in Section B on the worksheet.

Step 4: On the chalkboard or whiteboard, record the name of each colony along with their first choice, second choice, and choice for the worst site. Group members should present their reasoning for their choices to the entire group.   (DOK 3)

Complete the lesson with a comparison of the group's choices and a discussion of their rationale.

Optional: Complete the activity listed at the bottom of page 2 on the worksheet *Where to Build a Colony* (Handout #1.2).

Map of the Colony
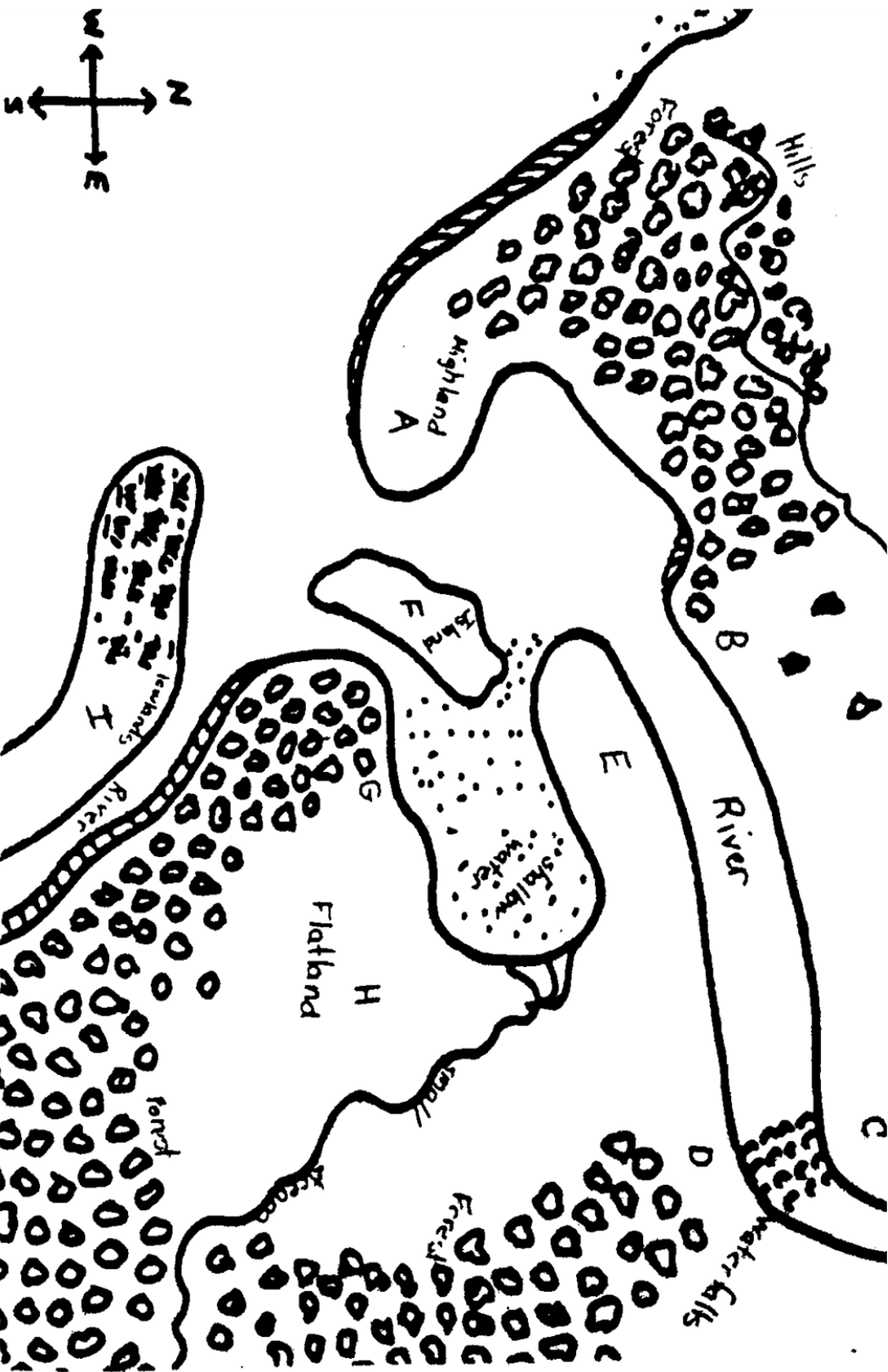
Where to Build a Colony

Name:_____

A. Occupation:_____

Important geographical factors:

1._____

2._____

3._____

B. Colony Name:_____

_____ First Choice

Reasons for choice:

1._____

2._____

3._____

4._____

5._____

6._____

_____ Second Choice

Reasons for choice:

1._____

2._____

3._____

4._____

_____ Worst Choice

Reasons for choice:

1._____

2._____

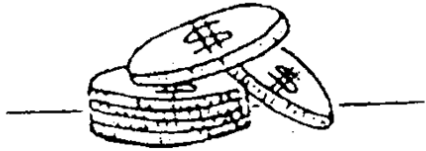
Activity: Using a sheet of paper, sketch the colony area, enlarging it to show how each occupation will use the site, e.g., where the fisherman will fish. Be sure to include housing and any other important structures.
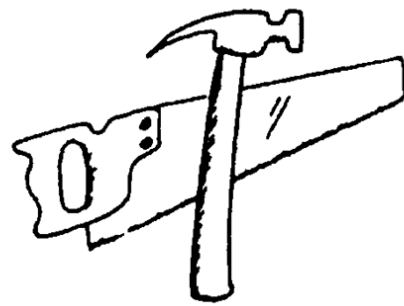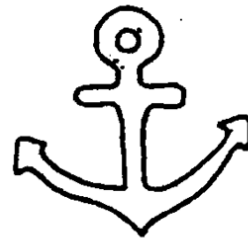
Occupation Cards

Merchant

Farmer

Fisherman

Carpenter

Soldier

Captain

Lesson 2: The New England Colonies

Lessons 2 to 4 of this unit begin with *where?* and *when?* To identify *where?*, student draw (sketch) a map of the colonies and to identify *when?*, students construct a timeline to show when key dates and events occurred. These two activities provide an overarching scaffold for the research that follows in the remaining activities. (DOK 1)

Interactive Notebook In this unit, it is recommended students create an interactive notebook using a spiral bound notebook or composition book, or, staple together 20 pages of ruled paper. Explain to students that they will use the notebook to keep track of information they learn about the American Colonies. On page 1, have students write *Table of Contents.*

For the first item in the *Table of Contents*, have students write the following title: *Map of the New England Colonies.* At the bottom of the page, write the page number (page 1).

The interactive notebook should contain the following topics:

> Maps of the *New England Colonies*, the *Middle Colonies*, and the *Southern Colonies*; timeline dates; retrieval charts for each of the colonies'; Write about It! (a choice of writing informative/explanatory activities using multiple print or digital sources found at the end of each lesson); and, any additional items added at the teacher's discretion.

As the unit progresses, add topics and the page numbers to the *Table of Contents*.

Activity # 1 Map of the New England Colonies

Materials needed: Interactive notebook, a map of the New England Colonies, pencil, colored pencils or pen.

Procedure: Blank outline maps for the 13 colonies are easy to find. However, geographers prefer that students draw their own maps thereby developing their spatial thinking skills. It is recommended you locate a map for the New England Colonies in your social studies textbook or online and have your students sketch the map in their interactive notebook, labeling each of the colonies. This also addresses the Visual Arts standard to use linear perspective to depict geometric objects in space (Connections and Applications 5.5.1). A website you may like is http://mrnussbaum.com/new-england-colonies/   (DOK 1)

http://classroomclipart.com/ clipart-search/all-phrase/New+ England +Colonies/

Step 1: The first step in any map is to create a sketch using a pencil. Ask yourself questions such as *Does it fit the page?* or *Am I cramping the detail in some regions?* If the answer is yes, rework your map.

Step 2: Now switch to a colored pencil or pen and lightly trace over the borders of each colony. Add the name of each colony. If space is tight, create an abbreviation for each colony and make a legend. If time and space allow, add a few details such as the Atlantic Ocean, major rivers, and landforms.

Step 3: The map should include a title, legend, north arrow, and if available, the source, author, and date of production.

Activity #2 Settling the Colonies - A Timeline of Events

Materials needed: For each student, 3 sheets of 5 ½" x 17" white construction paper; a copy of *Settling the Colonies – A Timeline of Events* (Handout #2.1, page 15); a ruler and pencil; and, masking tape.

Procedure:

Step 1: On each of the 3 sheets of construction paper, students use a ruler to draw a line horizontally across the long side of the paper about 1 inch down from the top. Divide the line into 6 equal segments, one for each decade. Begin the first decade on the left edge of the paper and the final decade on the right edge of the paper. Subdivide each decade into 10 segments, one for each year.

On the 1st page, label the decades beginning with 1600 and ending with 1650.
On the 2nd page, label the decades beginning with 1650 and ending with 1700.
On the 3rd page, label the decades beginning with 1700 and ending with 1750.

When completed, tape the timeline segments together on the back side of the paper. When not in use, the timeline can be folded at the taped creases.

Step 2: The abbreviations on the right column of Handout #2.1 are NE for the New England Colonies, MC for the Middle Colonies, and SC for the Southern Colonies.

Using the dates and events for the New England Colonies (abbreviated NE), record each date on the timeline along the short description of the event. If there is more than one event per date, add additional events below the first date.   (DOK 1)

Note: During subsequent lessons, the additional dates and events will be added to the timeline. During Lesson 5, each student will select 5 events to illustrate and add to their timeline. Using colored pencils, students will then decorate the rest of the timeline.

Activity # 3 Retrieval Chart – *Settling the New England Colonies*

Materials needed: For each student, a copy of *Settling the _____ Colonies* (Handout # 2.2, page 16). Write New England in the blank. A grade level specific social studies textbook and two or more informational texts and/or digital sources about the New England colonies.

Step 1: What was the reason for founding the New England Colonies and who were the key people involved?

Preview the Text: Students preview the section on the New England colonies in their social studies textbook, reviewing the text features (illustrations, maps), section headings, and domain-specific vocabulary (RI 5.4).

Scan and Write a Fact: (The teacher should model for students how to complete this activity.) Students scan the textbook lesson to find the names of the New England Colonies, the dates they were settled, the names of important people, and write their answers on the copy of their retrieval chart, *Settling the New England Colonies* (Handout #2.2). (DOK 1)

Determine an abbreviation for the name of the textbook and note the abbreviation in parenthesis following the answers written on the retrieval chart (Handout #2.2)

Step 2: Read and Summarize
Read with the students the lesson on the New England Colonies in the textbook to look for information related to the topics listed. Model for students how to summarize the information (RI 5.2) on their retrieval chart and quote accurately from the text (RI 5.1). As students study each section of the text, help them to search for information related to the following text dependent questions and record the information on their copy of the retrieval chart. (DOK 1)
- What were the reasons for settlement of the colonies?
- What was the influence of the geography (location and physical setting) on the founding of the colonies?
- What were the major occupation (jobs) and what goods were produced?
- What was daily life like for those that settled in the colonies?
- What evidence was there of self-government or democratic ideals and practices?
- What religious practices and allegiances developed and how did this lead to the growth of religious toleration and the free exercise of religion?

Step 3: Compare and Contrast – What is Your Evidence?
Using multiple print and/or digital sources, model for students how to draw additional information and note it on their retrieval chart, demonstrating the ability to locate an answer quickly (RI 5.7) and being sure to note the source of their information.

Help students compare and contrast the overall structure of information in the different informational texts and/or digital sources (RI 5.5) and analyze multiple accounts of the same topics, noting similarities and differences in the point of view they represent (RI 5.6). Describe the connection between a series of historical events in a text (RI 5.3). (DOK 2)

Step 4: How did the new colonies impact American Indian groups?

Materials needed: Construct a large poster with two columns. Label the first column, COOPERATION and the second column CONFLICT.

Procedure: Review the study of the New England Colonies to identify the **cooperation** and **conflict** that existed among the American Indians and between the Indian nations and the new settlers (Standard 5.3). Record the information on the "Cooperation and Conflict" chart. As each item is recorded, ask students to state their evidence and the specific source of their information. Keep the chart and add to it in subsequent lessons. (DOK 2)

Activity # 4 Let's Write about It

Materials needed: For each student, a copy of *Let's Write About It* (Handout #2.3, page 17); their Retrieval Chart – *Settling the New England Colonies*; multiple print and digital sources.

Writing Activity: Select one of the following topics:
    Why was New England settled as a religious refuge?
    Why did the Puritans banish Hutchinson and Williams?

Procedure: Distribute to each student a copy of *Let's Write About It,* Handout #2.3. Review the writing activity for Lesson 1 and carefully review each part of the prompt.   (DOK 3)

Prompt for Students: On a new page in your interactive notebook, use the information you have recorded on your retrieval chart to write an informative/ explanatory paragraph about one of the writing topics. Properly document the sources you have used. (Reminder: Add this text to the Table of Contents in your interactive notebook.)

- Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (W 5.8).

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly (RI 5.7).

- Integrate information from several texts in order to write about the subject knowledgeably (RI 5.9).

- Write informative/explanatory text to examine a topic and convey ideas and information clearly (W 5.2).

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RI 5.1).

- Analyze multiple accounts of the same topic, noting important similarities and difference in the point of view they represent (RI 5.6).

Teacher: In this lesson, model for students how to use relevant information from their retrieval chart and other written or digital sources to write an informative/ explanatory text that examines the topic selected. Demonstrate how to summarize or paraphrase information from the students' notes into sentences that convey ideas coherently and clearly.

Write the sentences together with the students. (Note: Later in the unit, students will write more independently; but, at this time, it is strongly advised that you and the students write the sentences together.)

Settling the Colonies – A Timeline

Date	Event	Colony
1619	First African slaves arrive in Virginia.	SC
1630	English Puritans sail to Massachusetts.	NE
1630	The Massachusetts Colony is founded.	NE
1632	Lord Baltimore founds the Maryland Colony.	SC
1635	Roger Williams is expelled from Massachusetts.	NE
1636	Roger Williams founds Providence.	NE
1636	Harvard College is founded.	NE
1647	Massachusetts passes the first public school law.	NE
1647	Peter Stuyvesant arrives in New Netherland.	MC
1664	England takes over New Netherland and renames it New York.	MC
1664	The New York Colony is established.	MC
1664	The New Jersey Colony is established.	MC
1675	King Philip's War begins.	NE
1681	The Pennsylvania Colony is founded by William Penn.	MC
1682	William Penn arrives in Philadelphia.	MC
1700s	Triangle trade routes are established.	NE
1712	The North Carolina and South Carolina Colonies are formed.	SC
1729	Baltimore, Maryland is founded.	SC
1730s	The Great Awakening spreads through the colonies.	MC
1733	James Oglethorpe founds the Georgia Colony.	SC
1740s	Charles Town exports 30 million pounds of rice per year.	SC
1750	Boston's population reaches more than 15,000.	NE
1750	New York becomes the second-busiest port in the Middle Colonies.	MC
1750	About 200,000 slaves live in the Southern colonies.	SC

Settling the _____*Colonies*

Names of the Colonies and Dates settled	
Important People Major individuals & groups responsible for founding	
Reasons for Settlement Religious? Economic? Other?	
Geography Influence of the location and physical setting on the founding of the colonies	
Economics Occupations/jobs; products produced; the creation of a free- market economic system	
Daily Life	
Political Development of self-government or democratic ideals and practices	
Other Religious practices & growth of religious tolerance; the Great Awakening; Struggles over slavery	

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Let's Write About It

Prompt for Students: On a new page in your interactive notebook, use the information you have recorded on your retrieval chart to write an informative/ explanatory paragraph about one of the writing topics listed below. Properly document the sources you use. (DOK 3) (Reminder: Add this text to the Table of Contents for your interactive notebook.)

- Gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (W 5.8).
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly (RI 5.7).
- Integrate information from several texts in order to write about the subject knowledgeably (RI 5.9).
- Write informative/explanatory text to examine a topic and convey ideas and information clearly (W 5.2).
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RI 5.1).
- Analyze multiple accounts of the same topic, noting important similarities and difference in the point of view they represent (RI 5.6).

Lesson 2 Writing Activity - Select one of the following topics:
- Why was New England settled as a religious refuge?
- Why did the Puritans banish Hutchinson and Williams?

Lesson 3 Writing Activity
- Why did seaport cities become more prominent in New England and the Middle Colonies, and what effect did this have on commerce in the region?

Lesson 4 Writing Activity - Select one of the following writing activities.
- Why did indentured servitude start and how did it transition to slavery?
- How did Virginia's status as a royal charter and government affect the political rights of the settlers? Who was allowed to vote? Who was excluded?
- Why was tobacco grown on large plantations? What type of work force was required? What was the social life of the plantation?

**Lesson 5 Writing Activity** - Select one of the following topics:
- What was daily life like for those who settled in the southern colonies as opposed to New England colonies?
- Why did plantations dominate in the South while family farms flourished in New England?
- How did the New England colonies compare to Virginia in terms of economy, political organization, and social groups?
- How did the religious ideas and practices in the Middle Colonies differ from New England and the southern colonies?
- How did people work in the New England colonies and in the Middle colonies? What were the major industries and what did they produce?

Lesson 3: The Middle Colonies

Activity # 1 Map of the Middle Colonies

Map of the Middle Colonies

Materials needed: Interactive notebook, a map of the Middle Colonies, pencil, colored pencils or pen.

Procedure: Students sketch a map of the Middle Colonies by following the steps outlined on page 11. Use linear perspective to depict geometric objects in space. (Connections and Applications 5.5.1.) (DOK 1)
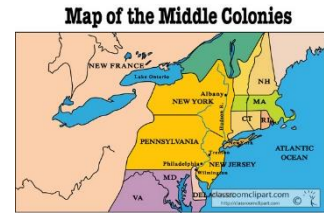
http://classroomclipart.com/clipartview/History/United_States/Colonial_America/map_of_the_middle_colonies_1217_jpg.htm

Activity #2 Settling the Colonies - A Timeline of Events

Materials needed: For each student, a copy of *Settling the Colonies – A Timeline of Events* (Handout #2.1, page 15) and the timeline begun in Lesson 2.

Procedure: Using the dates and events listed for the Middle Colonies on Handout #2.1 (abbreviated MC), record each date on the timeline along with a description of the event. If there is more than one event per date, add additional events below the first date. (DOK 1)

Note: During Lesson 5, each student will select 5 events to illustrate and add to their timeline. Using colored pencils, students will then decorate the rest of the timeline.

Activity # 3 Retrieval Chart – *Settling the Middle Colonies*

Materials needed: For each student, a copy of *Settling the _____ Colonies* (Handout # 2.2, page 16). Write Middle in the blank. A grade level specific social studies textbook and two or more informational texts and/or digital sources about the New England colonies.

William Penn

Step 1: What was the reason for founding the Middle Colonies and who were the key people involved?

Preview the Text: Students preview the section on the Middle Colonies in their social studies textbook, reviewing the text features (illustrations, maps), section headings, and domain-specific vocabulary (RI 5.4).

Scan and Write a Fact: Students scan the textbook lesson to find the names of the Middle Colonies, the dates they were settled, the names of important people, and write their answers on their copy of *Settling the Middle Colonies* (Handout #2.2). (DOK 1)

Step 2: Section, Summary, Share
Divide the class into groups, with one or two groups for each section of the textbook lesson. Have each group study their section to look for information related to the following text dependent questions and record the information on their copy of the retrieval chart. (DOK 1)
- What were the reasons for settlement of the colonies?
- What was the influence of the geography (location and physical setting) on the founding of the colonies?

- What were the major occupation (jobs) and what goods were produced?
- What was daily life like for those that settled in the colonies?
- What evidence was there of self-government or democratic ideals and practices?
- What religious practices and allegiances developed and how did this lead to the growth of religious toleration and the free exercise of religion?

Students summarize the information gathered from their section of the text on the retrieval chart *Settling the Middle Colonies* and note the source (RI 5.2). Each group shares a summary of what they learned while other students record notes on their copy of the chart.

Step 3: Compare and Contrast – What is Your Evidence?
Using multiple print and/or digital sources, each group draws additional information and notes it on their retrieval chart, demonstrating the ability to locate an answer quickly (RI 5.7) and being sure to note the source of their information.

As each group shares the information they retrieved, they compare and contrast the overall structure of information in the different informational texts and/or digital sources (RI 5.5) and analyze multiple accounts of the same topics, noting similarities and differences in the point of view they represent (RI 5.6). Describe the connection between a series of historical events in a text (RI 5.3). (DOK 2)

Step 4: How did the new colonies impact American Indian groups?

Materials needed: Large poster constructed during Lesson 2 (see page 13) with the first column labeled COOPERATION and the second column labeled CONFLICT.

Procedure: Review the study of the Middle Colonies to identify the **cooperation** and **conflict** that existed among the American Indians and between the Indian nations and the new settlers (Standard 5.3). Record the information on the "Cooperation and Conflict" chart begun in Lesson 2. As each item is recorded, ask students to state their evidence and the specific source of their information. Keep the chart and add to it in subsequent lessons. (DOK 2)

Activity # 4 Let's Write about It

Materials needed: For each student, a copy of *Let's Write About It* (Handout #2.3, page 17); their Retrieval Chart – *Settling the Middle Colonies*; multiple print and digital sources.

Procedure: Distribute to each student a copy of *Let's Write About It,* Handout #2.3. Review the writing activity for Lesson 3 and carefully review each part of the prompt. (DOK 3)

Writing Topic: Why did seaport cities become more prominent in New England and the Middle Colonies, and what effect did this have on commerce in the region?

Teacher: Assist students in how to use relevant information from their retrieval chart and other written or digital sources to write an informative/ explanatory text that examines the topic. As needed, demonstrate how to summarize or paraphrase information from the students' notes into sentences that convey ideas coherently and clearly.

If needed, write the sentences together with the students. (Note: In the next lesson, students will write more independently, but at this time, they may still need your guidance.)

Lesson 4: The Southern Colonies

Activity # 1 Map of the Southern Colonies

Materials needed: Interactive notebook, a map of the Southern Colonies, pencil, colored pencils or pen.

Procedure: Students sketch a map of the Southern Colonies by following the steps outlined on page 11. Use linear perspective to depict geometric objects in space. (Connections and Applications 5.5.1.) (DOK 1)

Activity #2 Settling the Colonies - A Timeline of Events

Materials needed: For each student, a copy of *Settling the Colonies – A Timeline of Events* (Handout #2.1) and the timeline begun in Lesson 2.

http://classroomclipart.com/clipart-view/History/United_States/ Colonial_America/ map_of_the_southern_colonies _1217_jpg.htm

Procedure: Using the dates and events listed for the Southern Colonies on Handout #2.1 (abbreviated SC), record each date on the timeline along with a description of the event. If there is more than one event per date, add additional events below the first date. (DOK 1)

Note: During Lesson 5, each student will select 5 events to illustrate and add to their timeline. Using colored pencils, students will decorate the rest of the timeline.

Activity # 3 Retrieval Chart – *Settling the Southern Colonies*

Materials needed: For each student, a copy of *Settling the _____ Colonies* (Handout # 2.2, page 16). Write Southern in the blank. A grade level specific social studies textbook and two or more informational texts and/or digital sources about the New England colonies.

Step 1: What was the reason for founding the Southern Colonies and who were the key people involved?

Preview the Text: Students preview the section on the Southern colonies in their social studies textbook, reviewing the text features (illustrations, maps), section headings, and domain-specific vocabulary (RI 5.4).

Scan and Write a Fact: Students scan the textbook lesson to find the names of the Southern Colonies, the dates they were settled, the names of important people, and write their answers on their copy of *Settling the Southern Colonies* (Handout #2.2). (DOK 1)

Step 2: Section, Summary, Share
Divide the class into groups with one or two groups for each section of the textbook lesson. As each group of students studies their section of the text, they should search for information related to the following text dependent questions and record the information on their copy of the retrieval chart. (DOK 1)
- What were the reasons for settlement of the colonies?
- What was the influence of the geography (location and physical setting) on the founding of the colonies?

- What were the major occupation (jobs) and what goods were produced?
- What was daily life like for those that settled in the colonies?
- What evidence was there of self-government or democratic ideals and practices?
- What religious practices and allegiances developed and how did this lead to the growth of religious toleration and the free exercise of religion?

Students summarize the information gathered from their section of the text on the retrieval chart *Settling the Southern Colonies* and note the source (RI 5.2). Each group shares a summary of what they learned while other students record notes on their copy of the chart.

Step 3: Compare and Contrast – What is Your Evidence?
Using multiple print and/or digital sources, each group draws additional information and notes it on their retrieval chart, demonstrating the ability to locate an answer quickly (RI 5.7) and being sure to note the source of their information.

As each group shares the information they retrieved, they compare and contrast the overall structure of information in the different informational texts and/or websites (RI 5.5) and analyze multiple accounts of the same topics, noting similarities and differences in the point of view they represent (RI 5.6). Describe the connection between a series of historical events in a text (RI 5.3). (DOK 2)

Step 4: How did the new colonies impact American Indian groups?

Materials needed: Large poster constructed during Lesson 2 (page 13) with the first column labeled COOPERATION and the second column labeled CONFLICT.

Procedure: Review the study of the Southern Colonies to identify the **cooperation** and **conflict** that existed among the American Indians and between the Indian nations and the new settlers (Standard 5.3). Record the information on the "Cooperation and Conflict" chart begun in Lesson 2. As each item is recorded, ask students to state their evidence and the specific source of their information. (DOK 2)

Activity # 4 Let's Write About It

Materials needed: For each student, a copy of *Let's Write About It* (Handout #2.3, page 17); their Retrieval Chart – *Settling the Southern Colonies*; multiple print and digital sources.

Procedure: Distribute to each student a copy of *Let's Write About It,* Handout #2.3. Review the writing activities for Lesson 4 and carefully review each part of the prompt. (DOK 3)

Teacher: Monitor students to see how they use relevant information from their retrieval chart and other written or digital sources to write an informative/ explanatory text that examines the topic they selected. As needed, assist selected students as they summarize or paraphrase information from their notes into sentences that convey ideas coherently and clearly.

Students should be encouraged to write their text independently; although, you may work with selected students and write the sentences together with them.

Lesson 5: The Thirteen Colonies

Activity #1 Settling the Colonies - A Timeline of Events

Using colored pencils and their copy of the timeline completed during Lessons 2-4, have each student select 5 events to illustrate. Identify works of art from the regions to use as a model (VAPA Historical and Cultural Context 5.3.3). Students should use perspective in their original work of art to create real scenes (VAPA Creative Expression 5.2.6). Add the illustrations to their copy of *Settling the Colonies Timeline* and decorate the rest of the timeline to give it an artistic flair! (DOK 2)

Activity #2 A Colonial Job Fair

Step 1: Distribute to each student a copy of *A Colonial Job Fair* (Handout #5.1 on page 24), *Colonial Jobs* (Handout #5.2 on page 25), and *Eighteenth Century Names* (Handout #5.3 on page 26).

Discuss the requirements listed on Handout #5.1, including the due dates for each section.

Determine the procedure you will use for each student to select their colonial job and their last and first name. For example, cut apart Handout #5.2 keeping the wife and apprentice titles attached with the job title. Place the job title slips into a container and have each student draw a colonial

| Apothecary |
| Wife |
| Apprentice |

job. Generally, boys become the job holder or an apprentice, whereas girls take on the role of the wife and describe the work her husband performs.

Cut apart Handout #5.3 keeping the last name, and two columns of first names together.

Last Name	Male First Name	Female First Name
Anderson	Aaron	Alice

Place the name slips in a container and have each student draw a name. Boys use the last name and the first name in the 2nd column. Girls use the last name and the first name in the 3rd column.

Step 2: Prior to the event, have students create posters to advertise the *Colonial Job Fair* to other classes, and write invitations to encourage parents and VIPs to attend. Determine the location for the *Colonial Job Fair*; for example, a Multipurpose Room or outdoors on the playground or a blacktop area. Post signs to direct your guests to the *Colonial Job Fair*. Assign each student a location for his/her presentation.

Step 3: Hold the *Colonial Job Fair*. If desired, invite visitors to complete an evaluation form indicating the most effective presentations. (DOK 4)

Activity #3 Product Map

Materials needed*:* For each group of 3, a large sheet of poster paper; colored pencils; access to a computer and digital sources; and, if desired, assorted products such as corn, rice, etc.

Step 1: Explain to students that most of the colonies were formed to benefit England and the proprietors. Their purpose was to send back to England farm products and raw materials. Ships sailed from colonial harbors loaded with exports.

Have students refer to their retrieval charts and discuss the products that were produced in the different colonies.

Step 2: Divide students into groups of 3. Using their social studies textbook, retrieval charts, and digital sources, students create a list of the major products produced by each colony.

Step 3: Students identify and design icons…and other graphic devices as symbols to provide a product legend for the different colonies (Visual Literacy 5.5.2). As they create their designs, students should engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly (SL 5.1) until they reach consensus on a product legend.

Step 4: Using a large sheet of poster board, each group of students works collaboratively to draw a map of the 13 colonies, using linear perspective to depict the colonies (Visual Arts: Connections and Applications 5.5.1). Leave space for a Product Legend and title of the map. (DOK 3)

Activity #4 Let's Write about It

Materials needed: For each student, a copy of *Let's Write About It* (Handout #2.3, page 17); their completed Retrieval Charts for Lessons 2-4; and, multiple print and digital sources.

Procedure: Distribute to each student a copy of *Let's Write About It,* Handout #2.3. Review the writing activities for Lesson 4 and carefully review each part of the prompt. (DOK 3)

Teacher: There is a wide selection of writing topics for this final lesson. You may give students the choice of a topic or select one topic for all students to address.

You may wish to expand the expectations by having students produce a multiple paragraph text, in which the development and organization are appropriate to task (W 5.4).

If time allows, it is recommended that with guidance and support from peers and adults, students follow the stages of the writing process to develop and strengthen their writing as needed by planning, revising, editing, and rewriting (W 5.5).

With some guidance and support from adults, you may wish to have students use technology, including the internet, to produce and publish their writing as well as to interact and collaborate with others (W 5.6).

It is also a potential time for students to demonstrate a sufficient command of their keyboarding skills by typing a minimum of two pages in a single setting (W 5.6).

A Colonial Job Fair

<u>Prompt</u>: Select and research one typical job of an early American colonist (Handout #5.2).
Then, complete the following steps.

- Identify yourself and describe in writing your age, the year, where you live, and who your
  family members are. Refer to Handout #5.3.   Due Date:_____
- Describe in detail the type of work you do, the goods you produce, and at least 3 steps
  required to complete your job.   Due Date:_____
- Make a list of all the necessary tools or supplies you use in your job and a list of the skills
  required to complete your work.   Due Date:_____
- Come to school prepared to demonstrate how to do your job. Wear a simple costume that
  represents what the historic person may have worn in his or her work. Date:_____
- For extra credit, provide or construct props that can be used in your demonstration.

Step 1: Research your topic

- Conduct a short research project to build knowledge through investigation of the topics
  listed in the prompt (W 5.7).
- Integrate information from several texts on the topics listed in the prompt in order to write
  and speak about your job knowledgeably (RI 5.9).
- Determine the meaning of general academic and domain-specific words or phrases needed
  to describe your job (RI 5.4).
- Summarize the information presented in the written text and in diverse media and digital
  formats (SL 5.2).

Step 2: Write your information

- Using the first person, write an informative/explanatory oral speech to examine the topics
  listed in the prompt and to convey the ideas and information clearly (W 5.2).

Step 3: Present your information

- Report on your job at the Colonial Job Fair, including the topics listed in the prompt,
  sequencing your ideas logically and using appropriate facts and relevant descriptive details
  to support your main ideas (SL 5.4).
- Speak clearly and loudly enough at an understandable pace (SL 5.4).
- Adapt your speech to the task, using formal English when appropriate to the task and the
  situation (SL 5.6).
- When appropriate, include a multimedia component (e.g., graphics, sound) and/or a visual
  display in your presentation to enhance the development of the main ideas (SL 5.5).
- Practice your presentation out loud and if possible, in front of someone else.
- Keep your listeners interested in your report by using facial expressions and hand
  movements.
- Do not put your hands in your pockets while speaking.
- Look at your audience while you speak, even if you are holding a prop.

Colonial Jobs*

Apothecary
  Wife
  Apprentice

Baker/Cook
  Wife
  Apprentice

Barber/Wigmaker
  Wife
  Apprentice

Blacksmith
  Wife
  Apprentice

Bookbinder
  Wife
  Apprentice

Brickmaker/Stonemason
  Wife
  Apprentice

Cabinetmaker
  Wife
  Apprentice

Carpenter
  Wife
  Apprentice

Carriagemaker
  Wife
  Apprentice

Cobbler/Shoemaker
  Wife

Cooper
  Wife
  Apprentice

Farmer
  Wife
  Apprentice

Glassmaker/Glassblower
  Wife
  Apprentice

Harnessmaker/Saddler
  Wife
  Apprentice

Leatherworker/Tanner
  Wife
  Apprentice

Miller
  Wife
  Apprentice

Milliner
  Apprentice

Merchant/Storekeeper
  Wife
  Apprentice

Papermaker
  Wife
  Apprentice

Potter
  Wife

Apprentice

Printer
  Wife
  Apprentice

Sailmaker
  Wife
  Apprentice

Shipwright
  Wife
  Apprentice

Silversmith
  Wife
  Apprentice

Tavern/Innkeeper
  Wife
  Apprentice
  Serving Girl

Tutor/Teacher
  Wife
  Apprentice

Weaver
  Apprentice

Wheelwright
  Wife
  Apprentice

*Based on the work of
Diane Claypool

Eighteenth Century Names*

Anderson	Aaron	Alice
Ayscough	Adam	Amy
Blair	Amos	Anne
Boone	Andrew	Ariana
Botetourt	Anthony	Betsey
Bowry	Benjamin	Betty
Braxton	Caesar	Charity
Bryan	Charles	Christina
Burwell	Christopher	Clementina
Byrd	Daniel	Constant
Campbell	David	Deborah
Cole	Edmond	Dorothy
Cripps	Edward	Elizabeth
Deane	Francis	Emily
Dickinson	Frederick	Esther
Dunmore	George	Frances
Everland	Gilbert	Grace
Farquier	Giles	Hannah
Ford	Henry	Isabel
Franklin	Jacob	Jane
Frayser	James	Jean
Greenhow	Jeremiah	Jenny
Grissell	John	Judith
Henderson	Jonathan	Katherine
Jefferson	Joseph	Kitty
Ludwig	Joshua	Lucy
Miller	Luke	Lydia
Nicholson	Matthew	Marcy
Pearson	Michael	Margaret
Prentis	Nathaniel	Martha
Randolph	Orlando	Mary
Reynolds	Paul	Molly
Rind	Payton	Nancy
Satterwhite	Phillip	Patience
Shields	Pompey	Rachel
Tucker	Samuel	Rebecca
Waller	Stephen	Ruth
Woodsen	Thomas	Sally

*Based on the research of Diane Claypool

Extended Activities

Identify and compare works of art from various regions (New England Colonies, Middle Colonies, and Southern Colonies) of the United States (Visual Arts Content Standards Historical and Cultural Context. 5.3.3).

Use perspective in an original work of art to create a real scene that depicts daily life in a New England, Middle, or Southern Colony (Visual Arts Content Standards Creative Expression 5.2.6).

Slavery – Study maps, ship's logs, and other primary sources to clarify the eighteenth-century trans-Atlantic slave trade that linked Africa, the West Indies, the British colonies, and Europe.

Slavery – Read excerpts from slave narratives like Olaudah Equiano's, historical newspaper ads, handbills, and southern laws concerning the treatment of slaves.

Resources for *Settling the Colonies*

Bordessa, Kris. *Great Colonial America Projects: You Can Build Yourself*. Nomad Press (2006)

Carbone, Elisa. *Blood On The River: James Town, 1607.* Puffin Books, (2007).

Carlson, Laurie. *Colonial Kids: An Activity Guide to Life in the New World.* Chicago Review Press, (1997)

Govern, Ann. *If You Lived in Colonial Times.*

Isaacs, Sally Senzell. *Life in a Colonial Town*. Heinemann (2001)

Isaacs, Sally Senzell. *Life on a Southern Plantation.* Heinemann, (2001)

Kalman, Bobby. *A Colonial Town: Williamsburg.* Crabtree Publishing Company, (1991).

King, David C. *Colonial Days: Discover the Past with Fun Projects, Games, Activities, and Recipes.* Jossey-Bass, (1997).

Knight, James E. *The Farm: Life in Colonial Pennsylvania (Adventures In Colonial America).* Troll Communications, (1982).

Maestro, Betsy and Guilio. *The New Americans: Colonial Times: 1620-1689*. HarperCollins, (2004).

Samuel, Charlie. *Home Life in Colonial America*. PowerKids Press, (2002).

Silver, Donald M. Wynne, Patricia. *Easy Make & Learn Projects: Colonial America: 18 Fun-to-Create Reproducible Models that Bring the Colonial Period to Life*. Teaching Resources (2002).

Waters, Kate. *Mary Geddy's Day*. Photographs by Russ Kendall. Scholastic Press, (1999).