

## Fifth Grade Social Studies: Integrated Early American History

### Unit 3: Colonization and Settlement

#### Big Picture Graphic

Overarching Question:

**Why did different colonial regions develop in North America?**

Previous Unit:

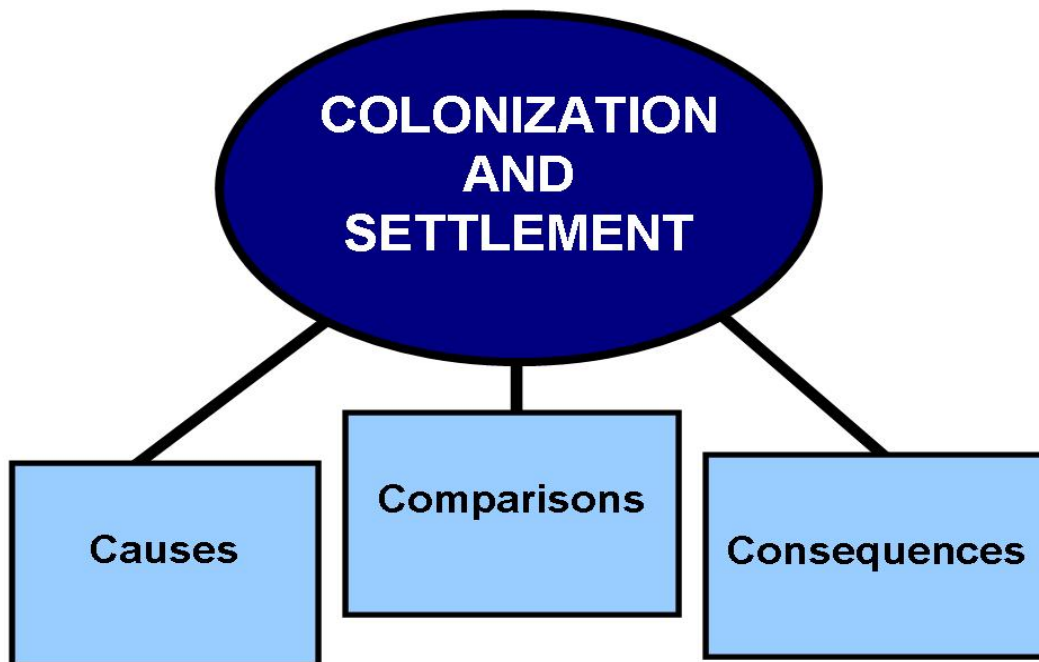
Three Worlds Meet

This Unit:

**Colonization and Settlement**

Next Unit:

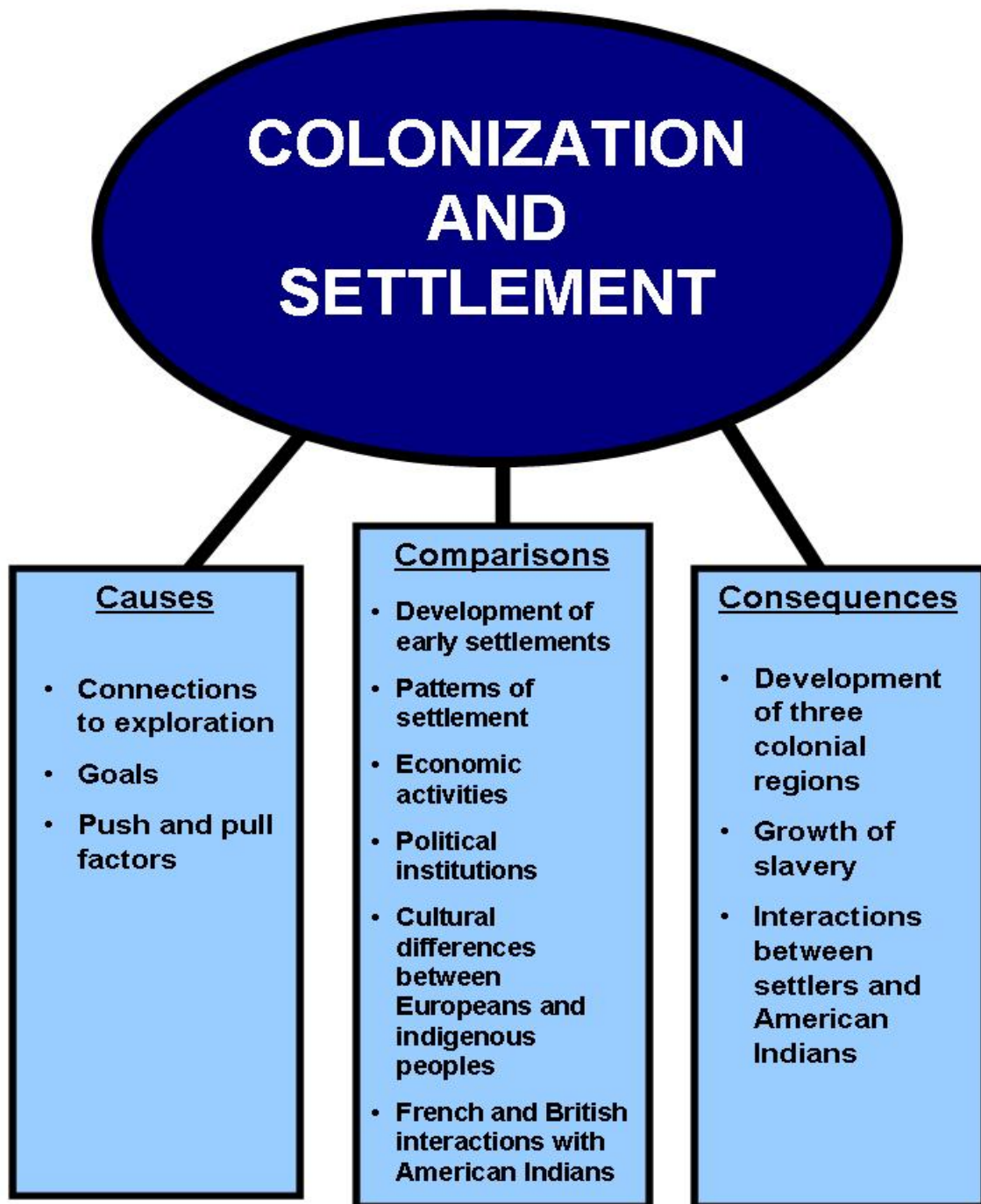
Life in Colonial America



Questions To Focus Assessment and Instruction:

1. How did push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect the settlement patterns and the economic development of each colonial region?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?

Graphic Organizer



### **Middle School Foundations** (see Grade 8, F1.1)

#### **Describe the ideas, experiences, and interactions that influenced the colonists' decision to declare independence by analyzing**

- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
- experiences with self-government (e.g., House of Burgesses and town meetings).

### **Historical Overview**

Migration studies are best understood through the lens of push and pull factors, and the European peopling of North America is no different. Several principal groups - the English, French, Spanish, and Dutch - were driven to North America by myriad factors, including but not limited to enclosure<sup>1</sup>, mercantilism<sup>2</sup>, colonial competition, and religious aspiration. Their arrival to North America was met by a varied indigenous response that contributed to the milieu that was the early New World. Along with the forced arrival of enslaved Africans in 1619, this incredible situation eventually developed into three distinct colonial societies: the New England Colonies, the Middle Colonies, and the Southern Colonies.

Tragedy and failure are words that come to mind when thinking of early English attempts to settle the Chesapeake region of what would become the Southern Colonies. From the disaster at Roanoke to the starving time of the Jamestown colony, the English commercial experiment in Virginia was saved by one contentious development: the cultivation and emergence of a thriving tobacco economy. Faced with growing demand for the intoxicating crop from the Old World, New World farmers expanded in terms of space and labor force to meet market pressures. Driven by the allure of greater profits, plantation farmers pushed increasingly for the expansion of forced or unfree labor, which contributed significantly to the eventual development of slavery throughout the South. Unlike the commercial motive driving the initial English colonies in the South, Puritan discontent fueled English settlement of the New England colonies. In September 1620, a group of Separatists (the Pilgrims) aboard the Mayflower sailed from Plymouth, England for the New World to create a new godly community. After originally aiming for Virginia, the Pilgrims eventually ended up on Cape Cod, stepping ashore at Plymouth Rock on December 21, 1620. The New England colonies developed along a different path from their southern cousins. In general, instead of being characterized by a growing population of forced labor and large plantations, the New England colonies saw the rise of the small independent town as the centerpiece of life; along with varied economic activities, including agriculture, iron working, ship building, and small-scale manufacturing. Finally, the relatively diverse

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<sup>1</sup> Enclosure is the process which ends traditional rights such as mowing meadows for hay, or grazing livestock on common land. Once enclosed, these uses of the land become restricted to the owner, and it ceases to be common land. In England and Wales the term is also used for the process that ended the ancient system of arable farming in open fields. Under enclosure, such land is fenced (enclosed) and deeded or entitled to one or more owners.

<sup>2</sup> Mercantilism was an economic system that sought to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire national economy. The regulatory policies were designed to secure an accumulation of bullion (mostly gold), export more than import (a favorable balance of trade), and establish foreign trading monopolies.

and generally more tolerant Middle Colonies were a kind of middle ground, especially in terms of diverse immigration patterns and varied interactions between indigenous and European groups. Unlike either the small town Puritan life of New England or the increasingly agricultural and unfree life in the Southern Colonies, the Middle Colonies developed along much more varied lines.

In addition to the general patterns of colonial societies outlined above, there also existed different general modes of settlement/native interaction for the three largest European groups to conquer North America: the English, the French, and the Spanish. Of particular interest to the Atlantic seaboard colonies are the differences between the English and French styles. Influenced by their experiences with the Irish, early English leaders desired a “plantation model” of settlement in which they would literally attempt to transplant their entire English society to the New World, from everyday patterns of life to vegetation, all the while keeping indigenous Americans separate and apart from their communities. The French, who were active settlers of what is now Canada, the Great Lakes, and the Ohio River Valley, practiced a much different form of settlement. Influenced by a large fur trapping and Jesuit presence, the French did not push indigenous Americans back, but rather created societies with them, relying on them for their survival and continued growth in the New World. This different approach not only established different demographic patterns among the French and English in the New World, but also laid the foundations for the epic eighteenth century clash for control of North America: The French and Indian War (the Seven Years War).

### **Challenges for Students:**

Combining temporal and spatial scales will likely present problems for students. Previously in the MC3 grades K-4, students explored the physical geography of places such as their neighborhood, local community, and the state of Michigan. They explored how these physical features or characteristics influenced the development of human characteristics. For example, towns built near rivers have bridges to cross them. In exploring natural characteristics of the United States, students examined the Grand Canyon and how humans modified the surrounding environment by creating hotels, stores, parking lots, etc. In this unit, we ask students to delve into a place they will have heard about (eastern seaboard of the United States); yet consider what it was like 300-400 years ago. While the physical geography has not changed much, the tools and technology humans have available to modify or adapt to their environment has changed significantly. Be mindful of students’ tendency of presentism – introducing present-day perspectives into interpretations of the past. Some modern historians seek to avoid presentism in their work because they believe it creates a distorted understanding of their subject matter.

The importance of distinguishing the past from the present may be best illuminated through the concept of colonial regions. Students have studied regions in earlier grades, but their learning experiences have been tied to the contemporary world. However, the concept of “colonial regions” not only speaks about a place, but suggests place at a particular time in the past. It is advised to take time to introduce this with students. Since students were introduced to the geography of the United States, it is worthwhile to build up their prior knowledge, yet distinguish new content. For instance, they may know about Massachusetts or Virginia, but Massachusetts Bay colony should be distinguished from the present day state. Similarly, the Virginia Colony was much more expansive than the present day state of Virginia. The entire states of West Virginia, Kentucky, Indiana and

Illinois, and portions of Ohio were all later created from the territory encompassed earlier by the Colony of Virginia.

### **Unit Abstract:**

In this unit students examine the causes and consequences of European settlement in North America during the seventeenth and early eighteenth centuries. Throughout the unit, students use primary and secondary sources to examine how Europeans adapted to life in North America. Students begin the unit by exploring the reasons for European colonization and identifying push and pull factors that caused people to migrate to the New World. Students next examine a variety of early settlements such as Roanoke, New Amsterdam, Jamestown, and Plymouth. In doing so, students explore how the reasons for migration and the physical geography of the New World influenced patterns of early colonial settlements and their development. Students explore the three distinct colonial regions: New England, Middle, and Southern colonies. They investigate significant developments in each colonial region, focusing on political institutions and economic activities. For example, in studying the growth political institutions, students explore the Mayflower Compact, colonial representative assemblies, the establishment of town meetings, and growth of royal government. Emphasis is also placed on the economic development of each region, including the establishment of staple-crop agricultural economies in the south and the growth of manufacturing and small farms in New England. Students also consider how regional economic differences influenced the use of slave labor in different colonial regions. In exploring the relationships between the European settlers and American Indians, students compare how the British and French differed in their interactions with indigenous peoples. In considering the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and the subsequent English takeover of the Middle colonies, students analyze immigration patterns that led to ethnic diversity. Students also assess the role of religion when exploring each colonial region. Throughout the unit, students gather and evaluate evidence to answer the question: Why did different colonial regions develop in North America?

### **Focus Questions**

1. How did push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect settlement patterns and the economic development of each colonial region?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?

### **Content Expectations**

- 4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
- 5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

- 5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.
- 5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).
- 5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - establishment of Jamestown
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)<sup>3</sup>
  - relationships with American Indians (e.g., Powhatan)
  - development of colonial representative assemblies (House of Burgesses) and royal government
  - development of slavery.
- 5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - relations with American Indians (e.g., Pequot/King Phillip's War)
  - growth of agricultural (small farms) and non-agricultural (shipping, fishing, manufacturing) economies
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government<sup>4</sup>
  - religious tensions in Massachusetts that led to the establishment of other colonies in New England.
- 5 – U2.1.3: Describe significant developments in the Middle colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - the growth of Middle colonies economies (e.g., breadbasket)
  - the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
  - immigration patterns leading to ethnic diversity in the Middle colonies.
- 5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

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<sup>3</sup> Note that the term "one-crop economies" as used in this expectation is not the proper historical term. Rather, the proper reference should be to "staple-crops." For instance, South Carolina planters grew rice, cotton, and indigo. While the South Carolina economy grew more than one type of crop, it relied heavily on plantation-grown staple crops, which increased reliance of slave labor. Accordingly, both "one-crop economies" and "staple-crops" will be referenced in the key concepts.

<sup>4</sup> The development and growth of royal government is referenced in the expectations relating to both the Southern and New England colonial regions. This relates to the re-establishment of more British control over her colonies. It is significant to note that royal government was established much sooner in Virginia than in Massachusetts – by more than a half of a century.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

**Common Core State Standards:**

- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**Key Concepts**

cause and effect  
colonial regions  
colonization  
conflict and cooperation  
cultural differences  
economic development  
ethnic diversity  
migration  
push and pull factors  
role of religion  
representative government  
settlement  
settlement patterns

**Duration**

6 weeks

## Lesson Sequence

- Lesson 1: From Exploration to Colonization
- Lesson 2: English Settlement
- Lesson 3: The Development of the Southern Colonies
- Lesson 4: Religious Freedom and Early New England Settlements
- Lesson 5: The Development of the New England Colonies
- Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements
- Lesson 7: The Development of the Middle Colonies
- Lesson 8: Comparing Regional Settlement Patterns
- Lesson 9: European Settlement and Native Americans

## Assessment

### Selected Response Items

### Constructed Response Items

### Extended Response Items

### Performance Assessments

5 – U2.1.1 5 – U2.1.2 5 – U2.1.3	Create a map depicting the natural features of the three colonial regions and explain in writing how those features shaped the economy and culture of each region.
5 – U2.1.1 5 – U2.1.2 5 – U2.1.3 5 – U1.4.2	Write an evidentiary-based argument that answers the question: “Why did different colonial regions develop in North America?”

## Resources

### Equipment/Manipulative

- 12 X18 drawing paper for constructing the graphic organizer used for assessment
- Chart paper
- Color Markers for highlighting – two different colors for each student
- Glue or glue sticks
- Map of the Western Hemisphere
- Overhead Projector or Document Camera and Projector
- Scissors
- White construction paper
- World Map



### Student Resource

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Bulla, Clyde Robert. *A Lion to Guard Us*. NY: Harper Trophy, 1989. (optional)

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\*The Way People Live Series. San Diego, DA: Lucent Books, 1999.

Yero, Judith Lloyd. *The Mayflower Compact*. Documents of Freedom series. Washington, D.C: National Geographic, 2004. (optinal)

Yolen, Jane and Heidi Elizabeth Yolen-Stemple. Roanoke Colony: An Unsolved Mystery from History. New York: Simon & Schuster Children's Books, 2002. (optional)

\**You are the Archaeologist*. Historic Jamestowne. 5 Oct. 2011  
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*You are the Historian: Investigating the First Thanksgiving*. 5 Oct. 2011<[http://www.plimoth.org/education/olc/index\\_js2.html](http://www.plimoth.org/education/olc/index_js2.html)>.

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*1657 Comberford Map*. University of North Carolina at Chapel Hill. 5 Oct. 2011  
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*John Smith's 1614 Map of New England*. The Pilgrims & Plymouth Colony, 1620. 5 Oct. 2011 <<http://www.rootsweb.com/~mosmd/nemap.htm>>.

*Manhattan Aerial View*. New York School of Medicine. 5 Oct. 2011 <<http://mdphd.med.nyu.edu/visit/maps-directions/manhattan-aerial-view>>.

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## Lesson 1: From Exploration to Colonization

### Big Ideas of the Lesson

- During the Age of Exploration, European countries began to claim land in the Americas and form colonies.
- Both push and pull factors caused people to move from Europe to settle in these new colonies.
- The Spanish began a colony in the Americas known as New Spain.
- Both Native Americans and Africans were enslaved by the Spanish to work in mines and on plantations in the colony.
- Not long after the founding of New Spain, other European countries began to compete for their own colonies in the Americas.

### Lesson Abstract:

In this lesson, students examine how European exploration of the Americas led to European settlement in the region. Students first explore how push and pull factors impact human migration and then examine these factors in relationship to Spain. By creating a sequence organizer they analyze the growth and development of New Spain and its impact on Native Americans and Africans. Finally, they briefly explore the development of New France and European competition over North America.

### Content Expectations

5 – *U1.2.2* Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

4 - *G4.0.1* Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

### Common Core State Standards:

*RI.5.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### Key Concepts

colonization  
migration  
push and pull factors  
settlement

### Instructional Resources

#### Equipment/Manipulative

Chart paper  
Glue or glue sticks  
Overhead projector or document camera/projector



## Scissors

White construction paper

World Map or map of the Western Hemisphere

## Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pages 61-71.

*Virtual Tours of St. Augustine: Castillo de San Marcos*. 5 Oct. 2011  
<<http://www.augustine.com/history/walkingtour.php?tour=5>>.

## Teacher Resource

*Castillo de San Marcos*. National Park Service Website. 5 Oct. 2011 <<http://www.nps.gov/casa/>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 1)*. Teacher-made material. Oakland Schools, 2012.

Fray Francisco Ximenez, *Historica de la Provincia de San Vicente de Chiapas y Guatemala de la Orden de Preciadores, Prologo del Lic. Antonio Illacorta*, 1929.

*St. Augustine History and Information*. Old City.com. 5 Oct. 2011 <<http://www.oldcity.com/history-information.cfm>>.

## **Lesson Sequence**

### **Teacher Notes:**

- Before you begin this Unit on Colonization and Settlement you may wish to assign students a biography project that students can be working on independently throughout this and the subsequent units of fifth grade. Please refer to the "Biography Cards" located in the *Supplemental Materials (Unit 3, Lesson 1)* for suggestions for important historical figures. These cards can be cut apart and assigned to students. A "Biography Report Assignment Sheet" has also been included in *Supplemental Materials (Unit 3, Lesson 1)* for you to give students. Students should be prepared to do their oral presentation on their assigned person during the appropriate unit and lesson.
  - This lesson should be supplemented with material from a fifth grade social studies textbook such as the one listed in the student resources (*America's Past*, Social Studies Alive Program). Use pages 61-71 in this book or a similar selection in another fifth grade book.
1. Using the large wall timeline you began in Unit 2, explain that Unit 3 will roughly cover the time period from 1500 to 1650. Note that a sample of the wall timeline has been included in the *Supplemental Materials (Unit 3, Lesson 1)*.
  2. Display "The Questions of History" located in the *Supplemental Materials, (Unit 3, Lesson 1)* and review these questions and how historians use historical evidence to answer them. Using Word Cards #1 and #2, review the terms "primary source" and "secondary source" with students by having them engage in a quick write. Using a scrap sheet of paper, have students write down what they know about primary and secondary sources. Discuss students' thoughts



with the class and remind students that it is important for historians to look at both kinds of sources.

3. Display the “Mystery Source” located in the *Supplemental Materials (Unit 3, Lesson 1)*. Read the passage out loud to the class and work as a group to interpret difficult terms. Ask students to identify whether the mystery source is a primary or secondary source. Discuss student responses and guide students to the idea that this is a person’s actual words about an event and therefore a primary source. Guide a discussion about the source using the following questions:
  - Who do you think wrote it?
  - When did the author write it?
  - What was the author describing?
4. Explain that this source was written by a priest named Father Tomas de la Torre in 1644. It describes his journey across the Atlantic when he came to live in what had become New Spain in North America. Review the source again and ask students to summarize what his journey was like. Explain that people who came to settle in the Americas usually experienced a similar journey. They were also headed to an area they knew little about. Ask students the following question: If the journey was so difficult and uncomfortable, why did people go? Discuss student responses and guide students to the idea that different factors pulled people to the Americas despite the difficult journey. Other factors worked to ‘push’ people away from Europe and toward the Americas.
5. Explain to students that there are many reasons why people move to new places. Some of these reasons have to do with problems they find in their current location. Using Word Card #3, explain that these are called “push factors.” Ask students to think of reasons or circumstances that might propel or push people out of that place. Some answers might include poverty, disease, war, or unemployment.
6. Explain to students that some reasons people leave their homeland to live in another place has to do with what that new location has to offer. Using Word Card #4, explain that these are called “pull factors” because they exert a positive attraction or pull people to a location. Ask students to think of some reasons that might draw others to move to a particular place. Answers might include a nicer place to live, job opportunities, family, or adventure.
7. Divide students into pairs and give each pair a set of the “Push or Pull?” cards, located in the *Supplemental Materials (Unit 3, Lesson 1)*. Explain that partners should work together to read the cards and divide them into two piles: one showing push factors and one showing pull factors.
8. Give students time to read and classify the cards. Choose one or two pairs to share how they classified the cards and see if other pairs agree. Note that the correct classification is as follows:
  - **Push Factors:** Cards 2,4,5,7
  - **Pull Factors:** Cards 1,3,6,8

9. Explain that the cards can be furthered classified into four large categories that are related to both push and pull factors. Ask students to read Cards 1 and 3 and to think of the concept that both deal with. Discuss student ideas and guide them to understanding that both of these cards deal with 'Population.' Have students reclassify the remaining cards into pairs and come up with a concept label for each pair. Give students time to work and then discuss how they classified and labeled the pairs. Note that correct answers are as follows:
- **Cards 2 and 6:** jobs or employment
  - **Cards 3 and 4:** freedom
  - **Cards 7 and 8:** land/natural resources
10. Have students create a T-chart in their social studies journal labeled 'push factors' on one side and 'pull factors' on the other. Have them add at least three things to each side of the chart. Note that possible answers include:
- **Push:** lack of jobs, no chance to own land, overpopulation, lack of freedom
  - **Pull:** land to own, small population, jobs, the hope of freedom
11. Review with students what they have learned about Christopher Columbus and Spanish exploration in the previous unit. Using Word Card #5, explain that the Spanish began to claim the land and create colonies where they had explored. Soon after, this was repeated by the French, English, and Dutch. Ask students the following question: What would Spain need to do in order to effectively claim land in the Americas? Discuss student responses and guide students to the following ideas:
- Spain needed to take the land away from Native Americans who lived there.
  - Spain needed to get settlers to move from Spain to its new lands in the Americas.
  - Spain needed to build settlements and forts to protect its newly claimed land.
12. Using Word Card #6, explain that the Spanish colonies in the New World were the first European settlements to flourish there. By the mid 1500s New Spain, as the colony was called, boasted cities, universities, and printing presses. Share the following information about New Spain:
13. Explain that both push and pull factors played a role in the development of Spanish settlement in New Spain. Share the following information:
- **Push Factors:** Spanish settlers came from a country where good land was scarce and most people had little or no chance of owning their own farm. Many people in Spain were poor and had little chance of changing their situation. There had been a series of poor harvests, famines and plagues in Spain. Taxes were high.
  - **Pull Factors:** The silver and gold of New Spain drew settlers hoping to become wealthy. Land was available in New Spain. Catholic missionaries were drawn to New Spain hoping to serve God by converting the Native Americans to their religion.
14. Based on your discussion from Step 13, have students add additional factors to the T-chart they began in Step 10. Note that possible additions include:
- **Push:** poverty, disease, shortage of food, high taxes
  - **Pull:** riches like silver and gold, the chance to convert others to your religion

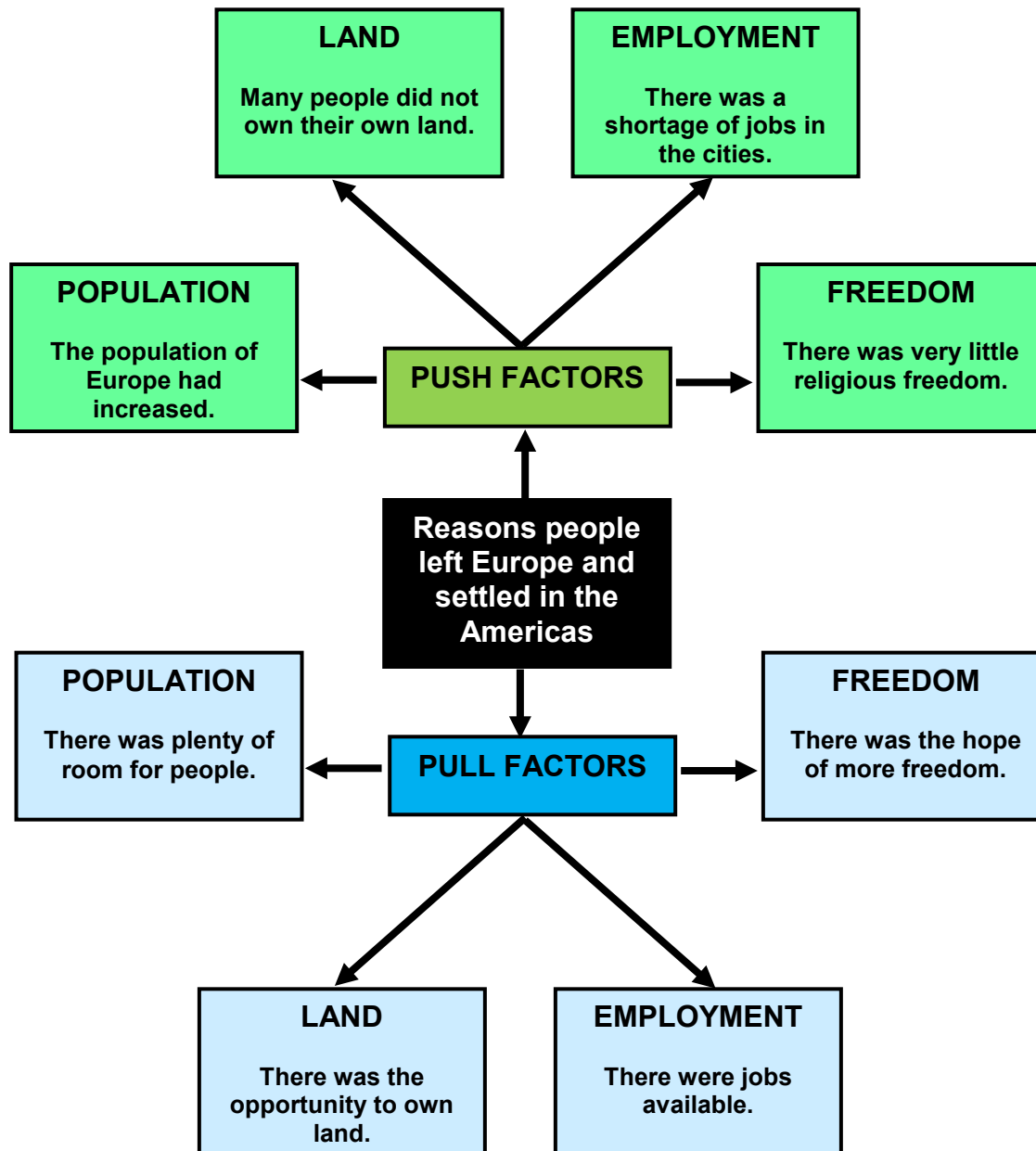
15. Give each student a set of the “Growth of New Spain” Organizer Pieces and a copy of the “Sequence Organizer”, located in the *Supplemental Materials, (Unit 3, Lesson 1)*. Explain that when these pieces are put in the correct order, they describe the sequence of events that led to the growth of New Spain. Use Word Card # 7 to explain the term ‘plantation’ so students understand the use of the term on the sequence chart. Have students cut out the pieces and glue them in the correct order on the sequence organizer. Note that a “Completed Organizer” has been included in the *Supplemental Materials (Unit 3, Lesson 1)*, for you to use in assessing the student organizers. Note that this activity can be assigned as homework.
16. Discuss with students the sequence shown on the organizer and how the colony grew and changed. Use the following questions to guide your discussion:
- Why do you think Spanish settlers moved to Caribbean Islands first?
  - Why did settlers concentrate on farming cash crops?
  - What effects did Spanish settlement have on Native Americans?
  - What long-range consequences were likely to result from the importation of enslaved Africans to New Spain?
  - How do you think other European countries felt about Spanish settlement in New Spain?
17. Explain that as Spanish missions, cities, settlements, and plantations grew in New Spain, other European countries became very interested in beginning their own settlements in North America. For example, the French tried to settle along the northern coast of what is now Florida in the early 1560s. The Spanish saw this as a threat and destroyed the colony in 1565.
18. Using Word Card #8, explain that the Spanish decided they needed more forts to protect New Spain from the French as well as other Europeans. In 1565 the Spanish built St. Augustine, the first town built by Europeans in the present-day United States. Share the following information about this settlement:
- St. Augustine was built originally with a wooden fort. It served as a base for a long chain of missions that branched along the coast and into the interior.
  - St. Augustine also grew as a trade center.
  - The Spanish realized that wooden forts often burned or were washed away by storms. Since the French and English were still a threat in the area, the settlers decided to build a stone fort at St. Augustine.
  - This fort, the Castillo de San Marcos, was begun in 1672 and finished in 1695. (Show students illustrations of “The Castillo de San Marcos” located in the *Supplemental Materials (Unit 3, Lesson)*).
  - Seven years after it was built, the British attacked the fort. Cannon balls just bounced off the walls of the strong fort. It was not until many years later that the British took over St. Augustine and the fort.
19. Give each student a copy of the “Timeline”, located in the *Supplemental Materials (Unit 3, Lesson 1)* and guide them in adding the founding of St. Augustine in 1565 to the timeline. Explain that they will continue to add events to this timeline throughout this unit so they should keep it in their social studies folder. Note that a “Completed Timeline” has been included in the *Supplemental Materials (Unit 3, Lesson 1)* for teacher use. It contains all the events that will be added during various lessons of the unit.

20. Explain that after losing their small colony in what is now Florida, the French began to make claims in what is now Canada. Ask students to think back to what they learned in third grade about French connections to Michigan history and jot down a few things they remember in their social studies journals. Give students time to think and write. Then, discuss some of the things they remember. It is likely that some students will remember that a fur trade grew between Native Americans and the French. If students have difficulty remembering, ask prompting questions until students begin to remember this fact. Explain that the fur trade ended up being nearly as valuable to the French as the discovery of gold was to the Spanish. The fur trade led to expanded French settlement in northeastern North America. This region became known as New France.
21. Using a world map or map of the Western Hemisphere, point out the areas of New Spain and New France around 1650. Explain that in the next lesson, students will explore how people came to settle in the area along the Atlantic Ocean between these two regions.

### **Assessment**

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 1)*, in which students identify causes and effects of the founding of the colony of New Spain and describe push and pull factors that caused Europeans to settle in the Americas.

## Graphic Organizer

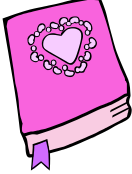
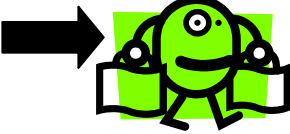



## Big Ideas Card

### Big Ideas of Lesson 1, Unit 3

- During the Age of Exploration European countries began to claim land in the Americas and form colonies.
- Both push and pull factors caused people to move from Europe to settle in these new colonies.
- The Spanish began a colony in the Americas known as New Spain.
- Both Native Americans and Africans were enslaved by the Spanish to work in mines and on plantations in the colony.
- Not long after the founding of New Spain, other European countries began to compete for their own colonies in the Americas.

## Word Cards

<p><b>1</b> <b>primary sources</b></p>  <p>records made by people who saw or took place in an event</p> <p><i>Example: Photographs, diaries, newspaper articles and letters are primary sources.</i></p> <p>(SS050301)</p>	<p><b>2</b> <b>secondary sources</b></p> <p>records generated by someone who did not experience an event first hand</p> <p><i>Example: Textbooks are secondary sources.</i></p> <p>(SS050301)</p>
<p><b>3</b> <b>push factors</b></p>  <p>reasons people leave an area</p> <p><i>Example: When people have a hard life in a place, this can be a push factor that encourages them to move to a new place.</i></p> <p>(SS050301)</p>	<p><b>4</b> <b>pull factors</b></p> <p>reasons people migrate to a new area</p> <p><i>Example: Job opportunities and the chance to own land are example of pull factors.</i></p> <p>(SS050301)</p>
<p><b>5</b> <b>colony</b></p> <p>a territory controlled by another country</p> <p><i>Example: New Spain was Spain's colony in the 'New World.'</i></p> <p>(SS050301)</p>	<p><b>6</b> <b>settlement</b></p>  <p>a new community in a new place</p> <p><i>Example: St. Augustine was an early Spanish settlement in what is now Florida.</i></p> <p>(SS050301)</p>

**7**  
**plantation**



a very large  
farm where  
people grow crops to sell.

*Example: There were many plantations in  
New Spain.*

(SS050301)

**8**  
**fort**



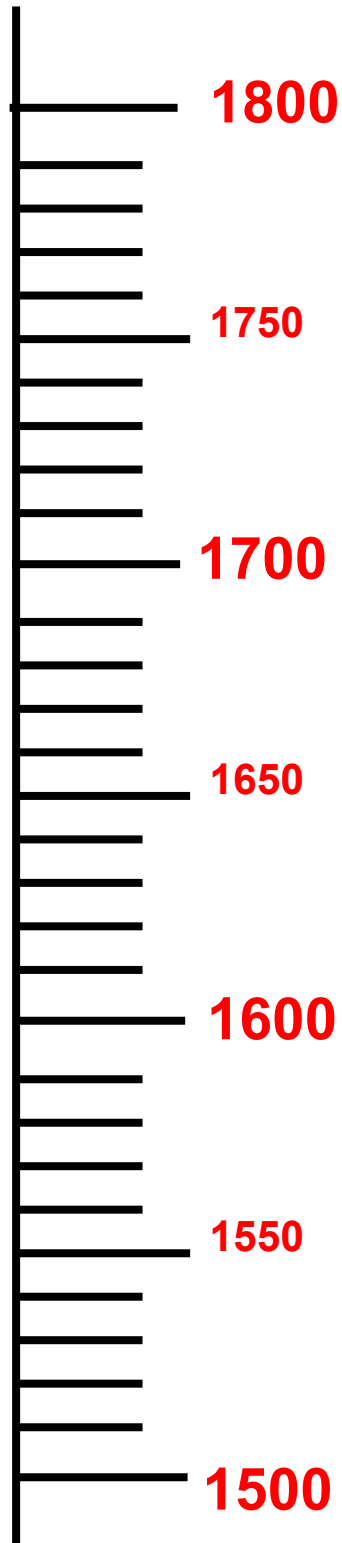
buildings and land  
protected by a tall wall and often lookout  
towers

*Example: The city of Detroit began as a fort  
along a river.*

(SS050301)



## Wall Timeline



### Biography Cards

Abigail Adams	Phillis Wheatley	Mercy Warren	Roger Williams
Ethan Allen	Dolly Madison	Powhatan	Pocahontas
Massasoit	Crispus Attucks	Benjamin Banneker	Ben Franklin
Samuel Adams	John Smith	Roger Sherman	Squanto
George Mason	Daniel Boone	William Penn	Thomas Paine
James Madison	George Washington	Thomas Jefferson	Patrick Henry
Anne Hutchison	Alexander Hamilton	James Oglethorpe	Haym Salomon

## Biography Project

1. Use at least three different sources to gather information about the following for your assigned person:
  - The place and date of their birth
  - Childhood times including education
  - Early influences on the person
  - Family information
  - Accomplishments/Achievements
  - The impact the person had on the history of our country
  - Additional data, statistics, pictures, interesting facts, etc.
2. Sort through your information and organize it.
3. Using your organization, write a report on your person with at least five well-designed paragraphs.
4. Remember to keep the six traits of writing in mind as you develop your paragraph
  - Ideas
  - Organization
  - Style
  - Conventions
5. Prepare an oral presentation on your person for the class. Consider including the following:
  - Illustrations that help people understand your assigned person better, such as maps
  - A poster board with important facts about your person
  - A drawing of what your person looked like
  - A creative touch such as dressing like the person

# The Questions of History

## What happened?

- Primary sources
- Secondary sources

## When did it happen?

- Time order (Chronology)
- Timelines

## Who was involved?

- Thoughts and feelings
- Point of View

## How and why did it happen?

- Cause
- Effect



## Mystery Source

We soon realized that the sea was not man's natural habitat. Everyone became so seasick that nothing in the world could induce us to move from the spot where we lay.

A more befouled hospital and one so filled with the moans of the sick can hardly be imagined. Some sufferers were cooked alive in the heat below deck. The sun roasted others lying about the deck, where they were trod upon and trampled, and where they were so filthy that words cannot describe the scene.

A ship is a very narrow and stout prison from which no one can escape. Closely crowded in cramped quarters, heat and suffocation are unbearable. The deck floor is usually one's bed. And though some passengers brought soft mats, ours were small, hard and thinly stuffed with dog hair.

Adapted from: Fray Francisco Ximenez, *Historica de la Provincia de San Vicente de Chiapas y Guatemala de la Orden de Precicadores*, Prologo del Lic. Antonio Illacorta, 1929.

### Push or Pull???

<p style="text-align: center;"><b>1</b></p> <p>The European population in the Americas was still very small. There seemed to be plenty of room for people.</p>	<p style="text-align: center;"><b>2</b></p> <p>Many people left rural areas in search of employment in European cities. They found increased competition for jobs that paid well and in many cases a shortage of jobs.</p>
<p style="text-align: center;"><b>3</b></p> <p>People believed they would be free to practice their religion in the Americas. The Americas also provided a place to live free from direct rule by a king or queen.</p>	<p style="text-align: center;"><b>4</b></p> <p>Around the 16th century, some kings and queens in Europe believed that they had the right to rule both the church (religion) and state (the government). People were not allowed to worship the way they wanted. Some people who did not accept the official religion often got in trouble.</p>
<p style="text-align: center;"><b>5</b></p> <p>People no longer believed that evil caused illness, but learned that illness is related to unclean living conditions. Population increased due to the control of disease and improved public health conditions. This caused some areas to be overpopulated.</p>	<p style="text-align: center;"><b>6</b></p> <p>People had the chance to have a job that might make them wealthy. The Americas also provided the opportunity to earn money by owning or working for a company.</p>
<p style="text-align: center;"><b>7</b></p> <p>European countries had limited land and natural resources. Land became scarce in the countryside. Increased family population left less land for children to inherit but people wanted to own their own land.</p>	<p style="text-align: center;"><b>8</b></p> <p>People who had no chance of owning land in Europe could become landowners in the Americas. The “New World” also had an abundance of natural resources including metals, minerals, and animals that attracted people.</p>

## The Growth of New Spain – Organizer Pieces

From the islands, settlements moved to the mainland where Spanish communities grew. These communities included large ranches and plantations as well as mines

More and more Native American workers died from disease, hunger, and overwork. The Spanish killed many enslaved Native Americans when they fought for their freedom.

The mines and plantations required many workers so the Spanish began to use Native Americans as slaves.

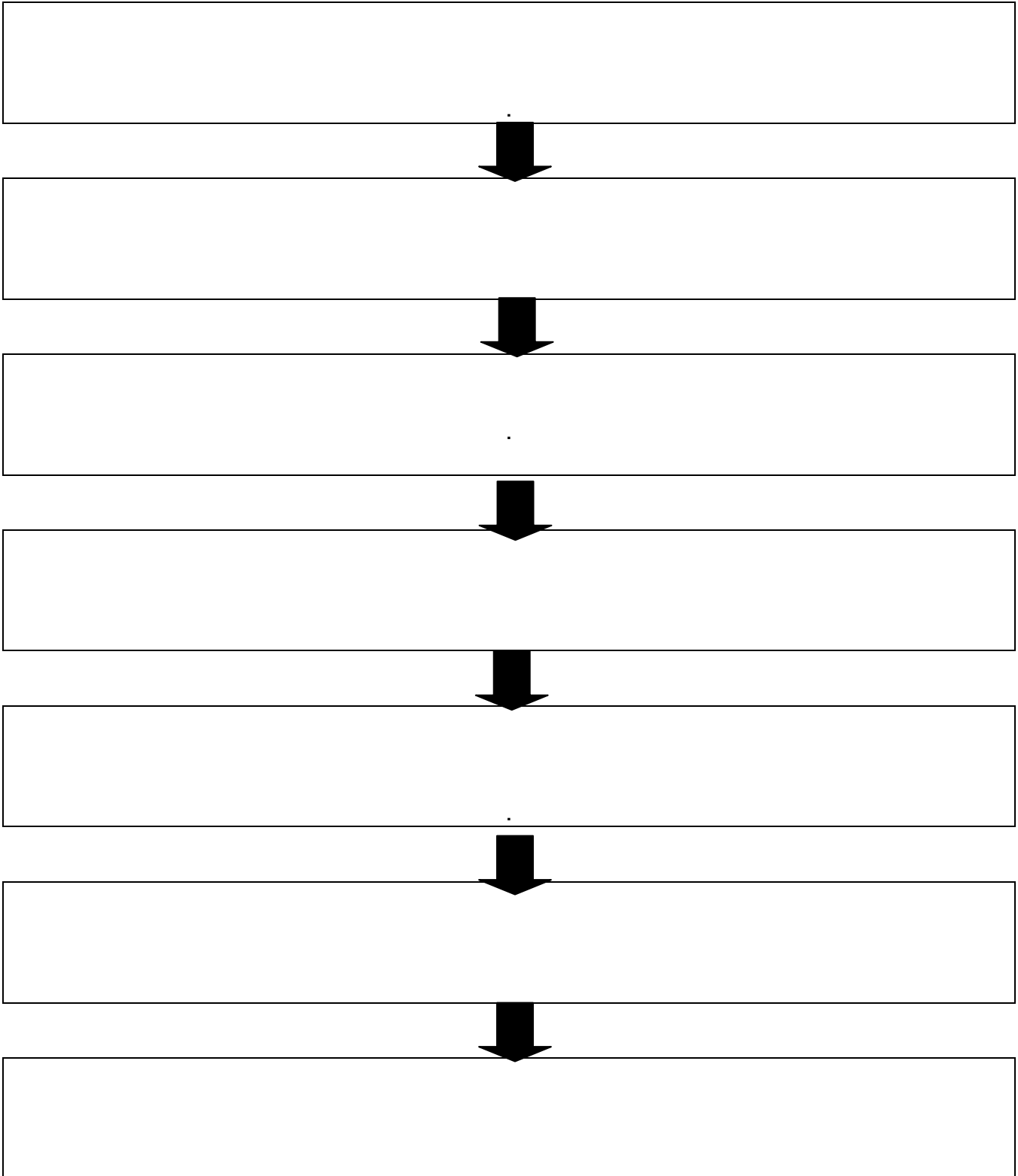
Many Spanish people grew wealthy in New Spain. Shiploads of gold, silver, and other treasures were sent back to Spain as well as crops such as sugar and tobacco

As the supply of gold was exhausted, settlers began to farm cash crops such as sugar cane.

Settlers first came to the islands of the Caribbean where they searched for gold.

The Spanish began to use enslaved Africans to work in the mines and plantations. Thousands of people from West Africa were forced to go to New Spain.

## The Growth of New Spain – Sequence Organizer





## The Growth of New Spain – Completed Organizer

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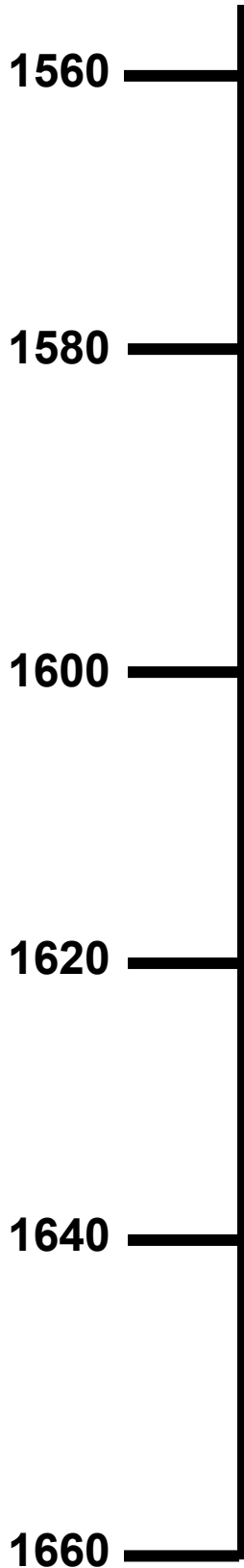
## Casillo de San Marcos

Overhead #5

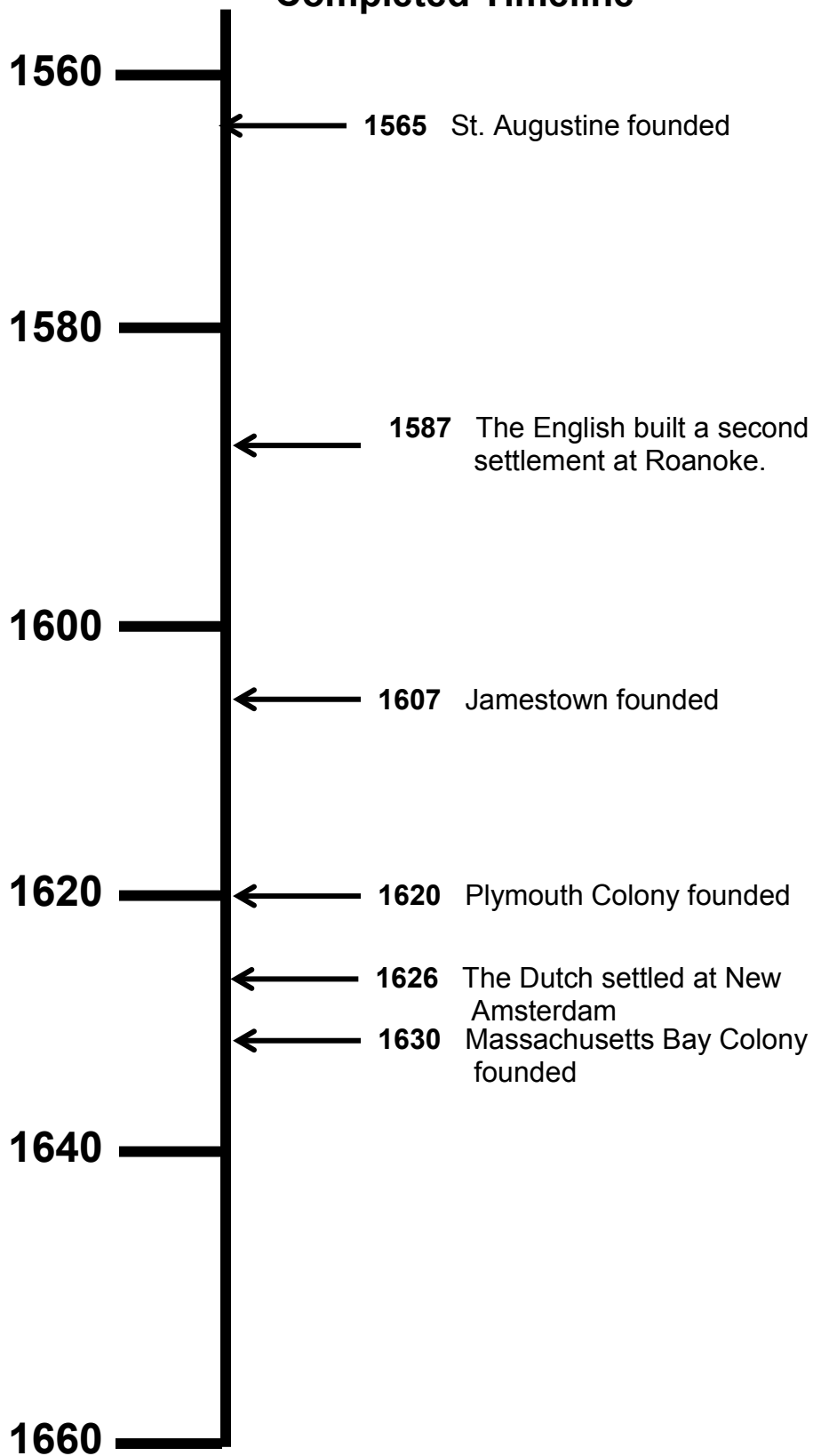


Source: *Castillo de San Marcos*. National Park Service Website. 25 July 2011 <<http://www.nps.gov/casa/>>.

## Timeline Activity

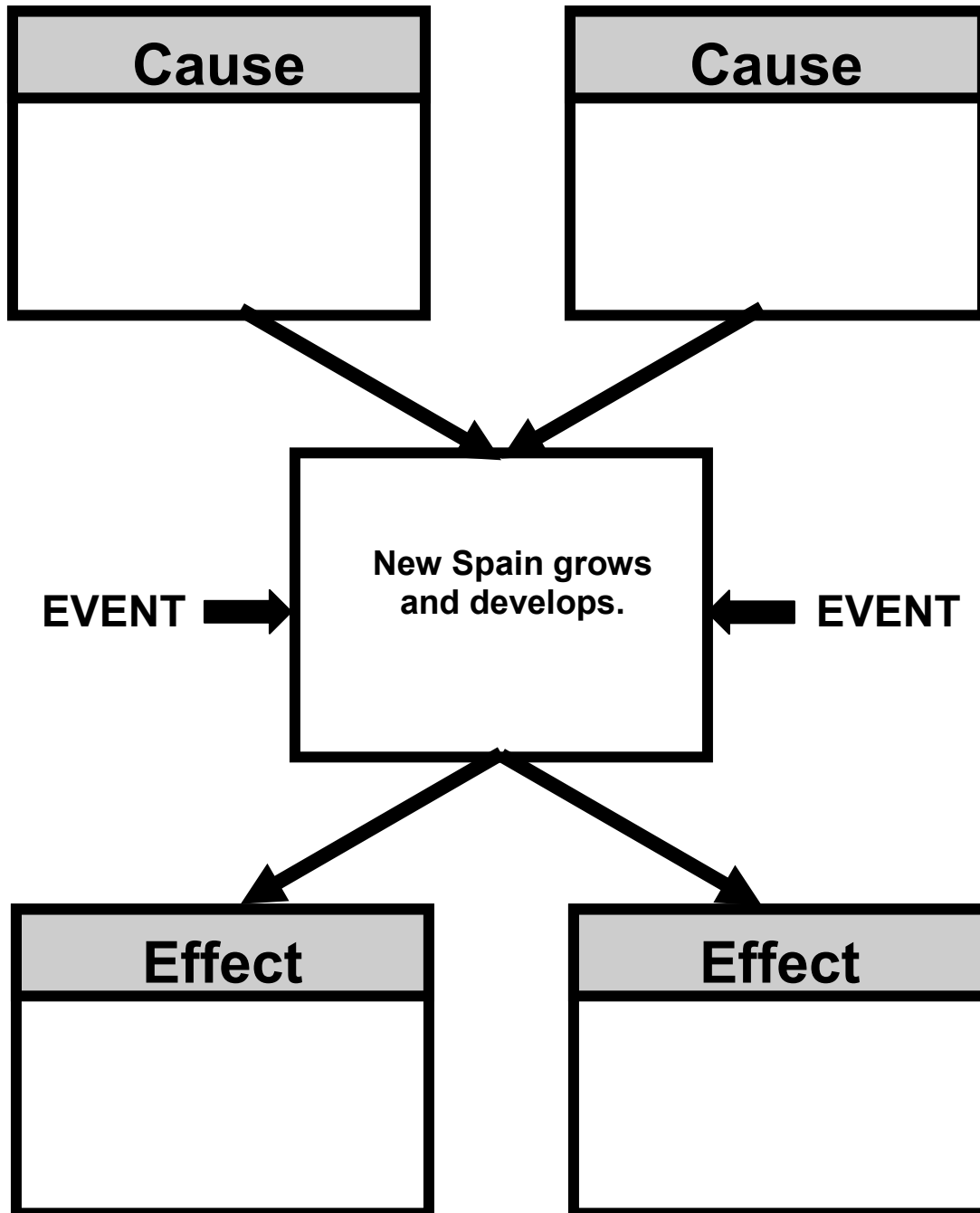


### Completed Timeline

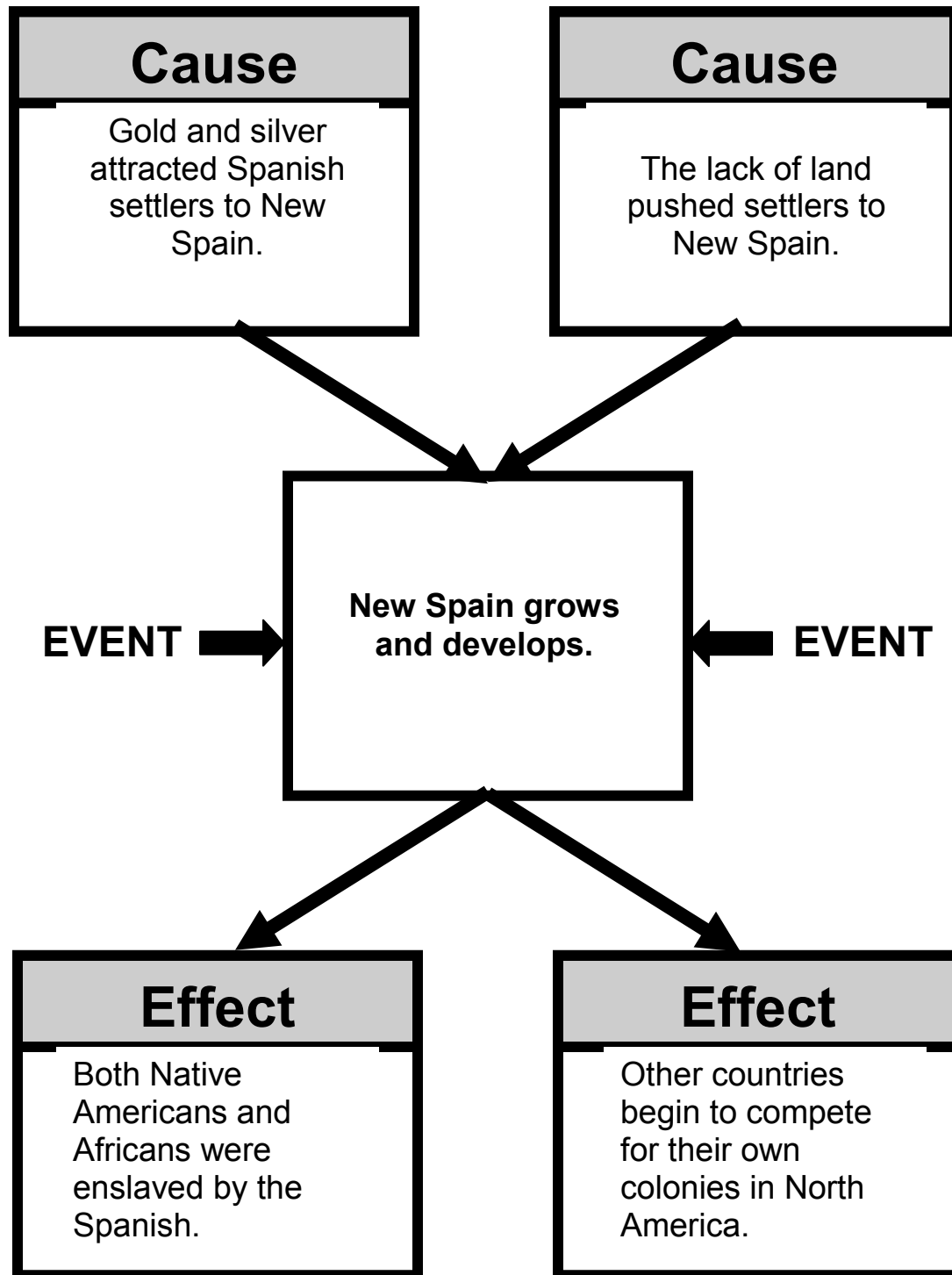


### Assessment Part 1

**Directions:** Add two causes and two effects to the organizer

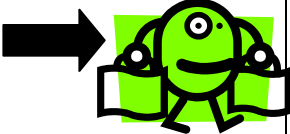



### Assessment Part 1 Example of a Completed Cause and Effect Chart



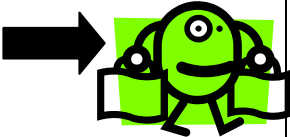

### Assessment Part 2

**Directions: Describe two push factors and two pull factors that caused people in Europe to settle in the Americas.**

<p><b>Push Factors</b></p>	
	
<p><b>Pull Factors</b></p>	
	

## Assessment Part 2 – Sample Answers

**Directions: Describe two push factors and two pull factors that caused people in Europe to settle in the Americas.**

<p><b>Push Factors</b></p> 	<ul style="list-style-type: none"><li>• Many people did not own their own land but had little chance of doing so.</li><li>• There was a shortage of jobs.</li><li>• The population had grown.</li><li>• There was very little religious freedom.</li><li>• There was very little political freedom.</li><li>• Many people were poor.</li></ul>
<p><b>Pull Factors</b></p> 	<ul style="list-style-type: none"><li>• There was plenty of room for people in the Americas.</li><li>• There was more hope for freedom</li><li>• There was the opportunity to own land.</li><li>• People thought they could get rich with gold and silver.</li><li>• There were jobs available</li></ul>



## Lesson 2: English Settlement

### Big Ideas of the Lesson

- Like the Spanish and French, the English wanted to claim colonies in North America.
- The English made two failed attempts at settlement on Roanoke Island.
- Their first permanent settlement was Jamestown in what is now Virginia.
- Despite many early problems, Jamestown became more successful when people began to grow tobacco as a cash crop.

### Lesson Abstract:

In this lesson, students build on what they have learned about Spanish and French settlement in the Americas as they examine reasons the English became interested in forming colonies in the region. They begin by exploring push/pull factors associated with English colonization, growing conflicts with Spain and early settlements on Roanoke Island. Students next take an in-depth look at the founding of Jamestown and the Virginia Colony through a variety of sources including artifacts, maps, and timelines. Finally, they explore three significant events of 1619: the arrival of the first Africans, the first major migration of women to the colony, and the creation of the House of Burgesses. Students also explore the economic development of Jamestown through the cultivation of tobacco.

### Content Expectations

- 5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - establishment of Jamestown
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
  - relationships with American Indians (e.g., Powhatan)
  - development of colonial representative assemblies (House of Burgesses)
  - development of slavery.

### Common Core State Standards:

*RI.5.4:* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

### Key Concepts

colonization  
economic development  
push and pull factors  
representative government  
settlement  
settlement patterns

## **Instructional Resources**

### Equipment/Manipulative

Overhead projector or document camera/projector  
Chart paper

### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 73-76.

Bulla, Clyde Robert. *A Lion to Guard Us*. NY: Harper Trophy, 1989. (optional)

*Jamestown Online Adventure*. History Globe. 31 August 2011  
<<http://www.historyglobe.com/jamestown/>>.

Yolen, Jane and Heidi Elizabeth Yolen-Stemple. *Roanoke Colony: An Unsolved Mystery from History*. New York: Simon & Schuster Children's Books, 2002. (optional)

### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 2)*. Teacher-made material. Oakland Schools, 2012.

*Jamestown Artifacts*. Virtual Jamestown. 5 Oct. 2011  
<<http://www.virtualjamestown.org/images/artifacts/jamestown.html>>.

*James Fort Drawing*. Historic Jamestown Rediscovery. 5 Oct. 2011  
<<http://www.apva.org/history/fort.html>>.

*Jamestown Rediscovery*. 5 Oct. 2011 <<http://www.apva.org/jr.html>>.

*Jamestown Settlement Teacher Resource Packet*. History is Fun. 5 Oct. 2011  
<<http://www.historyisfun.org/PDFbooks/JAMESTOWN-Teacher%20with%20pictures%205-8-03.pdf>>.

*Occupations of the New World*. Virtual Jamestown. 5 Oct. 2011  
<<http://www.virtualjamestown.org/census1a.html>>.

## **Lesson Sequence**

### **Teacher Notes:**

- In this lesson, students add two more events to the timeline they began in Lesson 1. As an excellent supplement for this lesson, consider reading students *A Lion to Guard Us* by Clyde Robert Bulla or have students read the book. It is based on an actual incident from 1609 and tells the story of three impoverished children left alone in London who make their way to the Virginia Colony in search of their father. It is excellent historical fiction.

- This lesson can be supplemented with material from a fifth grade social studies textbook on early English settlement such as the one listed in the student resource section of this lesson.
1. As a way to assess prior knowledge as well as provide a “before reading” strategy for students, have students engage in a Word Splash activity. Give each student a copy of the “Word Splash” words and a copy of the “Categorization” chart, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Explain that these are important words and phrases for this lesson. Have students categorize the words by finding those that they think belong together. Have them write their groupings in the boxes on the chart. Remind students that they should be prepared to explain why they put terms into a certain group. Give groups time to work and then have them share their category groups in the whole class. Discuss differences and similarities between their ideas. Collect the category sheets but allow students to keep the Word Splash words. They will be used again at the end of the lesson.
  2. Point out England on a world map and ask students to describe it and its relative location. Possible answers include:
    - It is located on an island.
    - It is a small country.
    - It is off the western coast of Europe.
  3. Share the following information with students:
    - The English had been sailing to North America since John Cabot’s voyage in 1497. In the late 1500s English rulers began taking more of an interest in the region.
    - England saw Spain getting rich from gold and silver from mines, as well as from ranching products.
    - England was anxious to share in this treasure. English sea captains began to attack Spanish treasure ships carrying things back to Spain.
    - This caused serious conflicts between England and Spain.
    - It also greatly increased England’s wealth. With this money, England built a strong navy and decided it wanted to create colonies in North America.
  4. Distribute to students the sheet “Analyzing Text”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. After reviewing the directions on the sheet with the class, provide time for students to read the short passage and complete the chart. Possible answers for the chart are as follows:
    - **Who was involved?** A group of settlers from England including members of the Dare family
    - **When did it happen?** About 400 years ago
    - **What happened?** The settlers disappeared
  5. Discuss student answers to the questions. Then, remind students that these questions are called “questions of history.” Ask students what questions of history are missing from the chart. Guide students to the idea that how and why it happened are missing. Explain that this lesson will explore those two questions.

6. Review what has been learned about push and pull factors in the previous lesson. Ask students what push factors may have encouraged English settlers to travel to North America. Discuss student responses and guide students to the idea that life in England was difficult for people who did not own land. This factor tended to push people out of England. Ask students what pull factors may have attracted English settlers. Discuss student responses and guide students to the idea that the New World appeared to have a lot of available land. There was also the belief that valuable things such as copper and gold might be found there.
7. Choose one of the following options for exploring English attempts at settlement on Roanoke island:
  - Read students Roanoke Colony: An Unsolved Mystery from History by Jane Yolen or have students read it independently.
  - Have students read the section on Roanoke from their textbook.
  - Have students read the two-page informational text selection on “English Settlements on Roanoke Island”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*.
8. Discuss what students have learned about attempts to form a settlement at Roanoke Island using the following questions:
  - Why do you think they chose to settle on an island?
  - What were two problems settlers in the first Roanoke settlement had?
  - Why did they want to return to England?
  - Do you think this settlement was a failure? Why or why not?
  - How do you think having families in the second settlement group instead of just men affected the settlement?
  - How do you think people viewed the birth of a new baby in the settlement?
  - Why did John White return to England?
  - Why did it take him so long to get back to Roanoke?
  - What do you think happened to the people of Roanoke?
  - Do you think the mystery will ever be solved? Why or why not?
9. Have students add the second Roanoke settlement of 1587 to the timeline they began in Lesson 1.
10. Explain that neither John White nor Walter Raleigh had enough money for a third attempt at a settlement. Pose the following question: What could England do to finance more voyages and settlements? Discuss students responses and then share the following information:
  - Walter Raleigh had financed the colony at Roanoke. When the colony failed, he lost his investment.
  - The English then decided that one person could not finance a colony.
  - They looked for another way to do this.
  - They decided to try and form a joint-stock company.  
(Use Word Card #9 to explain this term.) This is where people put money into a project to order to earn profits. Each owner gets shares of stock and if the company makes money the owners make money too.

11. Relate the above ideas about owning stock in a company to the present. Give an example of how people can buy stock in a company such as Ford or General Motors. Talk briefly about the risks involved in investing in a company. Using Word Card #10, explain that a group of wealthy investors in London, England formed the Virginia Company, a joint-stock company. Their goal was to start a colony in North America. Ask students the following question: After forming their company, what were some of the things you think the company had to do? Discuss students' responses. Possible answers include: They had to find people willing to settle in a new place. They had to find a ship and crew. They had to decide where they were going to settle.
12. Share the following information about the Virginia Company:
  - In 1606 King James granted the company a charter that was a written contract. This gave the company the right to establish a colony. (Use Word Card #11)
  - The first goal of the company was to make a profit by setting up trading posts.
  - The company was given the following instructions: settle Virginia, find gold, and try to find a water route to Asia.
13. Review what has been learned about push and pull factors in previous lessons. Ask students what push factors may have encouraged English settlers to try again to form a settlement in North America. Remind students that the two Roanoke colonies had failed. Discuss students' responses. Guide students in understanding that many of the settlers who agreed to sail for the Virginia Company were pulled by the possibility of gold and adventure. Some were pushed out of England by hard times. They hoped to find more opportunity in Virginia. Using Word Card #12, explain that many of these people were "indentured servants." These were men who had agreed to work as servants for the company for a number of years, usually four to seven, in exchange for passage to the New World.
14. Explain that the Virginia Company convinced about 100 men to sail to Virginia and form an English colony. They set sail in December of 1606 on three ships. Using the wall timeline you have created point out the approximate location of this year.
15. Explain that the first problem that the new settlers had to solve was where they were going to begin their settlement. Divide students into small groups and tell groups to work together to describe the type of place that would be good for a new settlement. Encourage groups to think about the landforms, resources, etc. that would benefit a new settlement. Give students time to work and then have them share their ideas. Make master list of preferred natural characteristics on an overhead transparency or board.
16. Share the following information regarding the early days of Jamestown:
  - They decided to sail up a river, which they named the James River in honor of their king.
  - While still on their ships they opened a sealed box that had been sent by the Virginia Company. It contained the names of appointed leaders and other instructions for forming the colony
  - They chose a spot on a peninsula that they felt was far enough from the ocean to protect them from passing Spanish ships that might attack.

- The spot ended up being a poor choice because it was swampy, filled with mosquitoes, and had bad drinking water.
  - The first thing they did was to build a simple fort for protection. They called their new settlement “Jamestown.” (Use Word Card #13)
17. Place students in pairs and ask each pair to make a list of the kinds of skills and jobs people would need in order to create a colony in a new place. Give students time to work and then have them share and discuss their lists.
18. Display the “Occupations of the Original Jamestown Settlers” chart, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Have students compare this list to the one they generated in Step 17. Lead a discussion using the following questions:
- Why are some of the words misspelled in the list?
  - Why would a young boy want to go to settle in the Virginia colony?
  - What kind of work did “gentlemen” do?
  - Why do you think gentlemen wanted to go to Jamestown?
  - Based on the occupations you see on the list, do you think there were problems in building the early settlement? Why or why not?
19. Explain that Jamestown experienced many problems in its early days. Share the following information regarding this:
- Many of the settlers did not know how to farm or fish. They had come to Virginia to get rich. This contributed to food problems in the Jamestown.
  - Many settlers went out looking for gold instead of planting food. This also contributed to food problems.
  - Many of the first settlers were gentlemen who were fairly wealthy and not used to working with their hands.
  - Jamestown faced weather problems as well. It was hot and dry.
  - The settlement had a lack of leadership and members of the council often argued.
  - Despite the problems, the settlers built a fort and the settlement grew.
20. Ask students the following question: How do you think the building of Jamestown affected Native Americans living nearby? Discuss student responses and then share the following information:
- More than 30 tribes of Eastern Woodlands Native Americans were living in Virginia when Jamestown was started.
  - Most were members of the Powhatan Confederacy, which was a confederation or a loose group of governments that worked together.
  - They were united under one chief. Jamestown colonists gave the name Powhatan to all the tribes as well as their chief.
  - The Native Americans had problems with the colonists from the beginning including the issue of colonists stealing their crops for food.
21. Explain that conflicts with Native Americans as well as all the problems listed above resulted in desperate times in Jamestown. It looked like the colony would fail. Explain that things began to turn around under the leadership of a man named John Smith. Explain that in the fall of

1608, Smith became President of the Council. He provided the leadership that was lacking in the colony. He instituted an important law that helped solve many problems in the settlement. Ask students what law they would have instituted to help save the settlement. Discuss their responses.

22. Explain that John Smith's law said, "If you don't work, you don't eat." Discuss with students whether they think this rule was a good idea or not. Encourage students to support their answer with sound reasoning. During the discussion, explain to the class that this rule forced people to begin planning and harvesting crops.
23. Display the "Jamestown Faces More Problems" sequence organizer, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Discuss difficulties faced in Jamestown during its early development. Re-read the text in the last box. Explain that since Jamestown became the first permanent English settlement in North America something must have convinced the settlers to return and try again. Ask students what they think happened. Then, share the actual events that occurred:
- The Jamestown settlers began to sail down the James River. At the mouth of the river they met Lord de la Warr who had arrived with 150 settlers and supplies.
  - The settlers decided to go back with them to Jamestown and the settlement was re-established.
24. Divide students into small groups of three or four students each and give each group a copy of the "Artifacts" and "Artifact Chart", located in the *Supplemental Material,s (Unit 3, Lesson 2)*. Tell groups to work together to try and figure out what the artifacts are and what they might help us learn about Jamestown. Give groups time to work and then have them share their ideas. Note that a chart showing what the artifacts actually are and what they tell historians about Jamestown has also been included to share with students.
25. Have students look at the "Artifacts" sheet again from Step 24. Explain that one of these artifacts is a clue that helps explain a major reason Jamestown was finally successful. Ask students which one they think it is and why. Explain that the correct clue is the tobacco pipe. Share the following information:
- Economic success for the colony began when people started growing tobacco as a cash crop. (Use Word Card #14)
  - A cash crop is a crop, such as tobacco or cotton that can be sold at market.
  - Jamestown leader John Rolfe had experimented with various kinds of tobacco and ways of drying it. Some records show that Pocahontas assisted him. Pocahontas' people had grown tobacco for a long time. He later married her. This resulted in a short time of peace between the English settlers and the Powhatan.
  - By 1613 Rolfe had developed a tobacco that the English liked. It became a huge success in England and other places in Europe.
26. Explain that 1619 was a very significant year in Jamestown. Three important events happened. Give each student a copy of the "Prediction Activity" sheet, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Explain that for each of the 1619 events listed on sheet, students should make a prediction regarding how they think it affected Jamestown. Give students time to

complete the sheet. Place them in partners and have them share their predictions in pairs. Then discussion predictions with the whole group.

27. Display the “Three Significant Events of 1619 Information Sheet”, located in the *Supplemental Materials, (Unit 3, Lesson 2)* guide a discussion on women, Africans, and government. Use Word Cards #15 and #16 when discussing government in Jamestown. Make sure to compare the information on the sheet with the predictions the students made regarding these events in Step 26. Use the following questions to facilitate your discussion:

- How do you think women changed Jamestown?
- What do you think it was like for a child to grow up in Jamestown?
- Do you think white and black indentured servants were treated differently? Why or why not?
- Why do you think Africans were eventually enslaved whereas white indentured servants never were?
- How do you think the House of Burgesses changed Jamestown?

28. Explain that the cultivation of tobacco began to make some individuals and the Virginia Company wealthy. Ask students what effects this might have had on Jamestown. Discuss student responses and guide them in understanding the following effects or consequences:

- More English settlers came hoping to get rich in Jamestown.
- The colony needed more and more workers to work on the tobacco plantations. More and more Africans were enslaved to do this work.
- A trade network grew with tobacco going to countries in Europe, especially England, and European manufactured goods going to Jamestown.
- More and more land was taken from Native Americans in order to grow more tobacco. This led to increased conflicts. In 1622, the Powhatans attacked and killed more than 300 colonists. The colonists fought back in an all-out war and defeated the Powhatans with superior weapons. The colonists took over the remaining Powhatan lands.

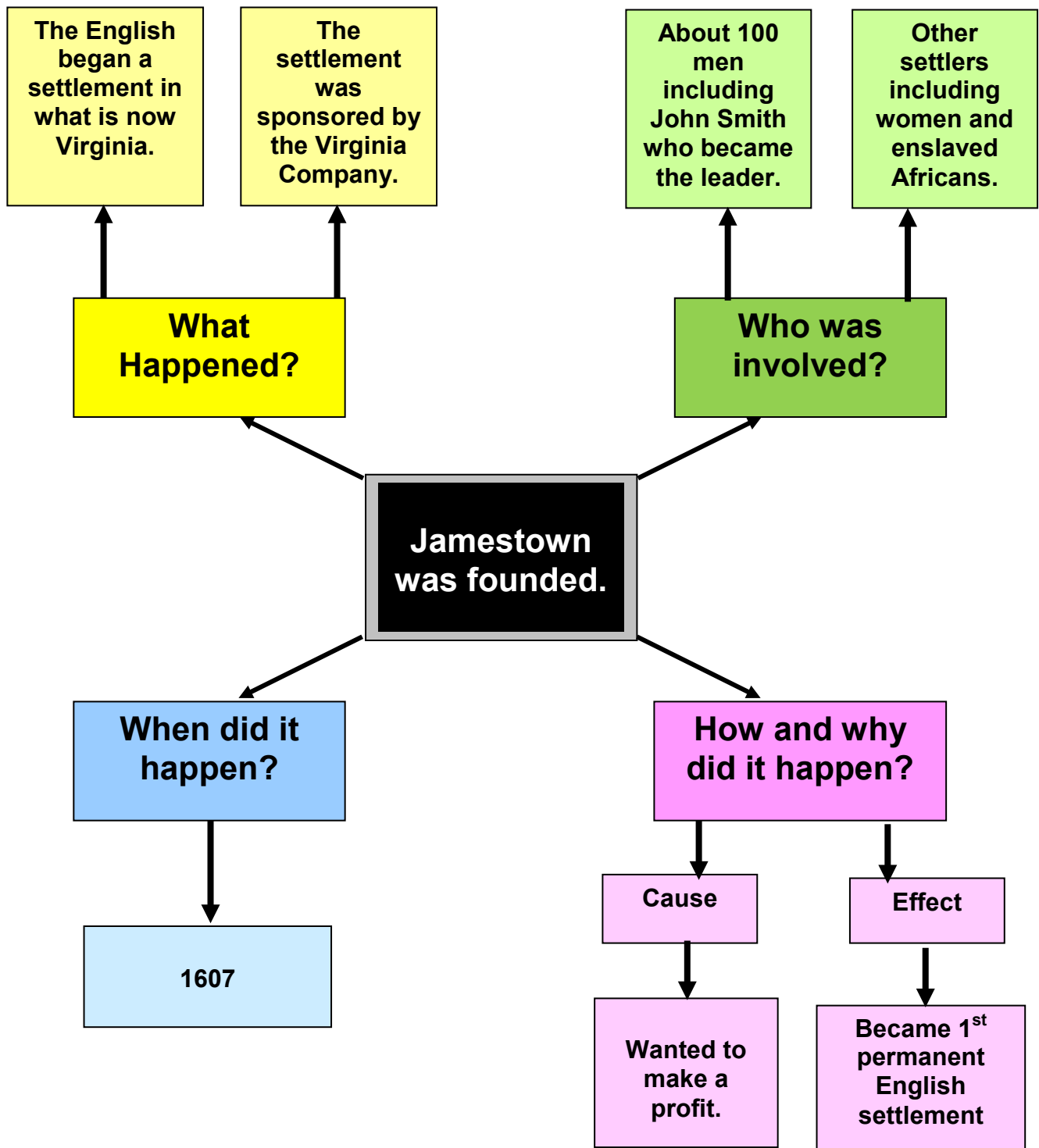
29. Using the Completed Timeline from Lesson 1 for reference, guide students in adding the Second Roanoke Settlement and Jamestown to the timeline they began in Lesson 1.

### **Assessment**

As an assessment, give students a copy of the “Word Splash” sheet again and hand out their categorization you collected at the beginning of the lesson. First, have students analyze the way they grouped the words the first time. Next, give each student a copy of the “Word Splash Assessment”, located in the *Supplemental Materials, (Unit 3, Lesson 2)*. Instruct students to categorize the Word Splash words in the first column and then explain why the words belong together in the second column by using what they learned in the lesson. Note that a sheet showing possible answers is included in the *Supplemental Materials, (Unit 3, Lesson 2)*. A second assessment has also been included in the *Supplemental Materials, (Unit 3, Lesson 2)* in which students reflect what they have learned in the lesson by answering a set of questions.



## Graphic Organizer



## Big Ideas Card



### Big Ideas of Lesson 2, Unit 3

- Like the Spanish and French, the English wanted to claim colonies in North America.
- The English made two failed attempts at settlement on Roanoke Island.
- Their first permanent settlement was Jamestown in what is not Virginia.
- Despite many early problems Jamestown became more successful when people began to grow tobacco as a cash crop.

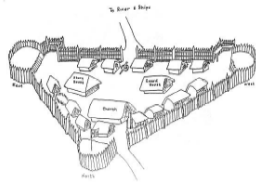
## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Plantation – Word Card #7 from Lesson 1
- Fort – Word Card #8 from Lesson 1

<p style="text-align: center;"><b>9</b> <b>joint-stock company</b></p> <p>when people invest in a company in order to earn profits.</p> <p><b>Example:</b> The English hoped that a joint-stock company could pay for a settlement in North America.</p> <p style="text-align: right;">(SS050302)</p>	<p style="text-align: center;"><b>10</b> <b>the Virginia Company</b></p> <p>the joint-stock company that began the settlement of Jamestown</p> <p><b>Example:</b> The people who had stock in the Virginia Company hoped to make a profit.</p> <p style="text-align: right;">(SS050302)</p>
<p style="text-align: center;"><b>11</b> <b>charter</b></p> <p>a written contract that gave a company or a person the right to establish a colony</p>  <p><b>Example:</b> The English king gave the Virginia Company a charter.</p> <p style="text-align: right;">(SS050302)</p>	<p style="text-align: center;"><b>12</b> <b>indentured servant</b></p>  <p>a person who agreed to work as a servant for a certain number of years in exchange for a trip to the “New World”</p> <p><b>Example:</b> Indentured servants came to work in Jamestown.</p> <p style="text-align: right;">(SS050302)</p>

### 13 Jamestown



An English settlement in the colony of Virginia founded in 1607

**Example:** Jamestown was the first permanent English settlement in North America.

(SS050302)

### 14 cash crop



a crop that is grown in order to be sold



**Example:** Tobacco was the most important cash crop in Jamestown.

(SS050302)

### 15 legislature



a law-making group.



**Example:** The House of Burgesses of Jamestown was a type of legislature.

(SS050302)

### 16 House of Burgesses



the Jamestown group of men who made the laws

**Example:** The House of Burgesses was the first legislature in the English colonies.

(SS050301)

## Word Splash

profit

John  
Smith

House of  
Burgesses

tobacco

Powhatan

conflict

Jamestown

cash  
crop

Eastern  
Woodlands

Virginia  
Company

colonists

legislature

the  
“starving  
time”

Pocahontas

## Word Splash Categories

**Directions:** Find Word Splash words that seem to belong together and form groups of words. A group has to have at least 2 words in it and no more than 4 words. Write the groups in the boxes below. Use as many boxes as you need.


### Analyzing Text

**Directions:** Read the following passage and then summarize it by answering the questions on the chart.

More than four hundred years ago a baby girl was born in a tiny settlement on Roanoke Island, off what is now the coast of North Carolina between the barrier islands and the mainland. Her name was Virginia Dare. She was the first child of English parents ever born in what Europeans called the New World of America. Within a year Virginia and her parents, along with more than one hundred other English people living in the settlement, disappeared. Even today, nobody knows what really happened to them.

Virginia's parents, Eleanor and Ananias Dare, were members of a brave band of people sent to the New World to build homes for themselves and others like them. They wanted to make a better life than they had in England.

<b>Who was involved?</b>	
<b>When did it happen?</b>	
<b>What happened?</b>	

## English Settlements on Roanoke Island

### First Attempt

Roanoke Island was first seen by Europeans when two English explorers sailed by in 1584. They thought its location and characteristics would make it good for settlement. They returned to England with this information.

Queen Elizabeth of England then gave a friend of hers, Walter Raleigh, the right to claim all lands in and around Roanoke and the nearby mainland.

In 1585, one hundred men set sail for Roanoke. They arrived too late to plant any crops. This meant they had to rely on the supplies they brought. These were not enough. Native Americans helped them with food.

The leader of the group was Ralph Lane. He had little respect for Native Americans and ended up killing the Roanoke chief. Now Native Americans were unwillingly to help them with food.

The settlers managed to build a small fort and a few houses. They named the colony, which included the surrounding area “Virginia.”

In 1586 Sir Francis Drake sailed to the area. The settlers begged him to take them along with him back to England, which he did. One week later a supply ship landed on Roanoke. Fifteen men stayed behind on the island from this ship.

### A Second Attempt

Walter Raleigh decided to try again to begin a settlement. This time there were 150 people that sailed from England. A major difference from the first group of settlers was that this group included women and children. Their leader was John White. He was called a “governor.” He was a good artist and made many maps and illustrations of the area.

The group arrived on Roanoke Island on July 22, 1587 and went to find the fifteen men who had stayed behind two years earlier. They did not find them. Settlers began making improvement to the houses that were already there and building new ones.



The Native Americans of the area were more hostile this time. Only one group was friendly. This group was the Croatoans.

Before long a baby was born. She was named Virginia Dare. She became the first English settler born in the New World. Her mother, Eleanor Dare, was the daughter of John White.

At the end of August the settlers decided they needed more supplies so Governor White took the fleet of ships and several sailors home to England to get food and supplies. He and his men wanted to get back as soon as possible but a war broke out between England and Spain. This made it impossible for him to return at the time.

Finally in 1590, White and some sailors were able to return to Roanoke. They arrived in August of that year but found no one. They found clues to a puzzle that has still not been solved: They found the letters **CRO** carved on a tree. They found armor covered with rust. They found that the houses had been taken down and the area had been surrounded by trees and other things made into a tall fence that looked like a fort. Carved on another tree was the word **CROATOAN**.

John White went to what had been a secret hiding place where he had buried chests and heirlooms. Nothing was left but books without covers, ruined drawings and ruined maps.

White and his men decided to sail to an island where the Croatoans lived to search there. Heavy storm winds blew the ships eastward. The winds continued to blow making it impossible to reach the island. The winds did not give up and White and his men sailed home to England.

## Occupations of Original Jamestown Settlers

Occupation (Total)	Number
Councill	6
Preacher	1
Gentlemen	29
Carpenters	6
Blacksmith	1
Sailer	1
Barber	1
Bricklayers	2
Mason	1
Taylor/Tailers	1
Drum	1
Labourers	12
Boyes	4
A Surgeon	1
With divers others	Unknown

**Source:** *Occupations of the New World*. Virtual Jamestown.  
<<http://www.virtualjamestown.org/census1a.html>>.

## **Jamestown Faces More Problems**

**In January 1608 disaster struck again when the fort caught fire and many of the houses and supplies were lost.**

**The colony was saved with the aid of donations of corn from Native Americans who had become friendly again with the help of John Smith and Pocahontas, daughter of Chief Powhatan.**

**In October of 1608, a new supply ship arrived with first two women who would settle in Jamestown.**

**In August 1609 hard times hit again when rats ruined most of the corn supplies and a supply ship was wrecked in Bermuda on its way to Jamestown.**

**Tensions were growing again between the settlers and Native Americans.**

**It was at this time that John Smith was injured and decided to return to England. Without his leadership, the colony began to fall apart.**

**The colony was unprepared for winter. The winter of 1609-1610 became known as “the starving time” and by spring only about 60 settlers were still alive.**

**In May of 1610 they decided to abandon the colony and the settlers started down the river to head for home.**

## Artifact Activity

**1 and 2**



**3**



**4**



**5**



Source: *Jamestown Rediscovery*. <<http://www.apva.org/jr.html>>.

## Artifact Activity Chart

<b>Artifact</b>	<b>What is it?</b>	<b>What does this tell you about Jamestown?</b>
<b>#1 and #2</b>		
<b>#3</b>		
<b>#4</b>		
<b>#5</b>		

## Artifact Activity Chart – Historian’s Answers

Artifact	What is this?	What does this tell you about Jamestown?
#1and #2	<ul style="list-style-type: none"> <li>• <i>A Delftware Drug jar that was used to hold medical potions. It was made in the Netherlands- from around 1625.</i></li> <li>• <i>A Bartmann Jug from Gemany that was used for drinking – from around 1600.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Jamestown was getting goods from many different places.</i></li> <li>• <i>In the beginning Jamestown was not making many of its own household goods.</i></li> </ul>
#2	<p><i>Bone Dice Game – each die was the size of a pencil eraser.</i></p>	<p><i>These were used by settlers for to play betting games. Soldiers were not allowed to play dice. They made the dice small so the pieces could easily be hidden.</i></p>
#3	<p><i>Tobacco Pipe</i></p>	<ul style="list-style-type: none"> <li>• <i>People smoked tobacco in Jamestown.</i></li> <li>• <i>Tobacco was expensive and strong so the pipe did not hold much.</i></li> </ul>
#4	<p><i>A Turtle Shell</i></p>	<p><i>Turtles were used as a food supply in Jamestown especially in the early years.</i></p>

## Prediction Activity

Event	What effect do you predict it had on Jamestown?
A ship carrying 100 women arrived in Jamestown.	
A ship carrying 20 Africans arrived in Jamestown.	
Jamestown was allowed to elect a group of lawmakers and form its own legislature.	

## Three Significant Events of 1619

### Women

- For a long time there were few women in Jamestown. The company felt this was causing a problem. Because they had no families in Jamestown many men were making money and then returning to England.
- In order to have more families, the company brought the group of about 100 women to the colony in 1619.
- Women came to become wives to the settlers.

### Africans

- The first Africans arrived in Jamestown in 1619.
- Records are unclear but most historians think they were treated like indentured servants.
- As more workers were needed, Africans were enslaved and treated as property.

### Government

- By 1619 Jamestown and the surrounding area known as Virginia had more than 1000 colonists. More laws were needed to keep order.
- The colony was given the right to set up a lawmaking group, or legislature.
- Virginia's legislature was called the House of Burgesses. This was because a "burgess" was a representative who is chosen by people to make decisions for them.
- This was the first legislature in the English colonies.



### Assessment #1 - Word Splash

**Directions:** Using what you have learned in this lesson re-group the Word Splash words into four groups and explain why the words belong together.

Category	Why do they belong together?

### Assessment #1 - Word Splash - Sample Categorization

Category	Why do they belong together?
<b>profit tobacco Virginia Company cash crop</b>	<b>The Virginia Company was formed in order to make a profit in North America. Their main success was when they the colony began to raise tobacco as a cash crop.</b>
<b>House of Burgesses legislature</b>	<b>The House of Burgesses was a law-making body, or legislature.</b>
<b>Eastern Woodlands Powhatan Pocahontas conflict</b>	<b>The Native Americans of the area were the Powhatan. They were often in conflict with the Jamestown settlers. The Jamestown settlers also called their leader, Powhatan. Pocahontas was the daughter of Powhatan. She married a settler and helped bring about a time of peace between Native Americans and the settlers. They lived in the Eastern Woodlands region.</b>
<b>colonists the “starving time” John Smith</b>	<b>John Smith who became leader of Jamestown helped the settlement survive. After an injury he went back to England. The colonists faced the “starving time” after he left.</b>

### Jamestown - Assessment #2

<b>About what year was it founded?</b>	
<b>Who founded it?</b>	
<b>Why was it founded?</b>	
<b>Where was it located?</b>	
<b>What were two problems facing people in Jamestown?</b>	
<b>Who crop became very important?</b>	
<b>What was the House of Burgesses?</b>	
<b>How did the population of Jamestown change over the years?</b>	
<b>How did Jamestown affect Native Americans in the area?</b>	

### Jamestown - Assessment #2 – Sample Answers

<b>About what year was it founded?</b>	Around 1600 (1607)
<b>Who founded it?</b>	The Virginia Company
<b>Why was it founded?</b>	The Virginia Company wanted to make a profit so it was founded for economic reasons.
<b>Where was it located?</b>	<ul style="list-style-type: none"> <li>• Along the James River in what is now the state of Virginia.</li> </ul>
<b>What were two problems facing people in Jamestown?</b>	<ul style="list-style-type: none"> <li>• Bad drinking Water</li> <li>• Lack of leadership in the beginning</li> <li>• Conflicts with Native Americans</li> <li>• Disease and starvation</li> <li>• People went looking for gold instead of planting crops</li> </ul>
<b>Who crop became very important?</b>	Tobacco
<b>What was the House of Burgesses?</b>	A group that was chosen to make laws for Jamestown.
<b>How did the population of Jamestown change over the years?</b>	<ul style="list-style-type: none"> <li>• More and more people came to live in Jamestown.</li> <li>• Women came to live in Jamestown.</li> <li>• Africans came to Jamestown and before long were enslaved and forced to work.</li> </ul>
<b>How did Jamestown affect Native Americans in the area?</b>	Native Americans lost more and more of their land.

## Lesson 3: The Development of the Southern Colonies

### Big Ideas of the Lesson

- Following Virginia, four more southern colonies were founded along the Atlantic coast by the English.
- These included Maryland, North Carolina, South Carolina, and Georgia.
- Reasons for the founding of these colonies included the desire to make a profit, the desire for religious freedom, and the desire to provide a second chance for prisoners in England.
- The economies of these colonies were dependent mainly on cash crops such as tobacco, rice, and indigo.
- The growing of cash crops resulted in more and more enslaved Africans being brought to these colonies.

### Lesson Abstract:

In this lesson, students build upon what they learned about Jamestown and the Virginia Colony as they study the development of the other four Southern Colonies. A primary source is used to launch a brief exploration of each of the colonies. A focus is placed on reasons the colonies were founded, push and pull factors affecting the movement of people into the colonies, the influence of geography on their development, and the economic activities that developed in each.

### Content Expectations

- 5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - establishment of Jamestown
  - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
  - relationships with American Indians (e.g., Powhatan)
  - development of colonial representative assemblies (House of Burgesses)
  - development of slavery.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

### Common Core State Standards:

*RI.5.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### Key Concepts

colonization  
economic development  
push and pull factors  
colonial region

settlement  
settlement patterns

### **Instructional Resources**

#### Equipment/Manipulative

document camera/projector

Chart paper

12 X18 drawing paper for constructing the graphic organizer used for assessment

#### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 91-93.

*Journey to a New Life Online Simulation*. Exploring Maryland's Roots website. 5 Oct. 2011  
<<http://mdroots.thinkport.org/interactives/newlife/intro.asp>>.

#### Teacher Resource

*1657 Comberford Map*. University of North Carolina at Chapel Hill. 5 Oct. 2011  
<[http://www.learnnc.org/lp/media/uploads/2008/03/south\\_part\\_virginia.jpg](http://www.learnnc.org/lp/media/uploads/2008/03/south_part_virginia.jpg)>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 3)*. Teacher-made material. Oakland Schools, 2012.

*Indentured Servant Ad. The Glasgow Story*. 5 Oct. 2011  
<[http://www.theglasgowstory.com/images/TGSE00607\\_m.jpg](http://www.theglasgowstory.com/images/TGSE00607_m.jpg)>.

*Pamphlet Introduction*. University of North Carolina at Chapel Hill. 5 Oct. 2011  
<<http://www.learnnc.org/lp/editions/nchist-colonial/2043>>.

*Royal Charter for Georgia*. Georgia Info. 5 Oct. 2011 <<http://georgiainfo.galileo.usg.edu/tdqh-apr/apr21.htm>>.

### **Lesson Sequence**

1. Briefly review what students learned about Jamestown in the previous lesson by asking students to write two significant things they remember about the settlement in their social studies journal. Have them share their writing with a partner and then in the large group.
2. Explain that as more and more tobacco plantations were begun, settlers moved further and further from Jamestown and the colony of Virginia began to grow. Give each student a copy of the "English Colonies Map", located in the *Supplemental Materials (Unit 3, Lesson 3)*. Using the labeled map, which has also been included in the *Supplemental Materials (Unit 3, Lesson 3)* as reference, guide students in labeling the Virginia colony with a number 1 and add the term "Virginia" to the Map Key. Note that this map will be used in several lessons so caution students to keep it safely in their journals or notebooks.
3. Using Word Card #17, explain that in 1624, King James took away the charter he had given the Virginia Company and made the colony a 'royal colony.' This meant the governor would now

be appointed by the king. Ask students why they think the king did this. Discuss students' response. Possible answers include that the king wanted more control over Jamestown, that the king hoped to gain more wealth for himself, and that he felt the Company was not able to properly run Jamestown.

4. Display "Source #1", located in the *Supplemental Materials (Unit 3, Lesson 3)*. Ask students whether this is a primary source or secondary source and to give a reason for their answer. Guide students in understanding that this is an advertisement from the 1600's and is therefore a primary source. Remind students that writing has changed through the years. Draw their attention to the word 'business' in the ad and explain that during these times the letter 's' looked like the letter 'f'.
5. Have students attempt to read the ad with a partner. Note that the transcription of the ad has also been included in the *Supplemental Materials (Unit 3, Lesson 3)*. Use it as needed. Ask students what they think the ad is for. Discuss their ideas. Guide them in understanding that this ad is looking for a young blacksmith to serve as an indentured servant for four or five years. Highlight the word 'Maryland' and explain that this was a colony that was founded north of Virginia. Guide students in labeling Maryland on their Colonies Map. Explain that just like in Virginia this colony needed settlers and tried to encourage people to come as indentured servants.
6. Ask students under what conditions they might have been willing to serve as an indentured servant in Maryland or Virginia. Then, explain that only about 40% of the indentured servants lived long enough to complete their term of service in the early years of the colonies.
7. Using Word Cards #18 and #19, explain that Maryland was founded by a proprietor, or person who was given land for a colony by the king. Give each student a copy of the "Note Taking Chart", located in the *Supplemental Materials (Unit 3, Lesson 3)* and go over the sections of the chart. Explain that students will now be reading about the colony of Maryland and adding information to their chart. Assign the section of your textbook that covers the colony of Maryland. Note that in the text cited in the Student Resources this would be page 91. Also note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 3, Lesson 3)*. This chart will be used for the other three southern colonies also so caution students not to go into a lot of detail. One example for each topic is sufficient. Note also that this chart will be needed in Lesson 8 so make sure students keep it carefully.
8. The following information is provided as background information. It covers the significant ideas relating to Maryland. Note that if your text leaves out some of this information you may wish to share it with students.
  - The Calverts were a wealthy English family who were Catholic. They wanted to form a colony that would make money and also be a safe place for Catholics who were often treated unfairly in England.
  - King Charles I granted a charter to the family in 1632. Remembering the difficult times in Roanoke and Jamestown, the family planned carefully for their colony.
  - In 1633, the first settlers left England under the leadership of one of Calvert's sons. Many of them were indentured servants.

- Having learned from Jamestown, some tobacco plantations were started. The geography of Maryland, like that of Virginia, was perfect for tobacco.
  - From the beginning, Maryland welcomed settlers of many religions. In 1649 the colony passed the Toleration Act, which was the first law in the English colonies to allow all Christians to worship as they pleased.
  - Economic opportunity, however, became the pull for many Maryland colonists, not religious freedom.
  - Up until 1680, indentured servants were the main source of labor. After this time more and more enslaved Africans were brought to Maryland.
9. As an optional activity, you may wish to have students experience the “Journey to a New Life Online Simulation”, which can be found at this website:  
<http://mdroots.thinkport.org/interactives/newlife/intro.asp> (also listed in the Student Resources). This simulation involves a fictional first-person adventure from the streets of London to the promise of life in America. Students can explore and interact with the crew and passengers of the *Ark* on its historic passage to Maryland.
10. Display “Source #2”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Explain that this is a map from 1657. Ask students to read the title of the map (The South Part of Virginia Now the North Part of Carolina) and explain what they think it means. Guide students in understanding that the colony of Carolina developed to the south of Virginia. Point out the island marked with an “R” and explain that this is Roanoke Island which they learned about in Lesson 1.
11. Explain that the English settlers who came into this colony had come from Virginia. Ask students why they think people would leave Virginia and move to the south. Discuss their answers and guide them in understanding that as the population of Virginia grew land became scarce as wealthy plantation owners took more and more land.
12. Distribute the text selection on “The Carolina Colony”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Have students read the selection and highlight information for their Note-Taking chart. Then, have them transfer the information to the chart.
13. Guide students in adding North and South Carolina to their Colonies Map.
14. Display “Source #3”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Read the source out loud with students and ask them what kind of document they think this was. Discuss their ideas and then explain that this was the introduction to a pamphlet, or sales brochure, published in London in 1666 to encourage settlement of the new colony of Carolina. Ask students what this description offered settlers as you highlight these phrases on the document:
- Healthiness of the Air
  - Fertility of the Earth and Waters
  - Great Pleasure and Profit
15. If time allows, have students work with a partner to design their own ad, television commercial, or radio ad encouraging settlers to come to Carolina.



16. Refer students back to the text selection of Carolina used in Step 14 and the section that explains that North and South Carolina were created out of two-thirds of the Carolina Colony. Explain that the southern third became the final southern colony.
17. Display “Source #4”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Explain that this source is a section of the Royal Charter given to the founders of the colony of Georgia. Have students try to identify familiar words on the document and then display the “Transcription” of the document, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Highlight and discuss the following phrases. Note that a highlighted version has been included in the *Supplemental Materials, (Unit 3, Lesson 3)* for you to use as reference.
- Poor subjects (explain that this refers to poor people in England)
  - Misfortunes and want of employment (explain that this refers to hard times and lack of jobs)
  - Not able to provide a maintenance for themselves and families ( explain that this means they could not take care of themselves or their families)
  - Means to defray their charges of passage ( explain that this means they needed a way to pay for their passage to the colony of Georgia)
  - Gain a comfortable subsistence ( explain that this refers to a comfortable living)
  - Strengthen our colonies ( explain that this means these people could help the colonies if they were able to get there)
18. Guide students in understanding the gist of the charter by explaining that at this time in England there were many poor people. When a person could not pay their debts they were sentenced to a debtor’s prison. The founders of the colony of Georgia hoped to offer these people a second chance by paying for their passage to Georgia.
19. Assign students the section of your text which deals with the founding of Georgia. Note that in the text cited in the Student Resources this would be pages 92 and 93. Have students read the selection and add information to their note-taking chart.
20. The following information is provided as background information. It covers the significant ideas relating to Georgia. Note that if your text leaves out some of this information you may wish to share it with students.
- In 1733, James Oglethorpe and nineteen partners were given a charter to settle a colony, which they named Georgia in honor of King George who ruled England at the time.
  - The English were hoping this colony would serve as a buffer zone between the other English colonies and Spanish Florida.
  - To get settlers to come to the colony, Oglethorpe came up with a plan to bring people who were in prison for owing money. At that time in England debtors were put in jail. He offered some of these people the opportunity to leave prison and settle in Georgia.
  - This idea, along with many others, helped Oglethorpe develop a reputation for being a very fair and humane person. In addition, he would not allow slavery in the colony of Georgia. Therefore, the colony began with small farms, not large plantations.

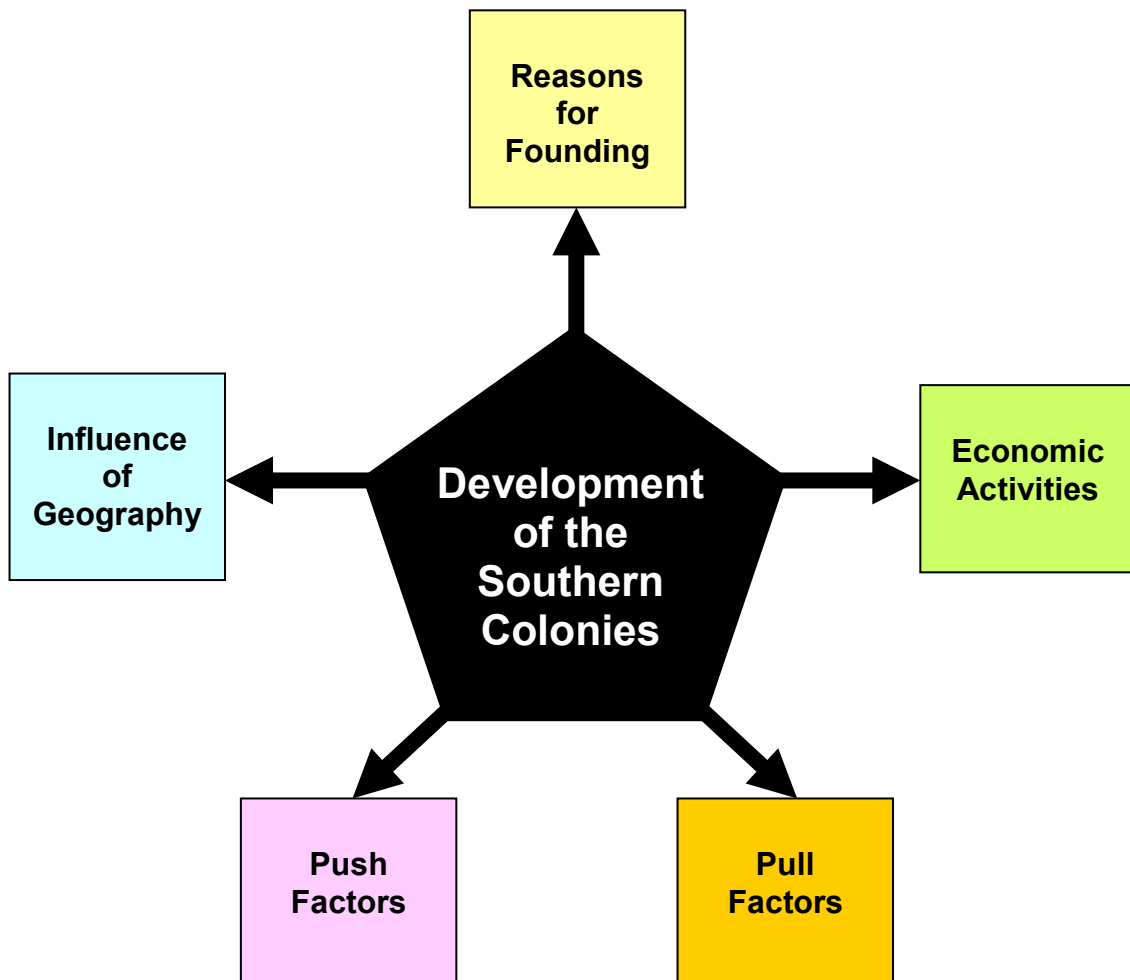
- In 1752, the king took control of the colony from Oglethorpe and his partners making it a royal colony. Slavery was now allowed and large plantations began to develop.
- Chief products in Georgia were rice, indigo, and lumber.
- In many ways, it resembled North Carolina in the beginning. There were mostly small farmers with a rich planter who owned a plantation here and there.

21. Have students add Georgia to their “Colonies Map.” Then, have them shade the five colonies in red. Using Word Card #20, explain that although the five colonies studied in this lesson had many differences, they also shared many common characteristics. For this reason they became known as the “Southern Colonies.” Explain that in the next two lessons students will explore the colonies that were founded in the north along the Atlantic coast.

### **Assessment**

As an assessment, have students create a more detailed version of the lesson graphic organizer by using the graphic organizer pieces included in the “Lesson Assessment”, located in the *Supplemental Materials, (Unit 3, Lesson 3)*. They should construct the organizer on 12” X 18” drawing paper. Note that a model of the organizer and a chart showing sample answers has also been included in the *Supplemental Materials (Unit 3, Lesson 3)* for you to use as reference.

## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 3, Unit 3

1. Following Virginia, four more southern colonies were founded along the Atlantic coast by the English.
2. These included Maryland, North Carolina, South Carolina, and Georgia.
3. Reasons for the founding of these colonies included the desire to make a profit, the desire for religious freedom, and the desire to provide a second chance for prisoners in England.
4. The economies of these colonies were dependent mainly on cash crops such as tobacco, rice, and indigo.
5. The growing of cash crops resulted in more and more enslaved Africans being brought to these colonies.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Plantation – Word Card #7 from Lesson 1
- Fort – Word Card #8 from Lesson 1
- Charter – Word Card #11 from Lesson 2
- Cash Crop – Word Card #11 from Lesson 2
- Indentured servant – Word Card #12 from Lesson 2
- Legislature – Word Card #15 from Lesson 2

### 17 royal colony

a colony that is under the direct control of a king or queen



**Example:** The King of England made Virginia a royal colony.

(SS050303)

### 18 proprietor

a person who was given land for a colony by the king or queen and allowed to govern the colony



**Example:** The colony of Maryland was founded by a proprietor.

(SS050303)

### 19 proprietary colony

a colony that was governed by a proprietor



**Example:** Maryland and the Carolinas began as proprietary colonies.

(SS050303)

### 20 Southern Colonies

the region of five colonies located in the southern part of the land claimed by England



**Example:** The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and Georgia.

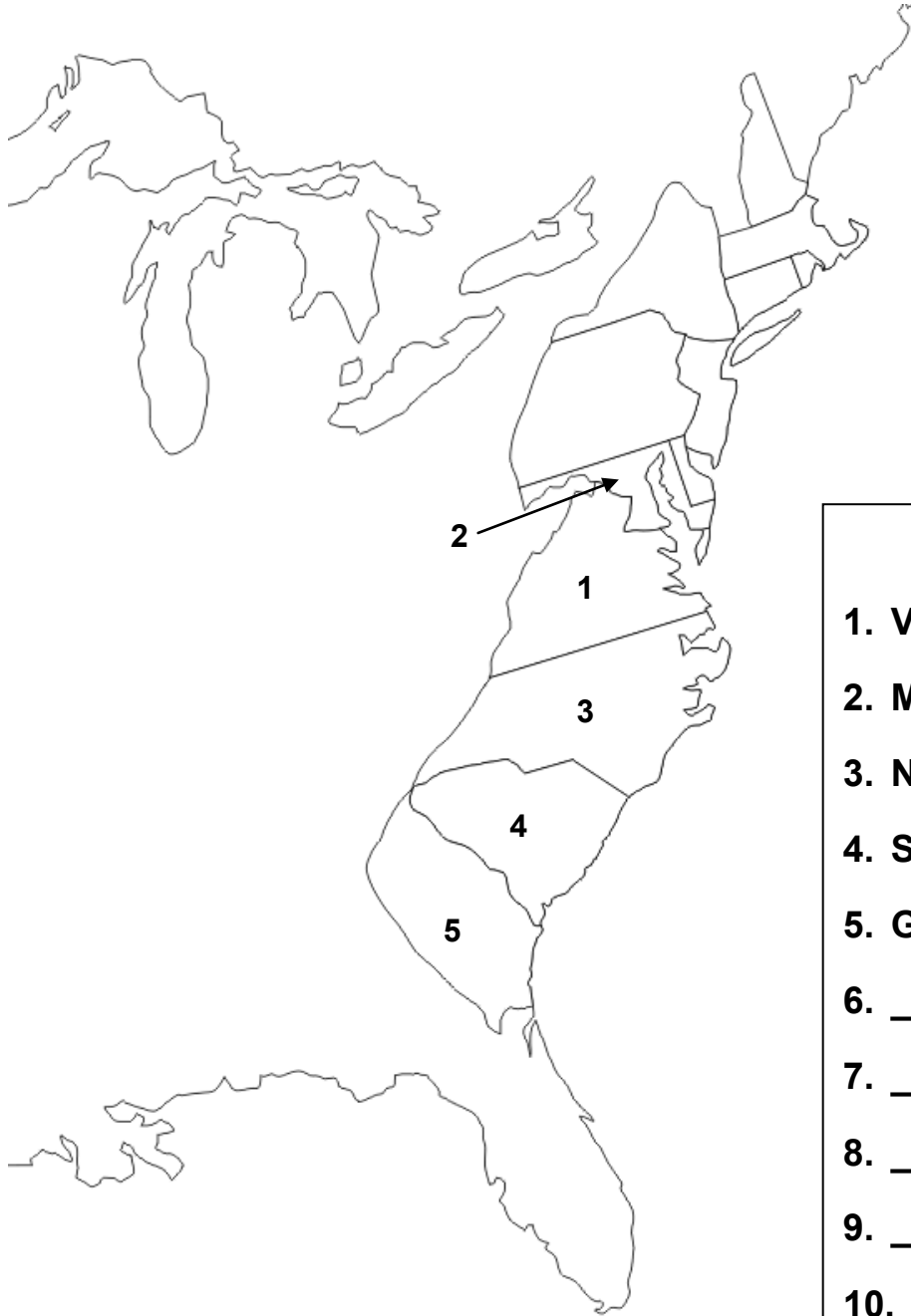
(SS050303)

### English Colonies Map



Map Key	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____

### English Colonies Map



Map Key	
1.	Virginia
2.	Maryland
3.	North Carolina
4.	South Carolina
5.	Georgia
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____

## Source #1

W A N T E D.

**T**O go to Maryland, a BLACKSMITH, a young man unmarried, bred to country business such as plough cons, axes, howes and can shoe a horse, and any other thing that may offer, and will bind for four or five years. he will find good encouragement.

For further particulars, enquire at William Brown, junr. merchant in Glasgow.

Source: [http://www.theglasgowstory.com/images/TGSE00607\\_m.jpg](http://www.theglasgowstory.com/images/TGSE00607_m.jpg)



## Source #1

### WANTED

**To go to Maryland, a BLACKSMITH, a young man unmarried, bred to country business such as ploughs, axes, hoes, and can shoe a horse, and any other thing that may offer, and will bind for four or five years, he will find good encouragement. For further particulars, inquire at William Brown, junior, merchant in Glasgow.**

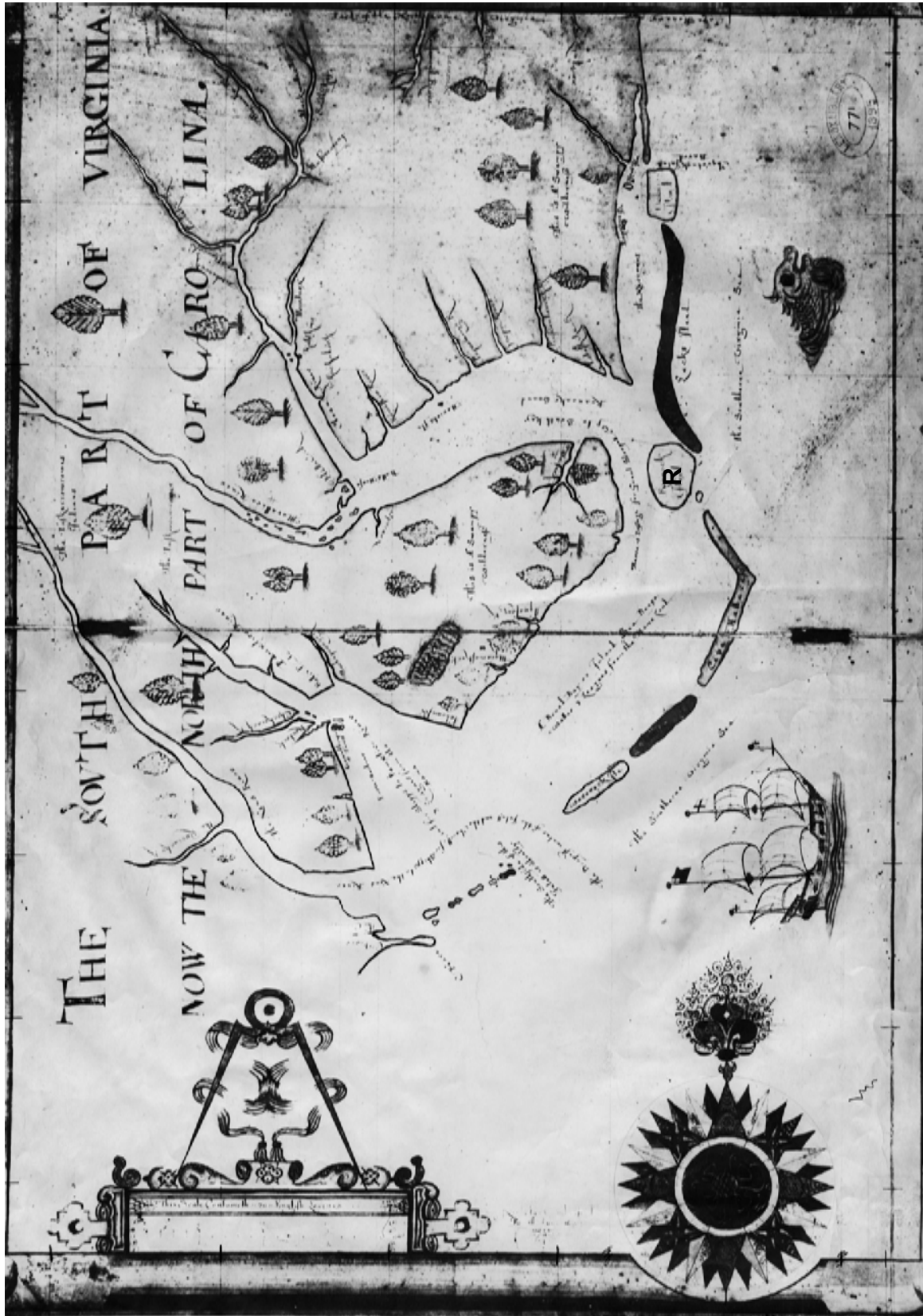
### Note Taking

<b>Reasons for Founding</b>	
<b>Influence of Geography</b>	
<b>Economic Activities</b>	
<b>Push Factors</b>	
<b>Pull Factors</b>	

### Note Taking – Sample Answers

<b>Reasons for Founding</b>	<ul style="list-style-type: none"><li>• Desire to make a profit</li><li>• Religious freedom</li><li>• To provide a second chance for people in debtor’s prison.</li></ul>
<b>Influence of Geography</b>	<ul style="list-style-type: none"><li>• Cash crops like tobacco and rice grew well in the region.</li><li>• Some colonies like South Carolina had a good harbor and some like North Carolina did not.</li><li>• People often settled along rivers.</li></ul>
<b>Economic Activities</b>	<ul style="list-style-type: none"><li>• Growing cash crops like tobacco, indigo, and rice.</li><li>• Big plantations and small farms.</li><li>• Lumbering in some areas.</li><li>• Some trade centers like Charles Town developed.</li></ul>
<b>Push Factors</b>	<ul style="list-style-type: none"><li>• The population in Virginia had grown and land had become scarce.</li><li>• People had been put in debtor’s prison in England.</li><li>• Catholics had been treated unfairly in England.</li></ul>
<b>Pull Factors</b>	<ul style="list-style-type: none"><li>• Land was available.</li><li>• Land was good for growing cash crops.</li><li>• There was the hope for religious freedom.</li><li>• There was the hope for a better life.</li></ul>

## Source #2



1657 Comberford Map. 5 Oct. 2010. [http://www.learnnc.org/lp/media/uploads/2008/03/south\\_part\\_virginia.jpg](http://www.learnnc.org/lp/media/uploads/2008/03/south_part_virginia.jpg)

## **The Carolina Colony**

King Charles granted land for a colony between Virginia and Spanish Florida in 1663. He divided the colony between eight wealthy Englishmen who became the proprietors of the colony. The proprietors wrote a constitution for the colony that allowed colonists to make some laws, but most of the power was kept in the hands of the king

There were already English people in the area. They had come from Virginia and had been building settlements in the northern part of the region. The colony was very large and two different regions began to develop, one in the northern part and one in the southern part.

### **North Carolina**

Many of the settlers in the north of the colony were former indentured servants who had moved there from Virginia. They began small tobacco farms in the region. Later lumbering became an important economic activity as settlers made use of the pine forests of the area. They made tar and pitch from the local pines. These were important products needed in England.

The area in the north continued to develop as mainly an area of small farms. As a result there were not many enslaved Africans in the region for many years.

One of the problems people faced was the lack of a good deep water harbor. This made it difficult to ship tobacco, pitch and tar. It also made it difficult to get new settlers to the area.

### **South Carolina**

Many of the first settlers in the southern part of Carolina were planters from the island of Barbados. They had owned large plantations on the island and now hoped to do the same thing in Carolina. Many brought enslaved Africans with them.

The geography of the southern part of the colony was perfect for rice and indigo, a plant used to make a special blue dye. Large plantations developed which grew these two cash crops. Increasing numbers of enslaved Africans were brought to the region to work on the plantations.

A town with a good harbor named Charlestown was founded in 1680. It quickly grew and became an important trade center.

### **Two Colonies from One**

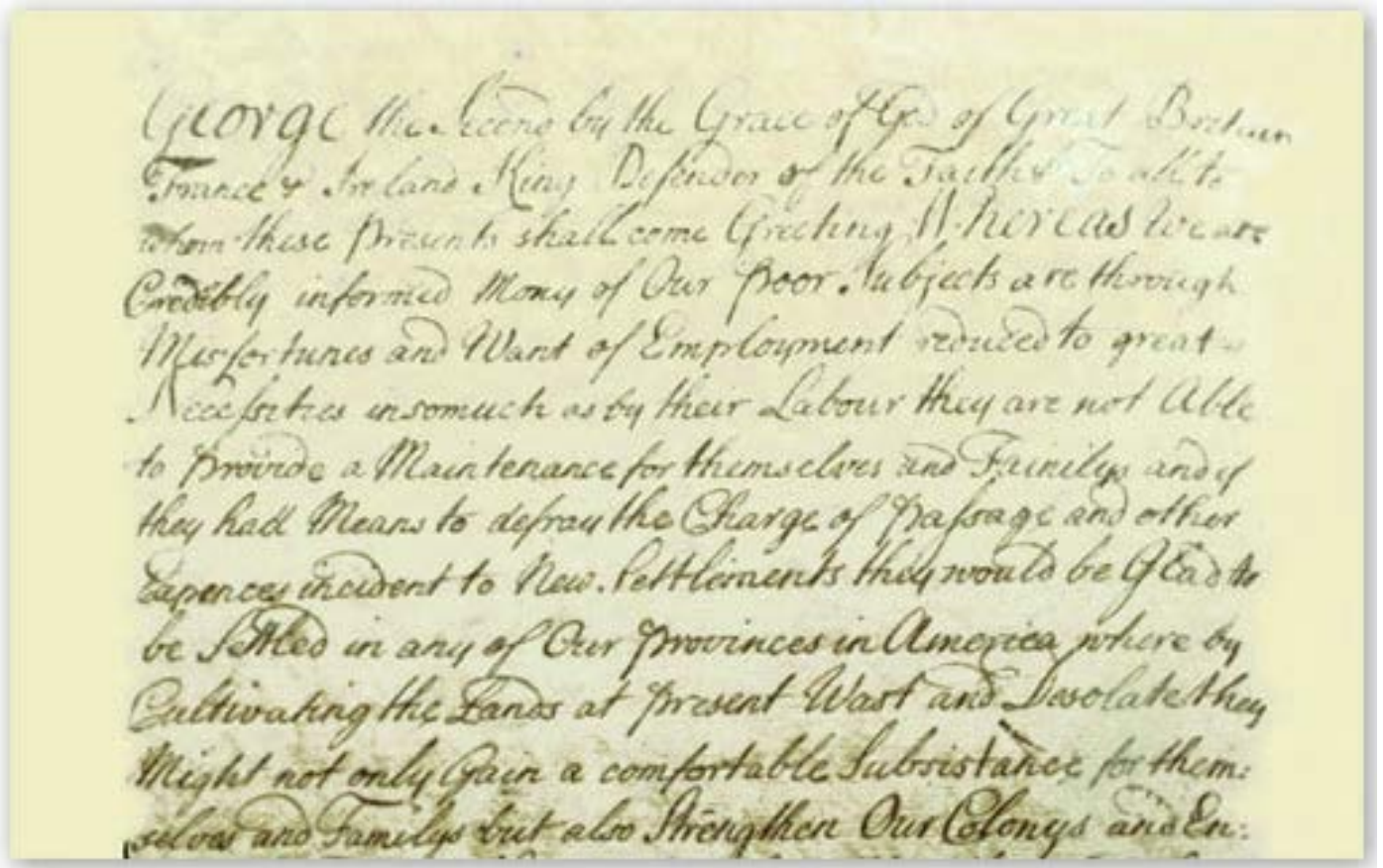
As the population of the colony grew, the colony became difficult to govern. This was due partly to its large size. It was also due, however, to the differences in the northern and southern parts of the colony. In 1712 the northern two-thirds of the colony was divided into two colonies: North Carolina and South Carolina.

### Source #3

**A Brief Description Of The Province of Carolina On the Coasts of Floreda. And More perticularly of a New-Plantation begun by the English at Cape-Feare, on that River now by them called Charles-River, the 29th of May. 1664. Wherein is set forth The Healthfulness of the Air; the Fertility of the Earth, and Waters; and the great Pleasure and Profit will accrue to those that shall go thither to enjoy the same.**

Source: <http://www.learnnc.org/lp/editions/nchist-colonial/2043>

## Source #4



George the Second by the Grace of God of Great Britain  
France & Ireland King Defender of the Faith To all to  
whom these presents shall come greeting WHEREAS we are  
Credibly informed Many of Our poor Subjects are through  
Misfortunes and Want of Employment reduced to great  
Necessities in so much as by their Labour they are not Able  
to provide a Maintenance for themselves and Families and if  
they had Means to defray the Charge of Passage and other  
Expences incident to New Settlements they would be Glad to  
be Settled in any of Our provinces in America where by  
Cultivating the Lands at present Waste and Desolate they  
Might not only Gain a comfortable Subsistence for them-  
selves and Families but also Strengthen Our Colonys and En-

Royal Charter for Georgia. 5 October 2011 <<http://georgiainfo.galileo.usg.edu/tdgh-apr/apr21.htm>>.



## Primary Source #4 Transcription

GEORGE the second, by the grace of God, of Great Britain, France and Ireland, king, defender of the faith, and so forth. To all to whom these presents shall come, greeting.

Whereas we are credibly informed, that many of our poor subjects are, through misfortunes and want of employment, reduced to great necessity, insomuch as by their labor they are not able to provide a maintenance for themselves and families; and if they had means to defray their charges of passage, and other expences, incident to new settlements, they would be glad to settle in any of our provinces in America where by cultivating the lands, at present waste and desolate, they might not only gain a comfortable subsistence for themselves and families, but also strengthen our colonies and increase the trade, navigation, and wealth of these our realms.

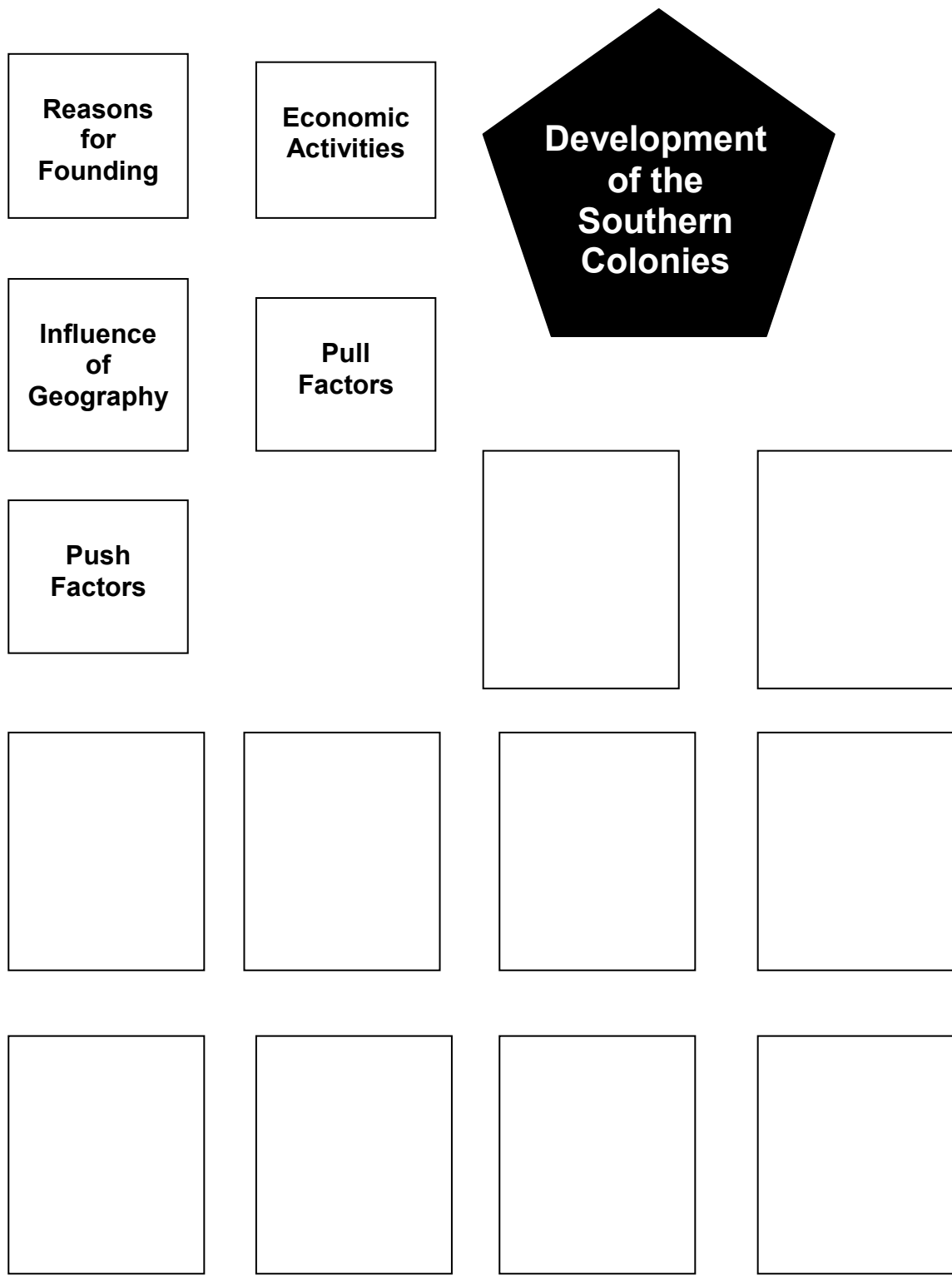


## Primary Source #4 Transcription – Highlighted Version

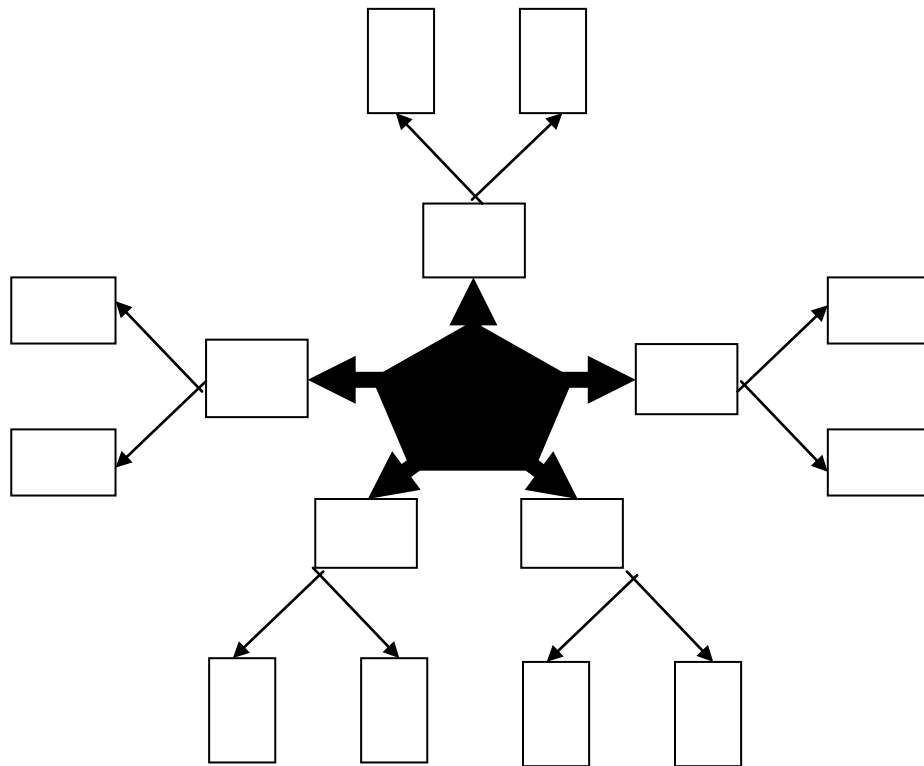
GEORGE the second, by the grace of God, of Great Britain, France and Ireland, king, defender of the faith, and so forth. To all to whom these presents shall come, greeting.

Whereas we are credibly informed, that many of our **poor subjects** are, through **misfortunes** and **want of employment**, reduced to great necessity, insomuch as by their labor they are **not able to provide a maintenance for themselves and families**; and if they had **means to defray their charges of passage**, and other expences, incident to new settlements, they would be **glad to settle in any of our provinces in America** where by cultivating the lands, at present waste and desolate, they might not only **gain a comfortable subsistence** for themselves and families, but also **strengthen our colonies** and increase the trade, navigation and wealth of these our realms.

### Assessment Graphic Organizer Pieces



### Assessment Graphic Organizer Pattern and Sample Answers



<b>Reasons For Founding</b>	<ul style="list-style-type: none"> <li>• Desire to make a profit</li> <li>• Religious freedom</li> <li>• To provide a second chance for people in debtor's prison.</li> </ul>
<b>Influence of Geography</b>	<ul style="list-style-type: none"> <li>• Cash crops like tobacco and rice grew well in the region.</li> <li>• Some colonies like South Carolina had a good harbor and some like North Carolina did not.</li> <li>• People often settled along rivers.</li> </ul>
<b>Economic Activities</b>	<ul style="list-style-type: none"> <li>• Growing cash crops like tobacco, indigo, and rice.</li> <li>• Big plantations and small farms.</li> <li>• Lumbering in some areas.</li> <li>• Some trade centers like Charles Town developed.</li> </ul>
<b>Push Factors</b>	<ul style="list-style-type: none"> <li>• The population in Virginia had grown and land had become scarce.</li> <li>• People had been put in debtor's prison in England.</li> <li>• Catholics had been treated unfairly in England.</li> </ul>
<b>Pull Factors</b>	<ul style="list-style-type: none"> <li>• Land was available.</li> <li>• Land was good for growing cash crops.</li> <li>• There was the hope for religious freedom.</li> <li>• There was the hope for a better life.</li> </ul>

## Lesson 4: Religious Freedom and Early New England Settlements

### Big Ideas of the Lesson

- The Separatists, or Pilgrims, wanted to start a settlement in North America for religious reasons. They were looking for religious freedom.
- The Pilgrims started the colony of Plymouth in what is now the state of Massachusetts.
- The Pilgrims signed the Mayflower Compact which was an agreement that set up their government. It was based on the core democratic value of the common good.
- The Pilgrims received lots of help from Native Americans.
- The first harvest festival the Pilgrims celebrated became the basis for our holiday of Thanksgiving.

### Lesson Abstract:

In this lesson, students explore the quest for religious freedom as they learn about the Plymouth Colony. They study a variety of resources including historical maps, data, and literature. They examine the foundations of self-rule in the English Colonies through an analysis of the Mayflower Compact. As a culminating activity they complete a chart and Venn diagram comparing Jamestown and Plymouth.

### Content Expectations

- 5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - relations with American Indians (e.g., Pequot/King Phillip's War)
  - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
  - religious tensions in Massachusetts that led to the establishment of other colonies in New England.

### Common Core State Standards:

- RI.5.2:* Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Key Concepts

cause and effect  
colonization  
migration  
push and pull factors  
role of religion

## **Instructional Resources**

### Equipment/Manipulative

Chart paper  
Document camera/projector  
A world map

### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. Pp. 77-79.

McGovern, Ann *If You Sailed on the Mayflower*. New York: Scholastic, 2000. (optional)

Van Leeuwen, Jean. *Across the Wide Dark Sea: The Mayflower Journey*. New York: Dial Books, 1995. (optional)

*A Walking Tour of Plymouth Plantation*. 5 Oct. 2011  
<<http://archnet.asu.edu/archives/historic/plimoth/plimoth.html>>.

Waters, Kate. *On the Mayflower: Voyage of the Ship's Apprentice and a Passenger Girl*. New York: Scholastic, 1996. (optional)

- - -. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy..* New York: Scholastic, 1993. (optional)

- - -. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic, 1989 (optional)

- - -. *Tapenum's Day: A Wampanoag Indian boy in Pilgrim Times..* New York: Scholastic, 1996. (optional)

Yero, Judith Lloyd. *The Mayflower Compact*. Documents of Freedom series. Washington, D.C: National Geographic, 2004. (optinal)

*You are the Historian: Investigating the First Thanksgiving*. 5 Oct. 2011<[http://www.plimoth.org/education/olc/index\\_js2.html](http://www.plimoth.org/education/olc/index_js2.html)>.

### Teacher Resource

*Children on the Mayflower*. The Pilgrims & Plymouth Colony, 1620. 5 Oct. 2011  
<<http://www.rootsweb.com/~mosmd/mfchild.htm>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 4)*. Teacher-made material. Oakland Schools, 2012.

*John Smith's 1614 Map of New England*. The Pilgrims & Plymouth Colony, 1620. 5 Oct. 2011  
<<http://www.rootsweb.com/~mosmd/nemap.htm>>.

*Wampanoag Country in the 1600s*. 5 Oct. 2011  
<[http://www.plimoth.org/education/olc/Map\\_Wampanoag.pdf](http://www.plimoth.org/education/olc/Map_Wampanoag.pdf)>.

### Lesson Sequence

1. Write the term “Pilgrims” on an overhead transparency or board. Ask how many students are familiar with this term. Tell students to take out their social studies journals and write a list of words that come to mind when they think of the word “Pilgrims.” Give students time to write and then discuss what they wrote. Make a master list of their words on an overhead transparency or board. Common words students think of will probably include: Thanksgiving, Mayflower, Native Americans, Plymouth Rock, etc. Using Word Card #21, explain that in this lesson they will learn more about the group known as the Pilgrims and the colony they began in a region that became known as New England.
2. Briefly review the Jamestown settlement and the Virginia Colony. Explain to students that as Jamestown and the surrounding colony became more prosperous, more English people were interested in going to North America. Ask students what pull factors may have attracted people to Virginia. Discuss students’ responses. Possible answers include that people were making a lot of money on tobacco profits and that there was the chance to own your own land in Virginia. Explain that another factor that encouraged immigration to North America was a book written by John Smith who had been a leader at Jamestown. In the book he included maps of the coastline, descriptions of the land and other information. He called the land “New England.” Display “John Smith’s Map of New England”, located in the *Supplemental Materials, (Unit 3, Lesson 4)* and explain that this is one of the maps from his book.
3. Remind students that the majority of people who went to Jamestown went for economic reasons. In the beginning, people hoped to find gold and other riches. Later they hoped to make a profit selling cash crops like tobacco. Explain that the Pilgrims came to North America mainly for religious, not economic reasons. Use Word Card #22 to discuss the term ‘religious freedom.’
4. Explain that in the early 1600s, people in England had to belong to the Church of England, which was headed by the King of England. Those who refused to join that church were persecuted which meant they were often put in jail or mistreated. One group of people who did not want to attend the Church of England decided to separate from the church. They became known as the Separatists. Share the following information about the Separatists:
  - In 1608, they decided to move to Holland so they could follow their religion freely.
  - In Holland they had religious freedom but began to worry that their children would not learn English ways. (Point out Holland on a world map)
  - They decided to go to North America where they hoped to live among English colonists and still be able to follow their own religion.
  - In time these people became known as Pilgrims because a pilgrim is a person who makes a journey for religious reasons.
5. Review the term ‘push and pull factors’ and ask students what push and pull factors influenced the decision of the Separatists, or Pilgrims, to migrate to North America. Guide students in understanding how religion was both a push and pull factor. Religious persecution pushed the Separatists out of England and the hope of religious freedom pulled them to North America.

6. Explain that early in 1620, this group requested and won a charter from the Virginia Company to begin a new settlement in the northern section of the area known as Virginia. They began to make plans for their journey. Some of their members, however, were afraid to go. In the end, less than 40 Separatists planned to go. Ask students: Do you think this was a large enough group to begin a new settlement? Why or why not? Discuss student responses. Answers should focus on the idea that even with one hundred settlers it was difficult to found Jamestown.
7. Explain that the Separatists, who became known as the Pilgrims, needed more people to join them so they signed up other English people who did not share their religion. The Separatists called these people the “Strangers.” They wanted to go to North America to try and find a better life. Two ships, the *Speedwell* and the *Mayflower*, were chosen and loaded with supplies for both the voyage and for the new settlement. Ask students which of these ships they are familiar with. Most students should recognize the *Mayflower* as the ship that brought the Pilgrims to New England. Ask students what they think happened to the other ship. Discuss student predictions. Then, reveal the answer using “The Journey, Information Sheet,” located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Discuss the journey using these questions:
  - How do you think the decision to sail with only one ship affected the people and their journey?
  - How do you think they felt as the journey went on and things became more difficult?
  - Do you think they stayed in Massachusetts or tried to reach the Virginia Colony? Why or why not?
8. To enrich this section of the lesson, read students one of the following books or assign one as independent reading:
  - *If You Sailed on the Mayflower* by Ann McGovern
  - *Across the Wide Dark Sea* by Jean Van Leeuwen
  - *On the Mayflower: Voyage of the Ship’s Apprentice and a Passenger Girl* by Kate Waters
9. Divide students into pairs and give each pair a copy of “Children on the Mayflower”, located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Have pairs of students work together to draw some conclusions based on the information on the chart. Possible answers include:
  - There were 31 children on board the Mayflower.
  - Some of the children had names that are not common now such as Remember, Love, Humility, Oceanus, and Resolved.
  - We do not know the first names of some of the children.
  - One child was born on the journey.
  - Eleven of the children died during the first winter.As a writing assignment, have students write a journal entry from the perspective of a child their age traveling on the Mayflower. Have them share their writing in small groups.
10. Explain to the class that the Pilgrims decided to stay in the area of Massachusetts instead of trying to get to the Jamestown area of the Virginia Colony. This presented them with a problem. They were in an area with no government. While still on the ship, they decided to write an agreement that would create a government for them and keep order. This type of

agreement was called a “Compact.” Using Word Cards #23 and #24, discuss the terms ‘compact’ and ‘Mayflower Compact.’

11. Display “The Mayflower Compact”, located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Remind students that, like many primary sources, this document presents some problems. For example, it is written in the language of the times, which can be hard to understand now. Using a highlighter, guide the students in highlighting any important words and phrases they are familiar with. These should include: King James, Christian faith, first colony, Virginia, combine ourselves, better ordering, preservation, equal laws, constitutions, good of the colony, and promise.
12. Using Word Card #25, ask students which core democratic value this document appears to be based. Discuss students’ responses and guide students to the idea that one major purpose of this document was to benefit the common good, which the document described as the “good of the Colony.” Using Word Card #26, review the term ‘common good.’
13. Using “Understanding the Mayflower Compact”, located in the *Supplemental Materials, (Unit 3, Lesson 4)* further explore the meaning of the document. Using Word Card #27, explain that this is a very important document because it was the first example of self-rule in the English Colonies. Explain that this was a time when kings and queens ruled and the idea of self-rule was a very new idea. Note that National Geographic publishes a short, very information book on the Mayflower Compact, which is listed in the Student Resource section of this lesson.
14. Explain that the group now began to look for a place to settle. Share the following information regarding this:
  - They wanted a place with a safe harbor, fresh water, and good soil.
  - While most people stayed onboard some began to look for a good place.
  - Late in December they found a clearing with old cornfields. This turned out to be an abandoned settlement of the Wampanoag Native Americans.
  - On December 26, 1620 the group went ashore. This was officially the beginning of the Plymouth Colony, which was also known as the Plymoth Plantation.
15. Ask students what they know about this landing at Plymouth. Note that many will be familiar with the idea that they landed at Plymouth Rock. Explain that this is really more of a legend. No Pilgrim records left behind make any mention of the rock. It was a legend that developed over time. At this point have students add the founding of Plymouth to the timeline they are creating in this unit.
16. Display John Smith’s map again which was used in Step 2. Point out the area where the Pilgrims ended up. You will actually see the word “Plymouth” on John Smith’s map and be able to point out Cape Cod to students. Display the map of “Wampanoag Country in the 1600s”, located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Ask students what this map shows. Discuss students’ responses and guide them to the idea that Native Americans of the Wampanoag nation had been living in this area for a long time. Point out Patuxet on this map and explain that this had been the name of the former Wampanoag settlement where the Pilgrims began the Plymouth Colony. Share this additional information about the map:



- The Wampanoag territory in the 1600s was made up of about 67 villages.
- This map shows some of them.
- The large print shows the Wampanoag name of a village.
- The small print gives the modern name.

17. Ask students the following question: How would the fact that they landed in late December affect them? Discuss students' ideas. Possible answers include it would be cold in that area, it would be too late to plant crops, and it would not be a good time to find food. Give each student a copy of "The First Winter and Spring" text selection. Explain that students should read the selection and then identify key ideas for each paragraph and write them on the chart beneath the text.
18. Give students time to read the text and complete the chart. Then, discuss the early days of Plymouth using the following questions.
- How do you think so many deaths affected the colony?
  - How were these events like those of Jamestown?
  - How were they different?
  - Why do you think Tisquantum, or Squanto, decided to help the people even though he had been taken and sold as a slave by Europeans before?
19. Explain that the Pilgrims and Wampanoags, under the leadership of their chief, Massasoit, lived in peace during this time. This benefited both groups. Explain that students will learn later that this changed over time as more English came to settle in Massachusetts.
20. Explain that in the fall of 1621, the Pilgrims gathered in their first harvest. It was decided to celebrate the harvest and give thanks for it. A festival was held for three days that included the 53 English colonists and 90 Wampanoag men. It included feasting and what they called at the time "recreations." Ask students what this festival became known as. Guide them to the idea that this is often thought of as the first Thanksgiving. Share the following information with students and then ask if they agree that this festival was "First Thanksgiving."
- In 1598, a group of Spanish settlers had a celebration of thanks for safely reaching the Rio Grande River.
  - The Wampanoag like many Native Americans had celebrated ceremonies of thanks for hundreds of years. These celebrations were called Nickommoh and were often held after a successful harvest.
- Explain that Thanksgiving became a national holiday in 1863, when President Abraham Lincoln declared the last Thursday in November as a "day of thanksgiving and praise."
21. For an excellent enrichment, have students take part an activity in which they investigate myths involving the First Thanksgiving at the following website: *You are the Historian*. 5 Oct. 2011  
<[http://www.plimoth.org/OLC/index\\_js2.html](http://www.plimoth.org/OLC/index_js2.html)>.
22. Explain that the Plymouth Colony continued to grow and prosper through fishing, farming, and fur trading. Unlike Jamestown, the farms remained small due to a colder climate and rocky soil. It remained a separate colony until it became part of Massachusetts Bay Colony in 1691. This

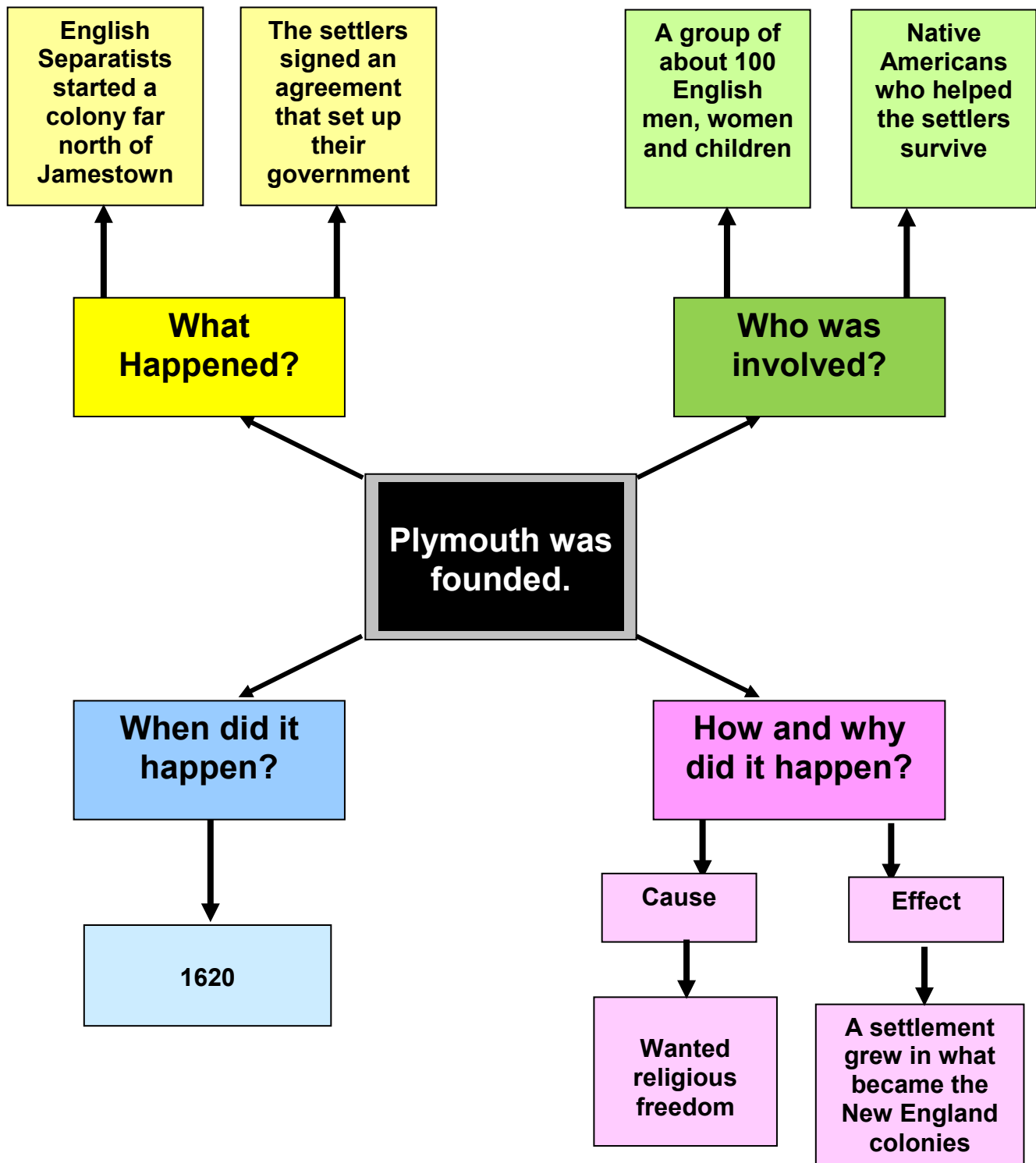
was a larger colony that had formed later also for religious reasons. Explain that students will learn more about this colony in the next lesson.

23. Note that this lesson can be supplemented with a textbook selection relating to the founding of Plymouth such as the one listed in the Student Resources.

### **Assessment**

As an assessment, provide each student with a copy of the “Sequence Activity” located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Have them cut apart the cards and place them in the correct sequence. Note that a sheet showing the correct sequence has also been included in the *Supplemental Materials, (Unit 3, Lesson 4)*. For an alternative or additional assessment have students complete the “Comparison Chart” comparing Plymouth and Jamestown, located in the *Supplemental Materials, (Unit 3, Lesson 4)*. Then have students use the chart to create a Venn diagram comparing the two settlements. Note that a Completed Chart and a Completed Venn Diagram with possible answers has been included in the *Supplemental Materials, (Unit 3, Lesson 4)*.

## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 4, Unit 3

- The Separatists, or Pilgrims, wanted to start a settlement in North America for religious reasons. They were looking for religious freedom.
- The Pilgrims started the colony of Plymouth in what is now the state of Massachusetts.
- The Pilgrims signed the Mayflower Compact which was an agreement that set up their government. It was based on the core democratic value of the common good.
- The Pilgrims received lots of help from Native Americans.
- The first harvest festival the Pilgrims celebrated became the basis for our holiday of Thanksgiving.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Plantation – Word Card #7 from Lesson 1
- Charter – Word Card #11 from Lesson 2

### 21 Pilgrims

the group of English settlers who founded the Plymouth Colony

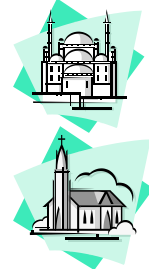


*Example: The Pilgrims were first known as the Separatists.*

(SS050304)

### 22 freedom of religion

the right to have any religious beliefs you want or no religious beliefs at all



*Example: We have many different religions in our country because we believe in freedom of religion.*

(SS050304)

### 23 compact

a written agreement

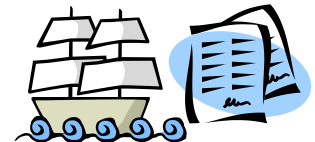


*Example: The Pilgrims wrote a compact that would create a government for their group.*

(SS050304)

### 24 Mayflower Compact

the agreement the Pilgrims signed that created a government for their colony



*Example: The Mayflower Compact was signed to help keep order in the colony they were about to begin.*

(SS050304)

**25**  
**core democratic values**

ideals and beliefs that people in America have in common and upon which our country is based

*Example: Freedom and fairness are examples of core democratic values.*

(SS050304)

**26**  
**the common good**



people working together for the benefit of everybody

*Example: When you help clean up in the classroom you are doing something for the common good.*

(SS050304)

**27**  
**self-rule**

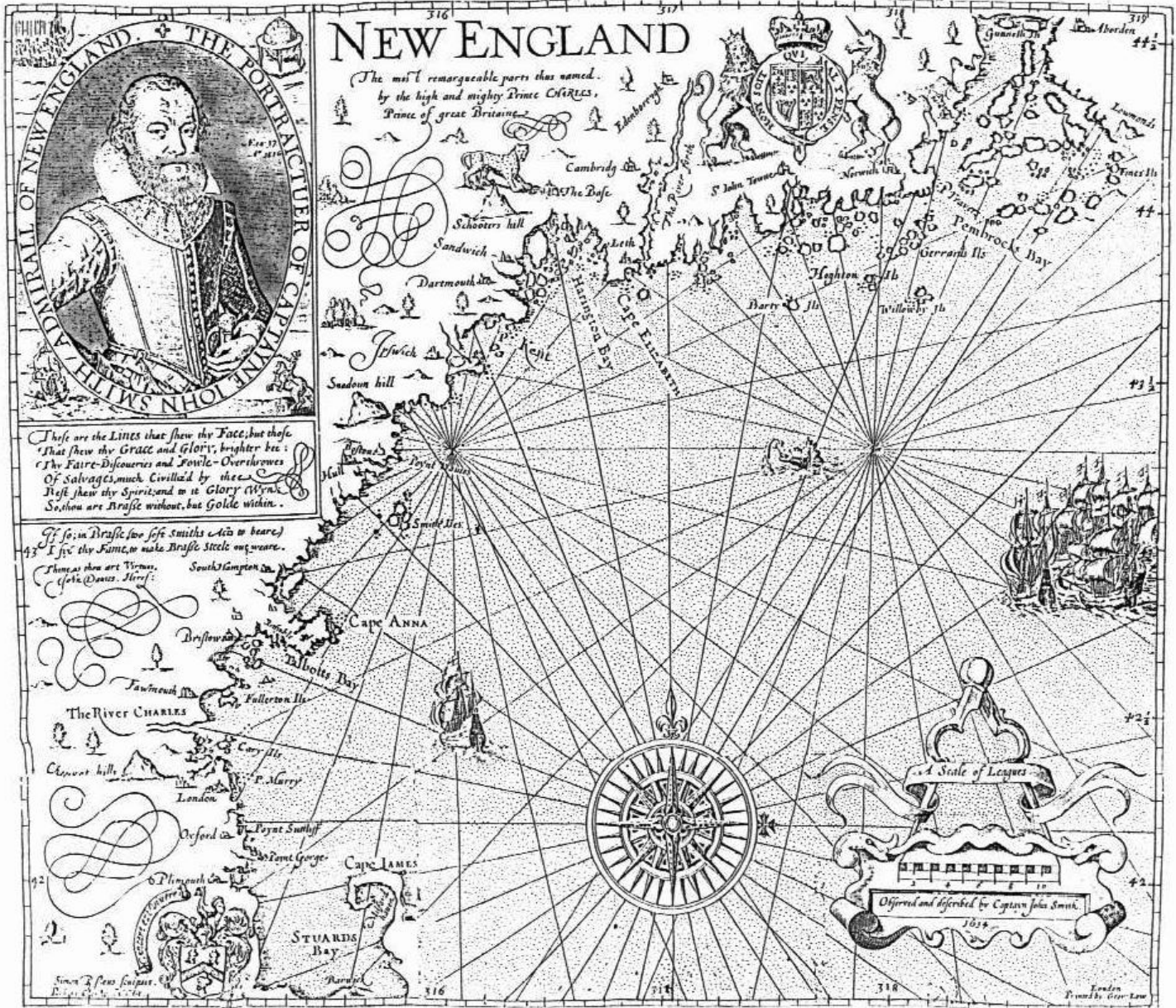
when people in a colony are allowed to rule themselves instead of being ruled by a king or queen

*Example: The Mayflower Compact was the first example of self-rule in the English colonies.*

(SS050304)



# John Smith's Map of New England, 1614



Source: <<http://www.rootsweb.com/~mosmd/nemap.htm>>.

## The Journey Information Sheet

- The group had planned to leave in August of 1620, but each time they set out the Speedwell began to leak and they had to turn back.
- Finally, they set sail in the Mayflower alone on September 16 of 1620.
- The ship was very crowded with 30 sailors, over one hundred passengers and two dogs.
- The journey was long and difficult. There was not enough fresh water. They ate mainly hard biscuits, dried beef, and moldy cheese.
- Many people got ill on the trip and one passenger died.
- Terrible storms came up and blew them far to the north.
- After 66 days at sea they saw land but it was not the Virginia Colony. They were far to the north in the area that is now Massachusetts.





## Children on the *Mayflower*

<p><b>ALLERTON:</b> Bartholomew, b. 1612, 8-year-old Remember, b. 1614, 6-year-old Mary, b. 1616, 4-year-old</p>	<p><b>HOPKINS:</b> Constance, b. 1606, 14-year-old Giles, b. 1607, 13-year-old Damaris, b. 1618, 2-year-old Oceanus, b. 1620 (born on voyage)</p>
<p><b>BILLINGTON:</b> John, b. 1604, 16-year-old Francis, b. 1606, 14-year-old</p>	<p><b>MORE:</b> Ellen, b. 1612, 8-year-old † Jasper, b. 1613, 7-year-old † Richard, b. 1614, 6-year-old Mary, b. 1616, 4-year-old †</p>
<p><b>BREWSTER:</b> Love, b. 1611, 9-year-old Wrestling, b. 1614, 6-year-old</p>	<p><b>MULLINS:</b> Priscilla, b. 1602, 18-year-old Joseph, b. 1614, 6-year-old †</p>
<p><b>CHILTON:</b> Mary, b. 1607, 13-year-old</p>	<p><b>ROGERS:</b> Joseph, b. 1602, 18-year-old</p>
<p><b>COOKE:</b> John, b. 1607, 13-year-old</p>	<p><b>SAMPSON:</b> Henry, b. 1603, 17-year-old</p>
<p><b>COOPER:</b> Humility, b. 1612, 8-year-old</p>	<p><b>TILLEY:</b> Elizabeth, b. 1607, 13-year-old</p>
<p><b>CRACKSTON:</b> John, b. -- , unknown age † [Some evidence suggests he was old enough to be married.]</p>	<p><b>TINKER:</b> (son)_____, b. -- , unknown age †</p>
<p><b>EATON:</b> Samuel, b. 1620, infant-in-arms</p>	<p><b>TURNER:</b> (son)_____, b. -- , unknown age † (son)_____, b. -- , unknown age †</p>
<p><b>FULLER:</b> Samuel, b. 1608, 12-year-old</p>	<p><b>WHITE:</b> Resolved, b. 1615, 5-year-old</p>
<p><b>HOOKE:</b> John, b. 1606, 14-year-old †</p>	

† Died the first winter.

Source: <<http://www.rootsweb.com/~mosmd/mfchild.htm>>.

## The Mayflower Compact

IN THE NAME OF GOD, AMEN. We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, etc.

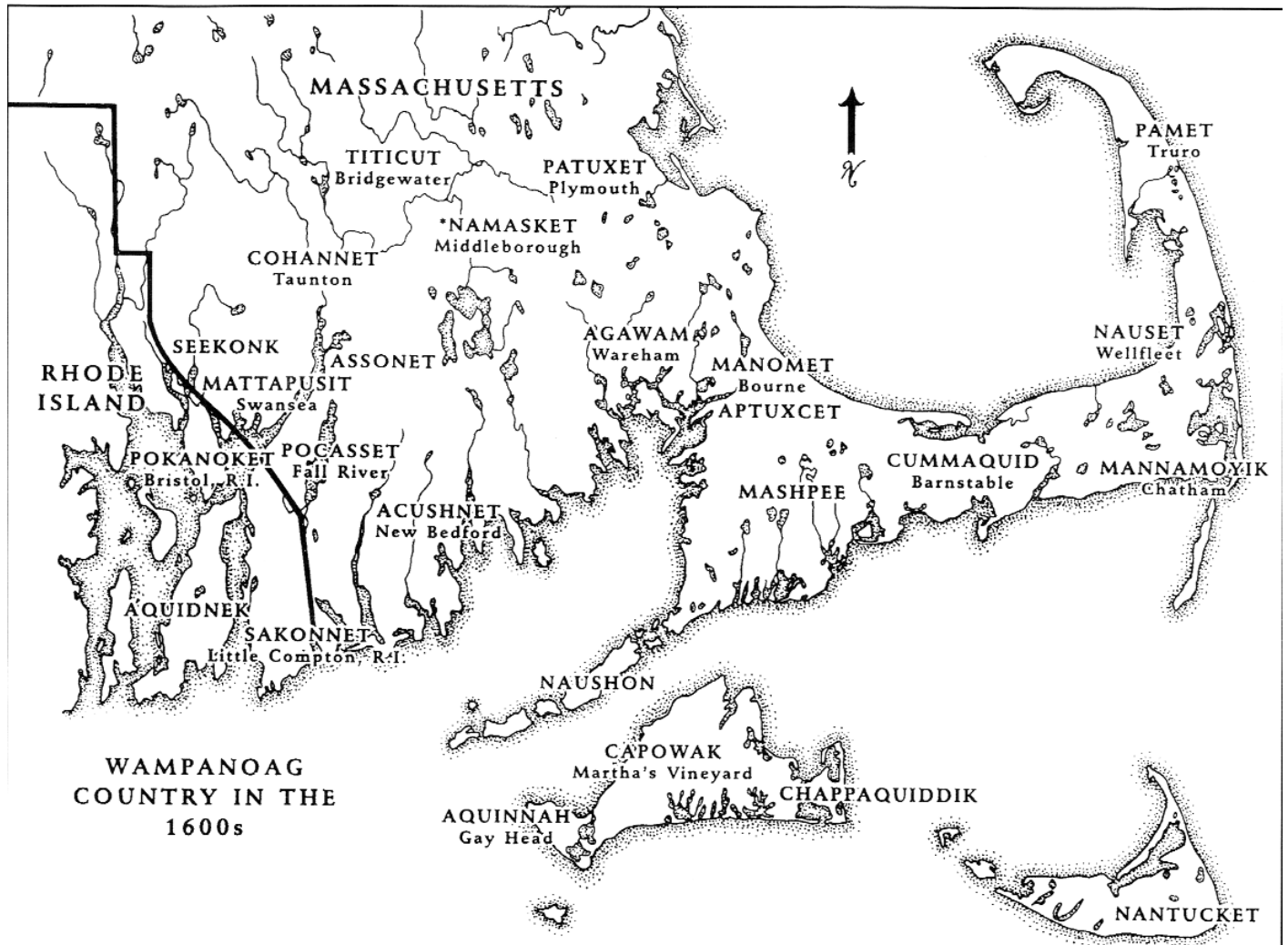
Having undertaken, for the glory of God, and advancement of the Christian faith and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents, solemnly and mutually in the presence of God, and of one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony: unto which we promise all due submission and obedience.

IN WITNESS WHEREOF we have hereunder subscribed our names at Cape Cod, the 11 of November, the year of the reign of our sovereign Lord James; of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Ano Dom. 1620.

## Understanding the Mayflower Compact

<b>With God in mind and as loyal subjects of our king, King James, we, whose names are at the bottom</b>	IN THE NAME OF GOD, AMEN. We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, etc.
<b>have for religious reasons and for the honor of our country</b>	Having undertaken, for the glory of God, and advancement of the Christian faith and honor of our King and Country,
<b>journeyed to begin the first colony in the northern parts of Virginia</b>	a voyage to plant the first colony in the northern parts of Virginia,
<b>In the presence of God and each other</b>	do by these presents, solemnly and mutually in the presence of God, and of one another,
<b>we join together to form a government</b>	covenant and combine ourselves together into a civil body politic,
<b>so that we can have order and safety and meet our goals</b>	for our better ordering and preservation and furtherance of the ends aforesaid;
<b>and in order to do this create fair laws and choose leaders</b>	and by virtue hereof to enact, constitute and frame such just and equal laws, ordinances, acts, constitutions and offices,
<b>whenever it is needed for the common good of the colony</b>	from time to time, as shall be thought most meet and convenient for the general good of the Colony:
<b>we promise to obey this government and abide by its laws.</b>	unto which we promise all due submission and obedience.
<b>As a symbol of our promise we have written our names here at Cape Cod on November 11, 1620.</b>	IN WITNESS WHEREOF we have hereunder subscribed our names at Cape Cod, the 11 of November, the year of the reign of our sovereign Lord James; of England, France and Ireland the eighteenth, and of Scotland the fifty-fourth. Ano Dom. 1620.

## Wampanoag Country in the 1600s



Source: [http://www.plimoth.org/education/olc/Map\\_Wampanoag.pdf](http://www.plimoth.org/education/olc/Map_Wampanoag.pdf)

## The First Winter and Spring

The first winter at Plymouth was very hard. The weather was cold and there was not enough food. Many people became ill. By spring about one half of the settlers had died.

Help came in the spring when an Abenaki Native American named Samoset walked into the settlement. He shocked the group by speaking English to them. He explained that he had learned English from sailors who fished along the coast.

He returned to Plymouth with a Wampanoag who spoke English better than he did. He was Tisquantum. The Pilgrims ended up calling him Squanto. Years before Tisquantum had been taken and sold as a slave in Spain. He had later escaped and spent some years in England before returning to his homeland. He stayed with the Plymouth colonists and showed them where to fish and how to plant crops like squash, pumpkins, and corn.

Paragraph	Key Ideas
1	
2	
3	

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Paragraph	Key Ideas
1	<b><i>Many people died during the first winter because of several problems.</i></b>
2	<b><i>An English-speaking Native American helped the settlers in the spring.</i></b>
3	<b><i>Another Native American who had lived in England showed the settlers where to fish and how to plant crops like corn.</i></b>

### Sequence Activity

<p>Plymouth started to grow and more settlers came.</p>	<p>The Separatists were treated badly in England because of their religious views.</p>	<p>The Pilgrims wrote the Mayflower Compact.</p>
<p>Native American neighbors helped the Pilgrims.</p>	<p>The Pilgrims were blown off course and found themselves far north of Virginia.</p>	<p>Many Pilgrims died of disease and starvation during the first winter.</p>
<p>The Separatists won a charter to set up an English colony in Virginia.</p>	<p>The Pilgrims had their first successful harvest in Plymouth.</p>	<p>The Separatists left England and went to Holland.</p>

### Correct Sequence

1. The Separatists were treated badly in England because of their religious views.
2. The Separatists left England and went to Holland.
3. The Separatists won a charter to set up an English colony in Virginia.
4. The Pilgrims are blown off course and find themselves far north of Virginia.
5. The Pilgrims wrote the Mayflower Compact.
6. Many Pilgrims died of disease and starvation during the first winter.
7. Native American neighbors helped the Pilgrims.
8. The Pilgrims had their first successful harvest in Plymouth.
9. Plymouth started to grow and more settlers came.



### Comparison Chart

	<b>Jamestown</b>	<b>Plymouth</b>
<b>Location</b>		
<b>Characteristics of the region</b>		
<b>Reasons it was founded</b>		
<b>Early setbacks</b>		
<b>Government</b>		
<b>Interactions with Native Americans</b>		
<b>Successes</b>		

**Comparison Chart – Possible Answers**

	<b>Jamestown</b>	<b>Plymouth</b>
<b>Location</b>	In what is now Virginia along the James River	In what is now Massachusetts along the bay
<b>Characteristics of the region</b>	warm climate, fertile soil	colder climate with four seasons; coastal
<b>Reasons it was founded</b>	economic – people wanted to make money	religious – people were looking for religious freedom
<b>Early Setbacks</b>	unwillingness by some to work, disease, lack of leadership; no families	hunger, disease, and cold
<b>Government</b>	House of Burgesses	Mayflower Compact
<b>Interactions with Native Americans</b>	often in conflict	peaceful for the first years
<b>Successes</b>	tobacco plantations	fishing, farming, and trading

## Answers for a Venn Diagram

### Similarities:

- Both chartered originally by the Virginia Company
- Both had a very difficult start
- Many deaths in each place in the beginning
- Both had a government
- Both received help from Native Americans
- Both had some good leaders
- Both had to meet many challenges

### Differences:

- Jamestown started for economic reasons and Plymouth for religious reasons
- Plymouth began with families; Jamestown did not.
- African Americans part of Jamestown but not Plymouth
- Jamestown had plantations and Plymouth had small farms
- The people of Plymouth cooperated more
- The people of Plymouth got along with Native Americans better

## Lesson 5: The Development of the New England Colonies

### Big Ideas of the Lesson

- A few years after the Plymouth Colony was founded, Puritans, looking for religious freedom founded the Massachusetts Bay Colony.
- Religious tensions in Massachusetts Bay led to the establishment of other colonies in New England. These included Rhode Island, Connecticut, and New Hampshire.
- These colonies formed the region which was called New England.
- The economies of these colonies were based on small farms, fishing, lumbering, ship building, and manufacturing.

### Lesson Abstract:

In this lesson, students build upon what they learned about the Plymouth Colony as they study the development of other colonies in the New England region. The skill of making inferences from illustrations is emphasized. In addition, a content-based focus is placed on the religious tensions in Massachusetts that led to the establishment of other colonies. Students compare and contrast the colonies using reasons the colonies were founded, push and pull factors affecting the movement of people into the colonies, the influence of geography on their development and the economic activities that developed in each.

### Content Expectations

- 5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
  - relations with American Indians (e.g., Pequot/King Phillip's War)
  - growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
  - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
  - religious tensions in Massachusetts that led to the establishment of other colonies in New England.

- 5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

### Common Core State Standards:

- RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Key Concepts

colonization  
economic development

push and pull factors  
colonial region  
role of religion  
settlement  
settlement patterns

### **Instructional Resources**

#### Equipment/Manipulative

Chart paper  
Overhead projector or document camera/projector

#### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 87-88.

#### Teacher Resource

*Ann Hutchinson*. Wikipedia School Section. 5 Oct. 2011 <<http://schools-wikipedia.org/wp/p/Puritan.htm>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 5)*. Teacher-made material. Oakland Schools, 2012.

*English Settlers in New England*. U.S. History Images. 5 Oct. 2011 <<http://ushistoryimages.com/new-england-colonies.shtm>>.

*Roger Williams*. Freedom: A History of US. 5 Oct. 2011 <[http://www.pbs.org/wnet/historyofus/web03/features/bio/B05\\_2.html](http://www.pbs.org/wnet/historyofus/web03/features/bio/B05_2.html)>.

*Thomas Hooker and His People*. Wikipedia. 5 Oct. 2011 <[http://en.wikipedia.org/wiki/File:Mr\\_Thomas\\_Hooker\\_&\\_His\\_People\\_travelling\\_1636.jpeg](http://en.wikipedia.org/wiki/File:Mr_Thomas_Hooker_&_His_People_travelling_1636.jpeg)>.

### **Lesson Sequence**

1. Review the idea that historians use multiple sources to investigate the past. They make inferences, or guesses, about the past based on the sources. Then, they try to find additional sources and modify their guesses based on the new evidence. Explain that in this lesson students will use illustrations to make inferences about the founding of New England Colonies. Then, they'll examine additional resources and have the opportunity to modify their guesses.
2. Display the illustration "English Settlers in New England", located in the *Supplemental Materials, (Unit 3, Lesson 5)* and ask students to make inferences regarding what the illustration appears to show about settlement in the New England region. Make a list of their inferences on chart paper. Then, ask students to choose one of the people depicted in the illustration and write a short diary entry in their social studies journal describing what the person was experiencing in New England according to this illustration.
3. Review the founding of the Plymouth Colony. Be sure to emphasize the desire for freedom of religion as a pull factor influencing the settlement of the colony. Explain that less than ten years after the Pilgrims founded Plymouth, another religious group founded another English

colony nearby. Using Word Card #28, explain that they were known as the “Puritans.” Like the Separatists, the Puritans disagreed with the Church of England. But, unlike the Separatists, they did not want to separate from the Church. Rather, the Puritans wanted to change some of the Church’s practices or make it more “pure.”

4. Give each student a copy of the “Massachusetts Bay Colony” informational text selection, located in the *Supplemental Materials (Unit 3, Lesson 5)*. Have students read the selection and then engage students in a discussion of this colony using the following questions:
  - Why do you think the Puritans chose to start a new settlement of their own rather than joining the Pilgrims at the Plymouth Colony?
  - What economic activities were found in the colony?
  - The Puritans left England looking for religious freedom. What evidence is there that they did not guarantee religious freedom in their own colony?
  - How was this colony different from Plymouth? How as it alike?
5. Return to the chart on which you wrote student inferences from Step 2. Ask students to locate information in the “Massachusetts Bay Colony” text selection to support one or more of the inferences. For example, a common inference may be that it was difficult to settle in New England. The third paragraph in the text selection supports this inference.
6. Have students add the founding of Massachusetts Bay Colony (1630) to the timeline they have been creating in this unit. Then, explain that in 1691 the king revoked the colony’s charter and made Massachusetts Bay a royal colony that included the Plymouth Colony. It was called just “Massachusetts.” Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 5)* guide students in adding Massachusetts to the map they began in Lesson 3.
7. Give each student a copy of “Making Inferences”, located in the *Supplemental Materials, (Unit 3, Lesson 5)*. Explain that student should study each illustration on the sheet and then make an inference about what is happening in the illustration and write it in the column labeled ‘Before Reading.’ Give students time to complete the activity and then collect them for use later in the lesson.
8. Explain that the Puritan religion was strictly enforced in the Massachusetts Bay Colony. Puritan leaders banished people they disagreed with from the colony. Give each student a copy of “Rhode Island Information”, located in the *Supplemental Materials, (Unit 3, Lesson 5)*. Provide time for students to read about two of the people who were expelled from Massachusetts Bay. Before they begin reading, write the following questions on the board or an overhead to guide students’ reading:
  - What was the connection between the Massachusetts Bay Colony and the Rhode Island colony?
  - How would you describe the character traits of Roger Williams and Ann Hutchinson? What kind of a colony do you think Rhode Island became?

After they have read the sheet, discuss the questions listed above as a class.

9. When students have finished the reading hand out “Making Inferences,” again and have them use the information from the Rhode Island Information Sheet to write a new description of what is happening in each illustration. Note sample answers have been included in the *Supplemental Materials, (Unit 3, Lesson 5)* to use for reference.
10. Return to the questions in Step 8 and discuss them with students. Have students add Rhode Island to their Colonies map.
11. Explain that it was not religion, but geography, that caused other people to leave Massachusetts Bay. The colony had thin, rocky soil in many areas that was not very good for farming. For this reason some settlers began leaving in search of better land. Share the following information about the founding of Connecticut with students:
  - In the 1630’s, some people moved from the Massachusetts Bay Colony to the fertile Connecticut River Valley.
  - In 1633, Windsor became the first permanent English settlement in the area.
12. Display “Illustration #4”, located in the *Supplemental Materials, (Unit 3, Lesson 5)* and have students write a description of what they think is happening in the illustration in their social studies journals. Then, share the following information relating to the illustration:
  - Besides the people looking for better farm land in the Connecticut River Valley, others began to come to the area for religious reasons. The best known was Rev. Thomas Hooker. He had decided to leave Massachusetts Bay because he thought the Puritan leaders had become too strict.
  - He led a group of people from Massachusetts through the wilderness to the Connecticut River.
  - The group consisted of about sixty men, women, and children as well as horses, cows, and pigs.
  - Rev. Hooker’s wife was too ill to walk, so she was carried on a special horse-drawn litter.
  - Thomas Hooker and his group founded the settlement of Hartford.
  - In 1636. Hartford and the other earlier settlements united to become the Connecticut Colony.
13. Have students write a second description of what is happening in Illustration #4 based on the information you have shared with them about Thomas Hooker. Have students add Connecticut to their Colonies map.
14. Explain that other people, looking for better farmland, headed north of Massachusetts and settled along the Merrimack River. Others came to the same area trying to escape the strict Puritan way of life. Share the following information about the founding of New Hampshire and then have students add this colony to their colonies map
  - David Thomson began the first settlement in the area in 1623. This settlement moved to what is now the city of Portsmouth in 1630, and began shipping lumber to England
  - John Mason was granted land in the area in order to set up a fishing colony.

- John Wheelwright, a follower of Anne Hutchinson, came to the area after being expelled from Boston.
- For many years the area was controlled by the Massachusetts Bay Colony.
- In 1679, the settlements were all united under a charter from the king when New Hampshire became a royal colony.

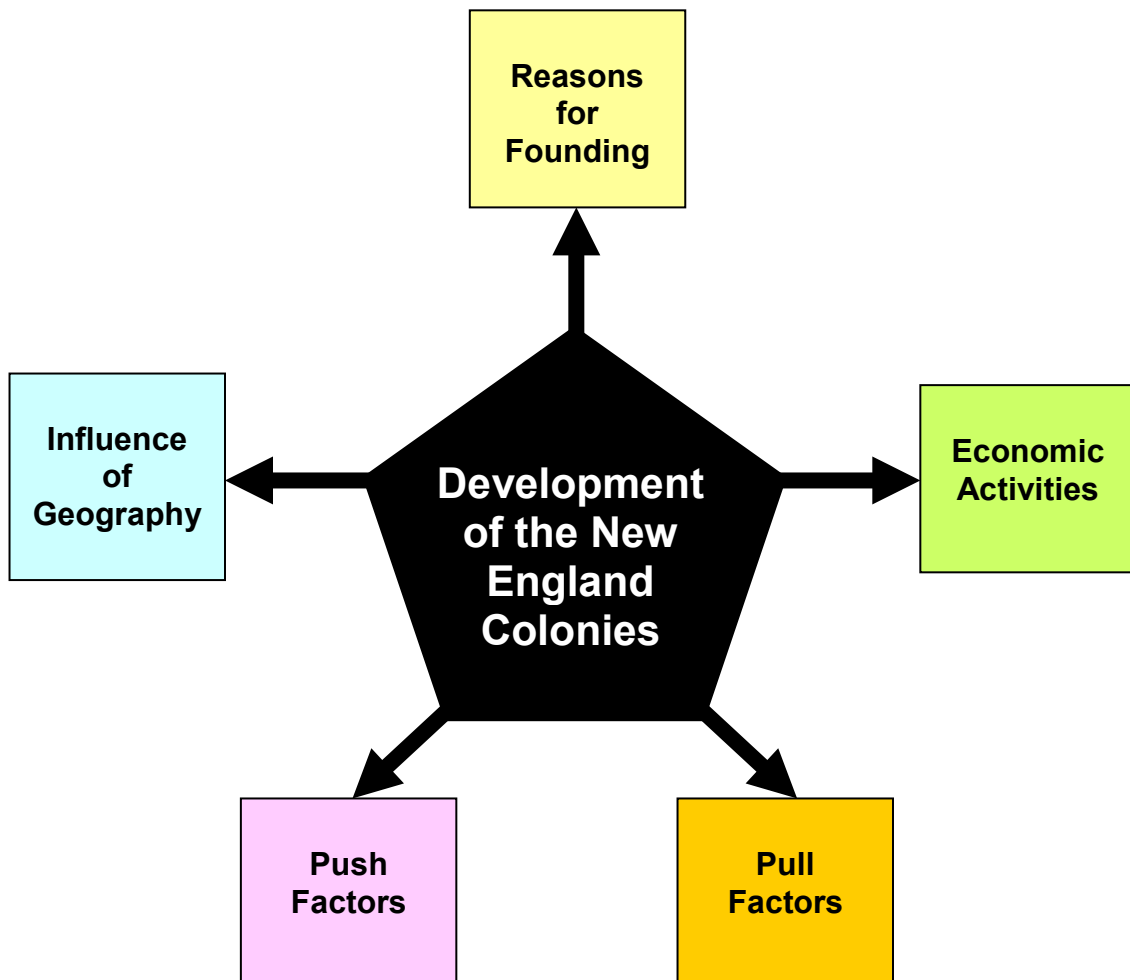
15. Using Word Card #29, remind students that the four colonies studied in this lesson became known as the New England colonies. Using their Colonies map point out that students have studied the founding of two regions of English colonies: New England and the Southern Colonies. In the next lesson they will learn about the founding of the third region, the Middle Colonies.

### **Assessment**

An assessment has been included in the *Supplemental Materials (Unit 3, Lesson 5)* in which students describe important characteristics of the New England colonies including reasons for founding, the influence of geography, economic activities, and push/pull factors impacting the migration of people to the colonies. After grading these assessments, return them to students to keep in their social studies journal. They will be needed in Lesson 8.



## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 5, Unit 3

1. A few years after the Plymouth Colony was founded, Puritans, looking for religious freedom, founded the Massachusetts Bay Colony.
2. Religious tensions in Massachusetts Bay led to the establishment of other colonies in New England. These included Rhode Island, Connecticut, and New Hampshire.
3. These colonies formed the region which was called New England.
4. The economies of these colonies were based on small farms, fishing, lumbering, ship building, and manufacturing.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Charter – Word Card #11 from Lesson 2
- Royal Colony – Word Card #17 from Lesson 3
- Freedom of Religion – Word Card #22 from Lesson 4

### 28 Puritans



the group of English settlers who founded the Massachusetts Bay Colony.

**Example:** The Puritans came to North America looking for religious freedom.

(SS050305)

### 29 New England Colonies



the region of four colonies located in the northern part of the land claimed by England

**Example:** The New England Colonies included Massachusetts, Rhode Island, Connecticut, and New Hampshire.

(SS050305)

## English Settlers in New England



Source: <http://ushistoryimages.com/new-england-colonies.shtm>

## The Massachusetts Bay Colony

In 1629, a group of Puritans joined other people in England to form the New England Company. The same year, the King granted the company a charter. This allowed them to settle in the region called “New England.” The first group of Puritans sailed to New England that year. They began a settlement named “Salem” on Massachusetts Bay.

In 1630, John Winthrop brought a second and much larger group of Puritans from England to settle in the same area. The group included nearly one thousand colonists traveling on eleven ships. He decided Salem was not the perfect place and went to a nearby area called Shawmut, which he renamed Boston after his hometown in England.

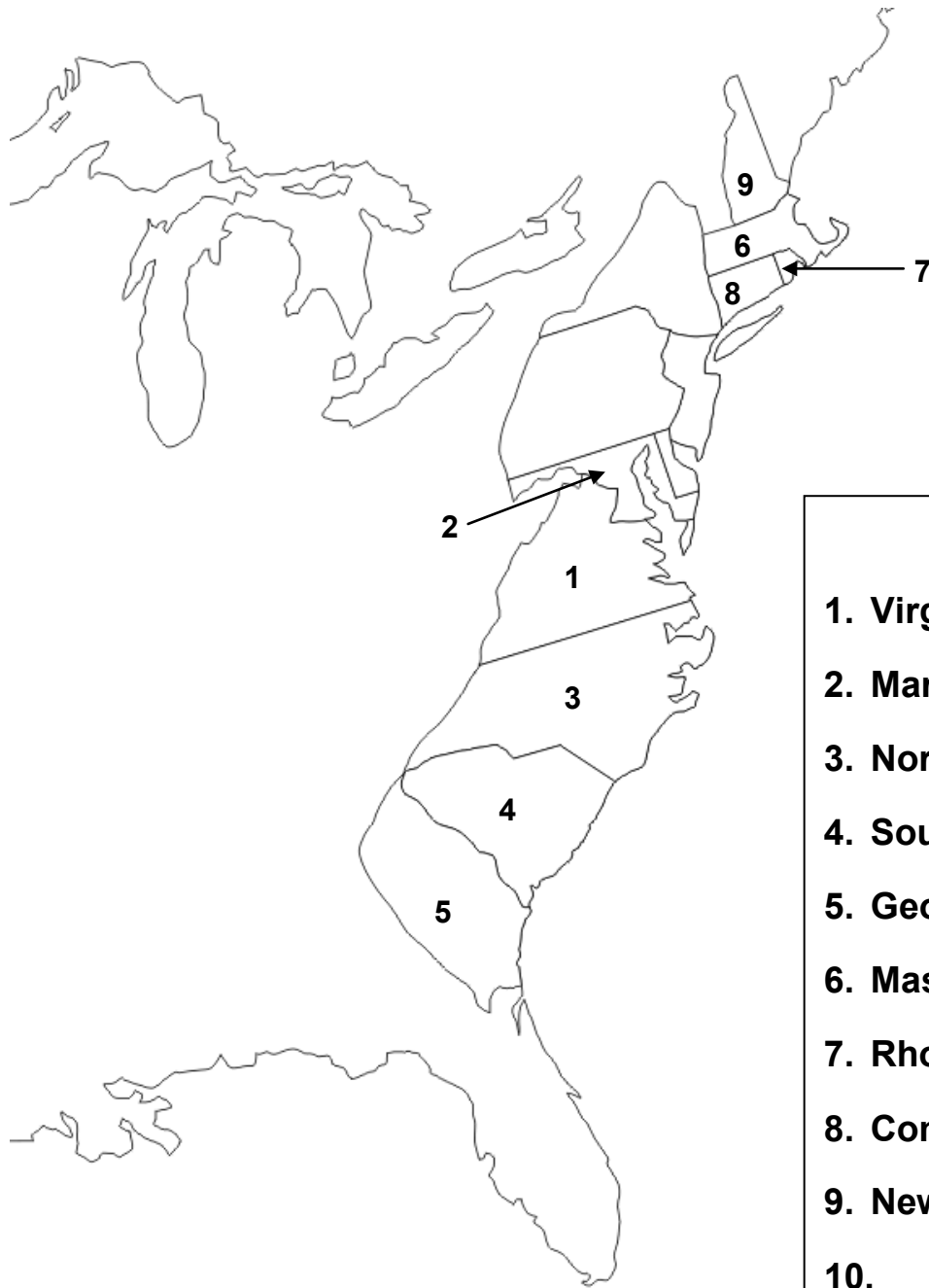
Just like in Plymouth, the first year was very difficult and about 200 settlers died. Another 200 returned to England in the spring of 1631. Things improved and during the next 20 years more than 20,000 people settled in the colony. They were mostly Puritans.

The Puritans built many new villages, many were near Boston. Life in these villages was centered around the Puritan church which had strict rules. In the beginning, Puritan settlers got along fairly well with the Native Americans of the area. However, as the Puritans began to spread out in the region, conflicts with Native Americans increased.

The region supported many different economic activities. Although the soil was rocky, some people were still able to grow crops on small farms. Other people cut lumber and used it to build houses and ships. Fishing was also important in the colony.

The colony leaders enforced strict Puritan ways of life and laws. People who did not follow Puritan ways were told to leave the colony. As a result of this, new colonies were founded in the region.

### English Colonies Map – Teacher Reference Sheet



Map Key	
1.	Virginia
2.	Maryland
3.	North Carolina
4.	South Carolina
5.	Georgia
6.	Massachusetts
7.	Rhode Island
8.	Connecticut
9.	New Hampshire
10.	_____
11.	_____
12.	_____
13.	_____

### Making Inferences: What Do You Think is Happening in These Illustrations?



**Before Reading**

**After Reading**



**Before Reading**

**After Reading**



## Making Inferences: What Do You Think is Happening in These Illustrations? *Sample Answers*



### Before Reading

*A man is walking alone in the forest. He looks like he might be lost or worried.*

### After Reading

*This is Roger Williams after he was banished from the Massachusetts Bay Colony and he was looking for a new place to live.*



### Before Reading

*This looks like a proud woman who is speaking to a group of men who think she is unusual.*

### After Reading

*This shows the trial of Anne Hutchinson when she was accused of speaking out and acting against the Puritan leaders.*



## Rhode Island

Roger Williams left England in 1631 and settled in Salem in the Massachusetts Bay Colony. Soon after, he became a minister. He was popular among the people and had many followers. He began to speak out against some Puritan ways. For example, he did not think it was fair for people to be punished if their beliefs were different from the Puritan leaders.



He stated his beliefs in his sermons at church and also in a letter he wrote to Governor Winthrop. He became very unpopular with other ministers and with the Governor. In 1635, the Puritan leaders voted to force him to leave the colony.

Roger Williams fled from Salem to an area known as Narragansett Bay. There he was helped by Narragansett Native Americans.

In 1636, many of his followers from the Massachusetts Bay Colony left and joined Williams. He bought land from the Native Americans and began a settlement he called "Providence." He set up a government that was based on the agreement of the settlers and religious freedom.

Soon after Roger Williams was forced to leave the Massachusetts Bay Colony, another person began to speak out against strict Puritan practices. Her name was Anne Hutchinson. She began to hold meetings in her home where she criticized the Puritan ministers. These meetings began to attract many followers.

In 1637, Anne Hutchinson was brought to trial for speaking out and acting against the Puritan leaders. She was found guilty and ordered to leave the Massachusetts Bay Colony.

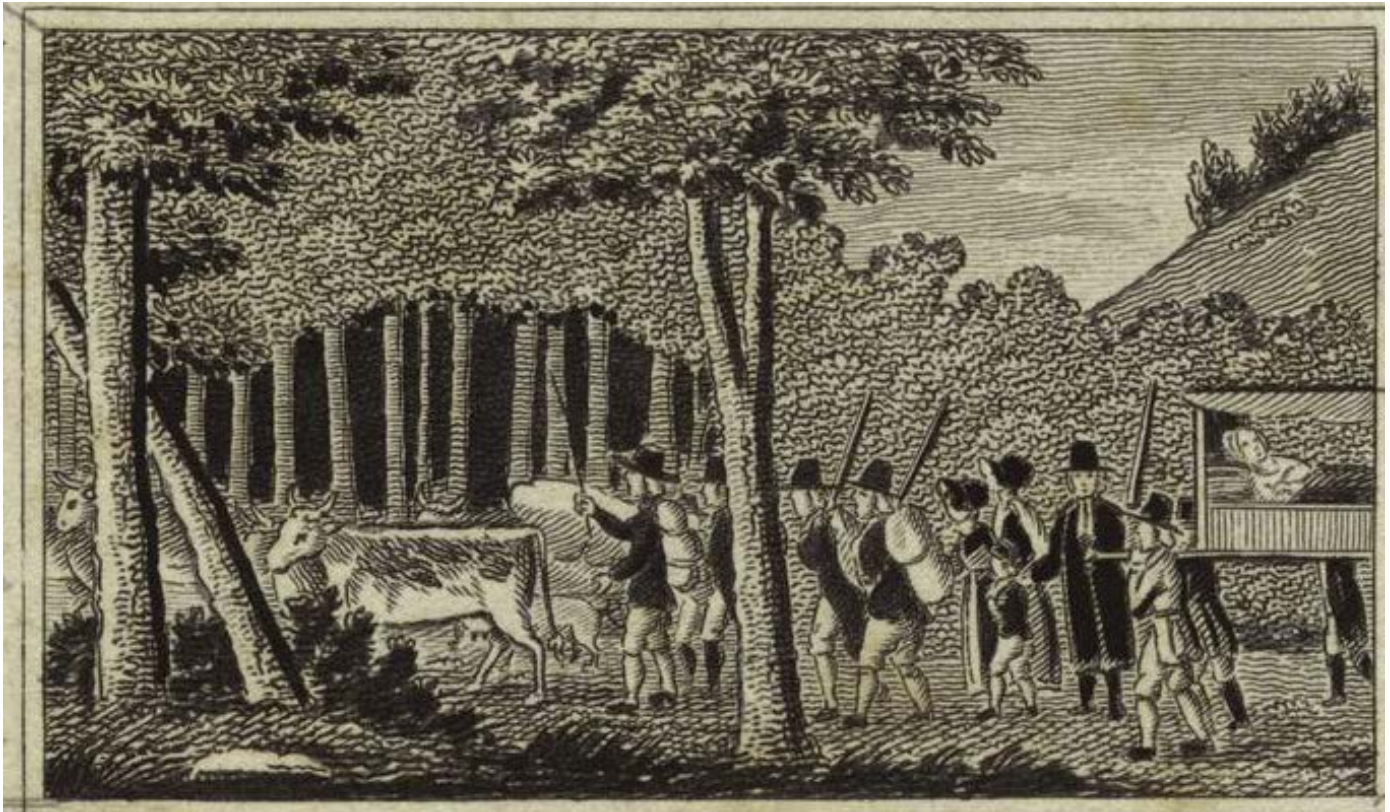
She moved with her family and many of her followers to the area of Narragansett Bay and began a settlement on an island near Providence.

Later, her settlement joined with the one Roger Williams had founded. This became the Rhode Island Colony.



## Illustration #4

### What is Happening in this Illustration?



### The New England Colonies Assessment

<b>Reasons for Founding</b>	
<b>Influence of Geography</b>	
<b>Economic Activities</b>	
<b>Push Factors</b>	
<b>Pull Factors</b>	

**The New England Colonies  
 Assessment – Sample Answers**

<p><b>Reasons for Founding</b></p>	<ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Better farmland</li> </ul>
<p><b>Influence of Geography</b></p>	<ul style="list-style-type: none"> <li>• Winters could be very harsh</li> <li>• The land was rocky and not very good for farming.</li> <li>• The climate was healthier than that of the Southern Colonies.</li> <li>• Settlements grew along rivers and the ocean.</li> </ul>
<p><b>Economic Activities</b></p>	<ul style="list-style-type: none"> <li>• Some small farms</li> <li>• Fishing</li> <li>• Lumbering in some areas.</li> <li>• Ship building</li> </ul>
<p><b>Push Factors</b></p>	<ul style="list-style-type: none"> <li>• The Separatists and Puritans had been persecuted for their religious beliefs in England. This pushed them out of England.</li> <li>• Some people were expelled from Massachusetts Bay for not following Puritan rules.</li> <li>• The poor soil of the Massachusetts Bay colony caused some people to seek better farmland.</li> </ul>
<p><b>Pull Factors</b></p>	<ul style="list-style-type: none"> <li>• Farmland was available in areas like Connecticut and New Hampshire.</li> <li>• There was the hope for religious freedom.</li> </ul>

## Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements

### Big Ideas of the Lesson

- In the early 1600's, the Dutch founded a colony called New Netherland in the Hudson River Valley.
- New Amsterdam, which was an important port and trading center, was the main city in New Netherland.
- People from many different countries and of many different religions lived in New Amsterdam.
- In the late 1600's, Quakers seeking religious freedom and a better life, began settlements in the area that became the colony of Pennsylvania.

### Lesson Abstract:

In this lesson students explore early settlements in the region that became the Middle Colonies. Using illustrations and a primary document, students first explore the settlement of New Amsterdam and the Dutch colony of New Netherland. Students then examine the early Quaker settlements of Pennsylvania. Finally, they compare and contrast the settlements using the criteria of push/pull factors, economic activities and geography.

### Content Expectations

5 – U2.1.3: Describe significant developments in the Middle colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle colonies economies (e.g., breadbasket)
- the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
- immigration patterns leading to ethnic diversity in the Middle colonies.

### Common Core State Standards:

*RI.5.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### Key Concepts

cause and effect  
colonization  
ethnic diversity  
migration  
push and pull factors  
role of religion  
settlement  
settlement patterns



## **Instructional Resources**

### Equipment/Manipulative

Chart paper

Overhead projector or document camera/projector

### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 89-90.

*Big Apple History*. PBS Kids Website. 5 Oct. 2011 <<http://pbskids.org/bigapplehistory/index-flash.html>>.

Hacker, Randi. *Old New Amsterdam*. Time For Kids Readers. Orlando, Florida: Harcourt, Inc., 2002. (optional)

*New Amsterdam 3D Construction*. NY 1660 Website. 5 Oct. 2011 <<http://www.ny1660.com/>>.

### Teacher Resource

*Colonization Map*. National Park Services. 5 Oct. 2011  
<<http://www.nps.gov/nr/travel/kingston/colonization.htm>>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 6)*. Teacher-made material. Oakland Schools, 2012.

*Fort New Amsterdam*. U.S. History Images. 5 Oct. 2011 <<http://ushistoryimages.com/new-amsterdam.shtm>>.

*Manhattan Aerial View*. New York School of Medicine. 5 Oct. 2011  
<<http://mdphd.med.nyu.edu/visit/maps-directions/manhattan-aerial-view>>.

*Map of Pennsylvania*. Earth Witness. 5 Oct. 2011 <<http://journal.earthwitness.org/the-ew-journal/2006/12/28/the-first-friends-and-slavery-part-three.html>>.

*New Amsterdam in 1660*. Fulkerson Family Website. 5 Oct. 2011 <<http://www.fulkerson.org/>>.

*New Amsterdam*. Dutch Barn Preservation Society and Hudson Valley Vernacular Architecture. 2008. 5 Oct. 2011 <<http://dutchbarnsurvey.org/dbpsnewnetherlandphotos.htm>>.

*New Netherland in 1644*. Fulkerson Family Website. 5 Oct. 2011  
<<http://www.fulkerson.org/1644nn.html>>.

*Peter Schaghen Letter*. New Netherland Institute. 5 Oct. 2011  
<[http://www.nnp.org/nnp/documents/schagen\\_main.html](http://www.nnp.org/nnp/documents/schagen_main.html)>.

*Seal of New Netherlands*. New York State Education Department. 5 Oct. 2011  
<<http://www.p12.nysed.gov/ciai/chf/elemhudson/hudsonelemclass.html>>.

*Virtual New Amsterdam*. New Amsterdam History Center. 25 July 2011 <<http://www.newamsterdamhistorycenter.citymax.com/page/page/1846100.htm>>.

*William Penn Receives the Charter*. Life. 5 Oct. 2011 <<http://www.life.com/image/50698414>>.

### Lesson Sequence

1. Briefly review the English settlements of Jamestown and Plymouth and the two colonial regions to which they belonged.
2. Display “Analyzing Multiple Sources”, located in the *Supplemental Materials, (Unit 3, Lesson 6)* or give a copy of the sheet to pairs of students. Explain that these illustrations help to describe a settlement that developed between New England and the Southern Colonies in a region that became known as the Middle Colonies.
3. Explain that students should work with their partner to list inferences about the settlement based on the illustrations. Give students time to talk and create a list. Display the “T-Chart” labeled “Illustrations” one side and “The Document” on the other. Have students share their list of inferences and create a master list of their ideas on the left side of the T-Chart. Note that both the T-Chart and a completed chart with sample answers have been included in the *Supplemental Materials, (Unit 3, Lesson 6)*.
4. Display the “Today” photograph, located in the *Supplemental Materials, (Unit 3, Lesson 6)*, and ask if students can identify what city is in the photograph. Guide students in understanding that the photograph shows the island of Manhattan and New York City. Explain that New Amsterdam, the settlement featured in Steps 2 and 3, became New York City. Explain that New Amsterdam began as a Dutch settlement in a region known as New Netherlands.
5. Using the same pairs from Step 3, give each pair a copy of “New Netherlands in 1644”, located in the *Supplemental Materials, (Unit 3, Lesson 6)*. Ask students to identify the kind of source this is. Guide them in understanding that this is a primary source document describing a priest’s visit to New Netherland in the 1640s. Explain that students should read through the source with their partner and highlight important information about the region. Tell them to pay careful attention to information which corroborates, or supports, inferences they made from the illustrations.
6. Give students time to talk and highlight information. Then, using the same T-Chart from Step 3, make a list of inferences based on the document on the right side of the chart. Compare the two sides of the chart and discuss how using multiple sources helps create a broader view of the past.
7. Using the “Colonization Map”, located in the *Supplemental Materials, (Unit 3, Lesson 6)* explain that the Dutch founded the colony of New Netherland in 1624. It included the Hudson River Valley, which is now in New York, Long Island, and land along the Delaware River. Share the following information:
  - In 1626, Peter Minuit, a founder of New Netherland, purchased Manhattan Island from Native Americans.

- They began building a fort and a town there.
- They called the town “New Amsterdam.”
- The town grew and became the capital of New Netherland.

**Note:** Documentary evidence shows that Peter Minuit exchanged trade goods worth 60 Dutch guilders for Manhattan Island. In the 1830s, an archivist named E. B. O’Callaghan decided that 60 guilders was worth \$24. Many current historians believe it is impossible to put an accurate monetary value on the trade goods. In addition, most historians think that the Indians thought of the exchange as permission to use the land and live among them since Indians believed that you could not own land, therefore you could not sell it.

8. Review the concept of push and pull factors. Then, ask students to identify push factors that led people to Jamestown (e.g., lack of land, lack of opportunity) and Plymouth (e.g. religious persecution.) Explain that there were few push factors impacting people in the 1640’s in Holland and life was good for most people. Ask students how this may have affected settlement in New Netherland. Guide students in understanding that because the Dutch were hesitant to settle in North America, the company controlling New Netherland offered incentives to people in other countries to come to the colony. Share the following information:
  - The Dutch welcomed settlers from many different countries including Belgium, Denmark, France, Italy, and Spain. The first group of Jewish settlers in North America also came to live in the colony.
  - The colony was ethnically and religiously diverse.
  - The colony included many large farms and eventually enslaved Africans were brought to do the work on these farms.
9. Have students add the founding of New Amsterdam (1626) to the timeline they have been creating in this unit. Explain that something must have happened to the Dutch and their colony since that area of our country is now called New York, New Jersey, and Delaware. Ask students to predict what happened. Explain that they will find the answer in the next lesson.
10. To supplement this first section of this lesson, have students read the section on New Amsterdam in their history textbook. Note that you may also want them to read the short text “Old New Amsterdam”, a Time for Kids Reader, or visit one of the following websites:
  - *Big Apple History*. PBS Kids website. <http://pbskids.org/bigapplehistory/index-flash.html>
  - New Amsterdam 3D Construction. <http://www.ny1660.com/>
11. Explain that the English began to settle between New England and the Southern Colonies also. Display “What’s Happening?”, located in the *Supplemental Materials, (Unit 3, Lesson 6)*. Ask students to write a short description of what they think is happening in the illustration in their social studies journal. Give students time to write and share their writing with a partner.
12. Have students share ideas in the large group. In case they were unable to identify the king in the illustration, point him out for students. Then, ask students what kind of document they think the king is holding. Guide students in understanding that the document is a royal charter giving someone land in North America. Share the following information about the illustration:

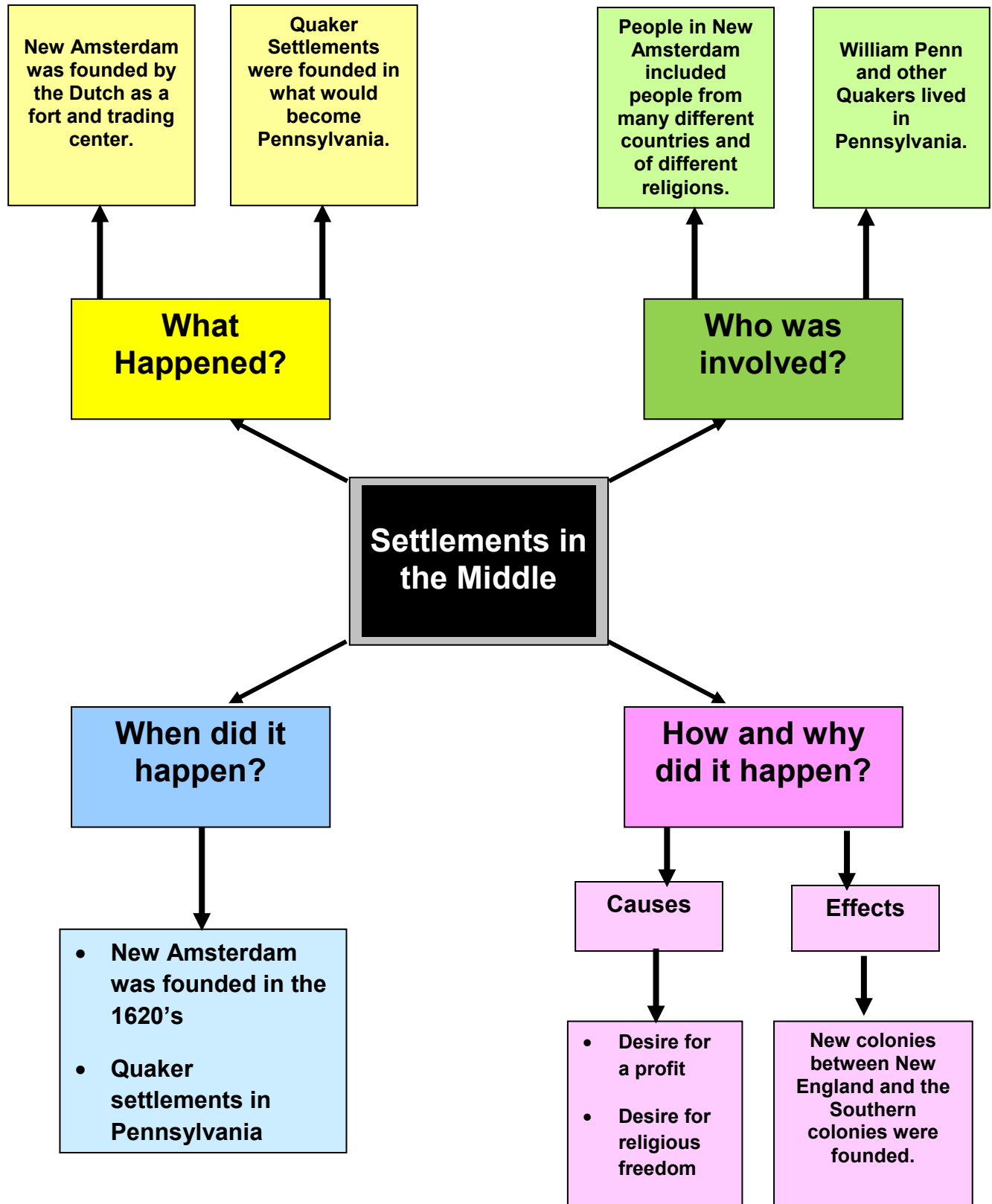


- The illustration depicts the king giving a person named William Penn a charter that made him proprietor of what is now Pennsylvania.
  - This was done to offset a debt that the king owed Penn's father.
  - The event took place in 1681
13. Using Word Card #30, explain that William Penn belonged to a religious group known as the Quakers. This group had been persecuted in England and in the New England Colonies. They were viewed as having very different religious views. For example, they had no priests or ministers in their religion and they did not believe in fighting in wars. William Penn hoped he and other Quakers could find religious freedom and prosperity in Pennsylvania.
14. Display the two "Maps", located in the *Supplemental Materials, (Unit 3, Lesson 6)* and guide a discussion of the maps using the following questions:
- What city is shown on both maps?
  - Where is the city located?
  - Why do you think William Penn chose this site for this city?
  - What else can you infer about the early colony of Pennsylvania from the map?
15. Explain that William Penn set about planning his colony carefully. He designed a "Frame of Government" which provided for a legislature and several rights including freedom of speech, freedom of religion, and trial by jury. If it is available, read the selection on William Penn in your history textbook or share the following additional information:
- Penn met with Native Americans and paid them for the land the king had given him. The Quaker settlements maintained friendly relations with Native Americans for many years.
  - The colony became the home to many European immigrants, including many people from Germany.
16. As a culminating activity, guide students in comparing and contrasting New Amsterdam and the Quaker settlements using criteria such as push/pull factors, economics, and geography.
17. Explain that in the next lesson, students will expand on what they have learned about New Amsterdam and the Quaker settlements as they study the development of four colonies that became known as the Middle Colonies region.

### **Assessment**

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 6)* in which students answer multiple choice questions. Answers to the the Multiple Choice questions are as follows: 1:B, 2:A,3:C,4:B,5:D. Note that as an additional assessment, students could write a short paragraph comparing New Amsterdam and the early Quaker settlements.

### Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 6, Unit 3

1. In the early 1600's, the Dutch founded a colony called New Netherland in the Hudson River Valley.
2. New Amsterdam, which was an important port and trading center, was the main city in New Netherland.
3. People from many different countries and of many different religions lived in New Amsterdam.
4. In the late 1600's, Quakers seeking religious freedom and a better life began settlements in the area that became the colony of Pennsylvania.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Charter – Word Card #11 from Lesson 2
- Royal Colony – Word Card #17 from Lesson 3
- Freedom of Religion – Word Card #22 from Lesson 4

### 30 Quakers

members of a religious group who often faced religious persecution



**Example:** The Quakers came to North America looking for religious freedom.

(SS050306)

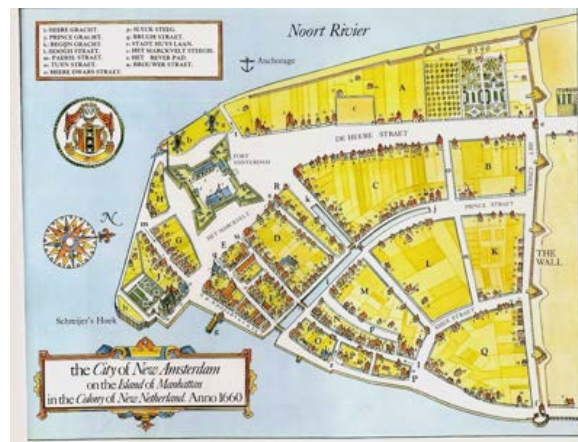
## Analyzing Multiple Sources



Source: <http://www.fulkerson.org/>



Source: <http://ushistoryimages.com/new-amsterdam.shtm>



Source: <http://www.fulkerson.org/>

**What Can be Learned about the Settlement from...**

<b>The Illustrations</b>	<b>The Document</b>

**What Can be Learned about the Settlement from...**  
*Sample Answers*

<b>The Illustrations</b>	<b>The Document</b>
<ul style="list-style-type: none"><li>• <i>Located on water</i></li><li>• <i>It was a port with a good harbor</i></li><li>• <i>Beaver were important to it</i></li><li>• <i>Had a fort</i></li><li>• <i>Had a big wall</i></li><li>• <i>Native Americans lived in the area also</i></li><li>• <i>Had a big windmill</i></li><li>• <i>Had a lot of houses</i></li><li>• <i>On a peninsula or island</i></li><li>• <i>It was called New Amsterdam</i></li><li>• <i>There were farms around the settlement</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Had 400-500 people in the 1640s</i></li><li>• <i>Had people from many different countries who spoke different languages</i></li><li>• <i>On an island</i></li><li>• <i>Had a fort</i></li><li>• <i>Exported wheat and furs</i></li><li>• <i>People lent things like cows and horses to new settlers</i></li><li>• <i>The West India company ran the settlement</i></li><li>• <i>Located between New England and Virginia</i></li><li>• <i>Fort begun in 1615</i></li><li>• <i>The settlement began in the 1620s</i></li><li>• <i>There was some trade with New England and Virginia</i></li><li>• <i>It had a mild climate</i></li><li>• <i>Lots of fruit was grown there.</i></li></ul>



## Today





## New Netherlands in 1644

By Rev. Isaac Jogues, S.J.

On this island of Manhate and in its environs there may well be four or five hundred men of different sects and nations; the Director General (Governor) told me that there were persons there of eighteen different languages; they are scattered here and there on the river, above and below as the beauty and convenience of the spot invited each to settle.

The river, which is very straight and runs due north and south, is at least a league broad before the fort. Ships lie at anchor in a bay which forms the other side of the island and can be defended from the fort.

Shortly before I arrived there three large vessels of 300 tons each had come to load wheat and furs.

When any one comes to settle in the country, they lend him horses, cows & they give him provisions, all which he repays as soon as he is at ease, and as to the land he pays in to the West India Company after ten years the tenth of the produce which he reaps.

This country is bounded on the New England side by a river which serves as a boundary between them and the English. The English however come very near to them. On the other side southward towards Virginia, its limits are the river which they call the South river on which there is also a Dutch settlement.

It is about fifty years since the Hollanders came to these parts. The fort was begun in the year 1615: they began to settle about twenty years ago and there is already some little commerce with Virginia and New England.

The climate is very mild. There are many European fruits, as apples, pears, cherries. I reached there in October, and found even then a considerable quantity of peaches.

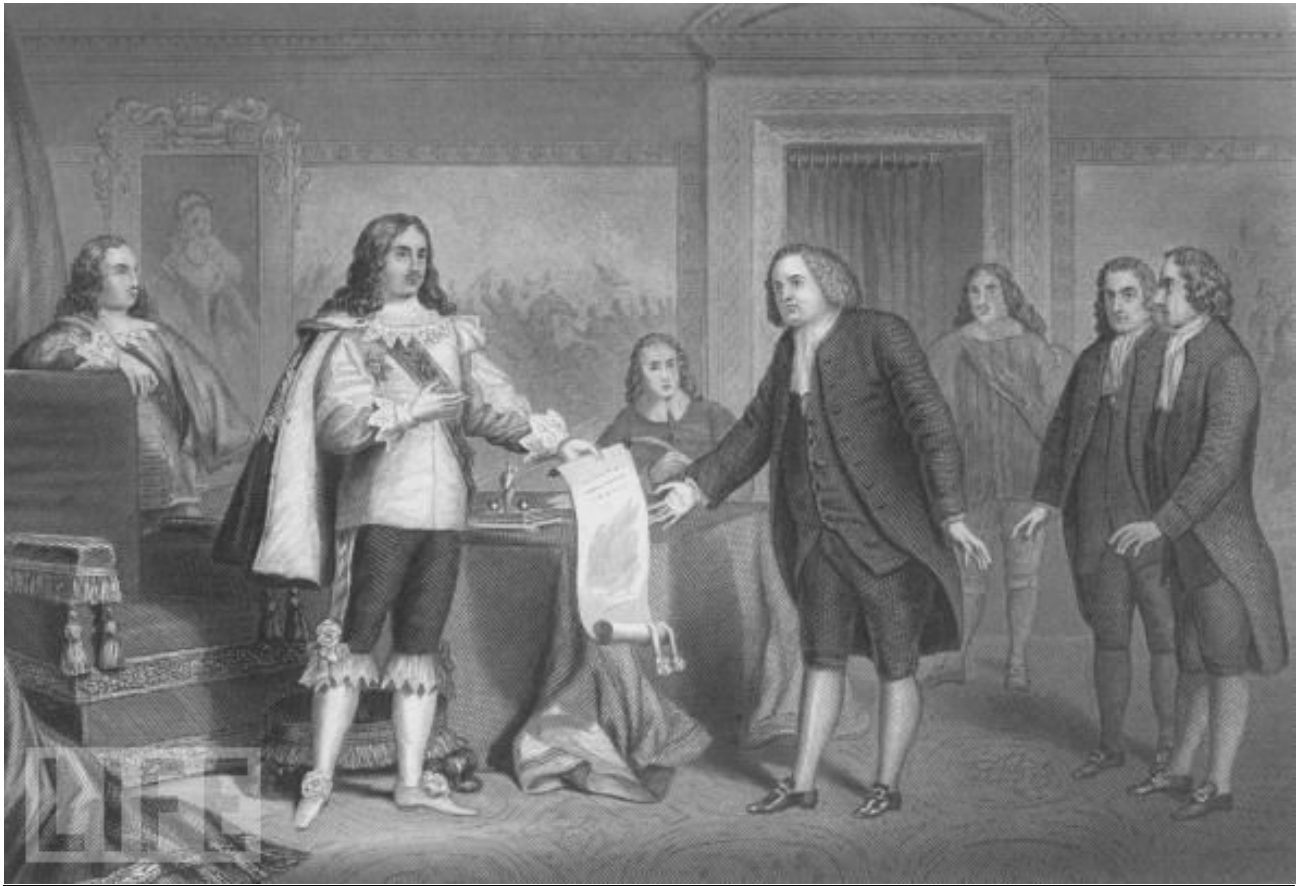
*Three Rivers in New France,  
August 3d, 1646.*

**Source:** <http://www.fulkerson.org/1644nn.html>



Source: <http://www.nps.gov/nr/travel/kingston/colonization.htm>

## What's Happening??

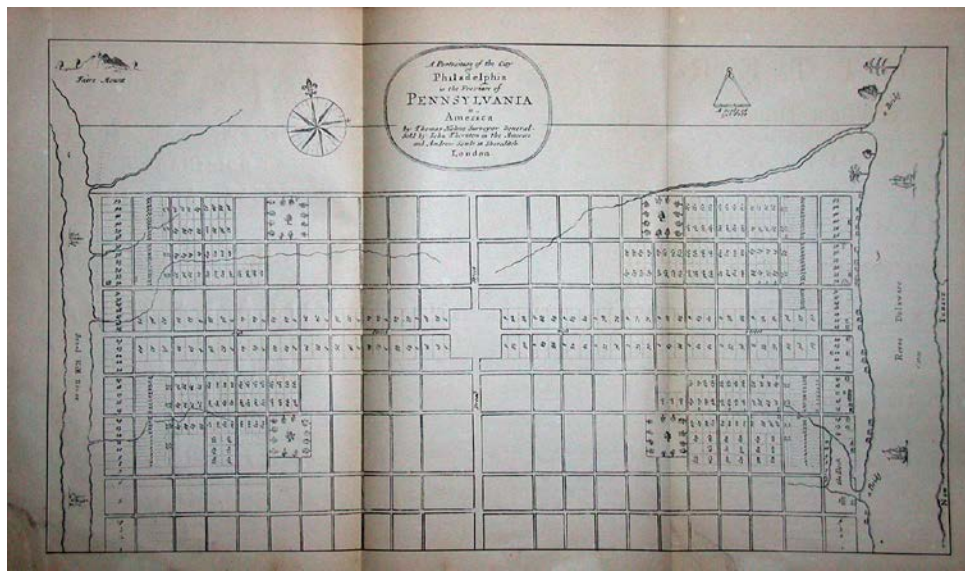


Source: <http://www.life.com/image/50698414>

## Maps



Source: *Map of Pennsylvania*. <http://journal.earthwitness.org/the-ew-journal/2006/12/28/the-first-friends-and-slavery-part-three.html>



## Assessment

Directions: Choose the **best** answer.

1. What was the main reason for the development of New Amsterdam?
  - A. the hope for religious freedom
  - B. the desire to make a profit
  - C. the desire for land for big plantations
  - D. the hope for political freedom
2. Why were many Dutch people unwilling to settle in New Amsterdam?
  - A. There were not many push factors affecting people in Holland.
  - B. There were no pull factors in New Amsterdam.
  - C. Dutch people were afraid to travel across the Atlantic Ocean.
  - D. Most people in Holland felt the land around New Amsterdam was not good for farming.
3. What is true of both New Amsterdam and early Quaker settlements like Philadelphia?
  - A. They did not have forts.
  - B. They were on islands.
  - C. They began along major rivers.
  - D. They had few natural resources.
4. What was a main push factor that influenced Quakers to settle in Pennsylvania?
  - A. good relations with Native Americans
  - B. religious persecution
  - C. land
  - D. poverty
5. New Amsterdam and the Quaker settlements became part of
  - A. New York.
  - B. the New England Colonies.
  - C. New Netherland
  - D. the Middle Colonies.

## Lesson 7: The Development of the Middle Colonies

### Big Ideas of the Lesson

- Thinking that New Netherland was a threat, England declared war on Holland and took over its colony.
- New Netherland became the colonies of New York and New Jersey.
- Quaker settlements begun by William Penn developed into the prosperous colony of Pennsylvania.
- A part of Pennsylvania that had once been New Sweden, became the colony of Delaware.
- These four colonies became the region of the Middle Colonies, a region of rich farmland where many grain crops were grown.

### Lesson Abstract:

In this lesson, students build upon what they learned about New Amsterdam and the Quaker settlements as they study the development of the Middle Colonies. The skill of making inferences from illustrations is emphasized as well as the skill of determining the meaning of words and phrases in informational text. Students compare and contrast the colonies using reasons the colonies were founded, push and pull factors affecting the movement of people into the colonies, the influence of geography on their development, and the economic activities that developed in each.

### Content Expectations

5 – U2.1.3: Describe significant developments in the Middle colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- the growth of Middle colonies economies (e.g., breadbasket)
- the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

### Common Core State Standards:

RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

### Key Concepts

colonial regions  
colonization  
cultural differences  
ethnic diversity



migration  
role of religion  
settlement  
settlement patterns

### **Instructional Resources**

#### Equipment/Manipulative

Chart paper  
Overhead projector or document camera/projector

#### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 89-90.

#### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 7)*. Teacher-made material. Oakland Schools, 2012.

*Peter Stuyvesant Tears Up Surrender Papers*. 5 Oct. 2011

<<http://www.sonofthesouth.net/revolutionary-war/colonies/new-netherland.htm>>.

### **Lesson Sequence**

1. Have students take out the “English Colonies Map” they have been creating in this unit. Using your own copy of the map, point out the New England Colonies and the Southern Colonies and briefly review these two regions and their differences. Then, using Word Card #31, explain that in this lesson students will explore the development of the four colonies that became the region known as the Middle Colonies.
2. Using the lesson graphic organizer from Lesson 6, review the settlement of New Amsterdam and the founding of New Netherland. Then, display the two illustrations on the “Analyzing Illustrations” sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* or give students a copy of the illustrations. Use the following questions to discuss the illustrations:
  - What is happening in the top photo?
  - What kind of papers do you think the man has?
  - Who do you think the other people are?
  - What do you think the other people are thinking?
  - What is happening in the bottom photo?
  - What person appears in both illustrations?
  - Who do you think the other people are?
  - What do you think is going on in this illustration?
  - Why do you think the hat is on the ground?
3. Give each student a copy of “The English Confront the Dutch” informational text selection, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Explain that students should read the selection and highlight information that helps them understand what was actually happening in

the two illustrations they analyzed in Step 2. Then, ask them to write a brief summary of the founding of the colony of New York in their social studies journal

4. Use the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials*, (Unit 3, Lesson 7) to guide students in adding “New York” to the map.
5. Display “Early New Jersey Map”, located in the *Supplemental Materials* (Unit 3, Lesson 7). Pose the following question and discuss student answers: Why do you think the colony was divided into two regions? Note that possible answers include that the regions were economically different or geographically different. Share the following information regarding the actual reason:
  - In 1664, the Duke of York granted land that had been part of New Netherland to two of his friends, Lord Berkeley and Sir George Carteret.
  - The land was located between the Hudson River and the Delaware River
  - The grants divided the region into two areas: East Jersey and West Jersey. Berkeley was given one and Carteret the other.
  - Both these proprietors promised settlers many benefits for colonizing including cheap land, representative government, and freedom of religion. The two Jerseys grew quickly.
  - Many Quakers settled in the area along with other diverse groups
  - In 1702, the two sections were united as New Jersey and made a royal colony – but governed by New York
  - In 1738 it became its own colony.
6. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials*, (Unit 3, Lesson 7) guide students in adding “New Jersey” to the map.
7. Briefly review William Penn and the founding of the early Quaker settlements from the previous lesson.
8. Give each student a copy of “The Colony of Pennsylvania Develops” informational text selection, located in the *Supplemental Materials* (Unit 3, Lesson 7). Draw students’ attention to the underlined words and phrases in the text. Remind students that an important skill is the ability to determine the meaning of words and phrases in challenging social studies text. Ask students what strategies are helping in determining meaning. Discuss student ideas. Note that possible strategies include:
  - Using context clues.
  - Making connections to prior knowledge
  - Looking at word parts
9. Using a ‘think-aloud’ strategy, model the process of determining meaning by explaining the meaning of the following phrase from paragraph 2 of the section on “People”: *settled most heavily in the interior counties*.

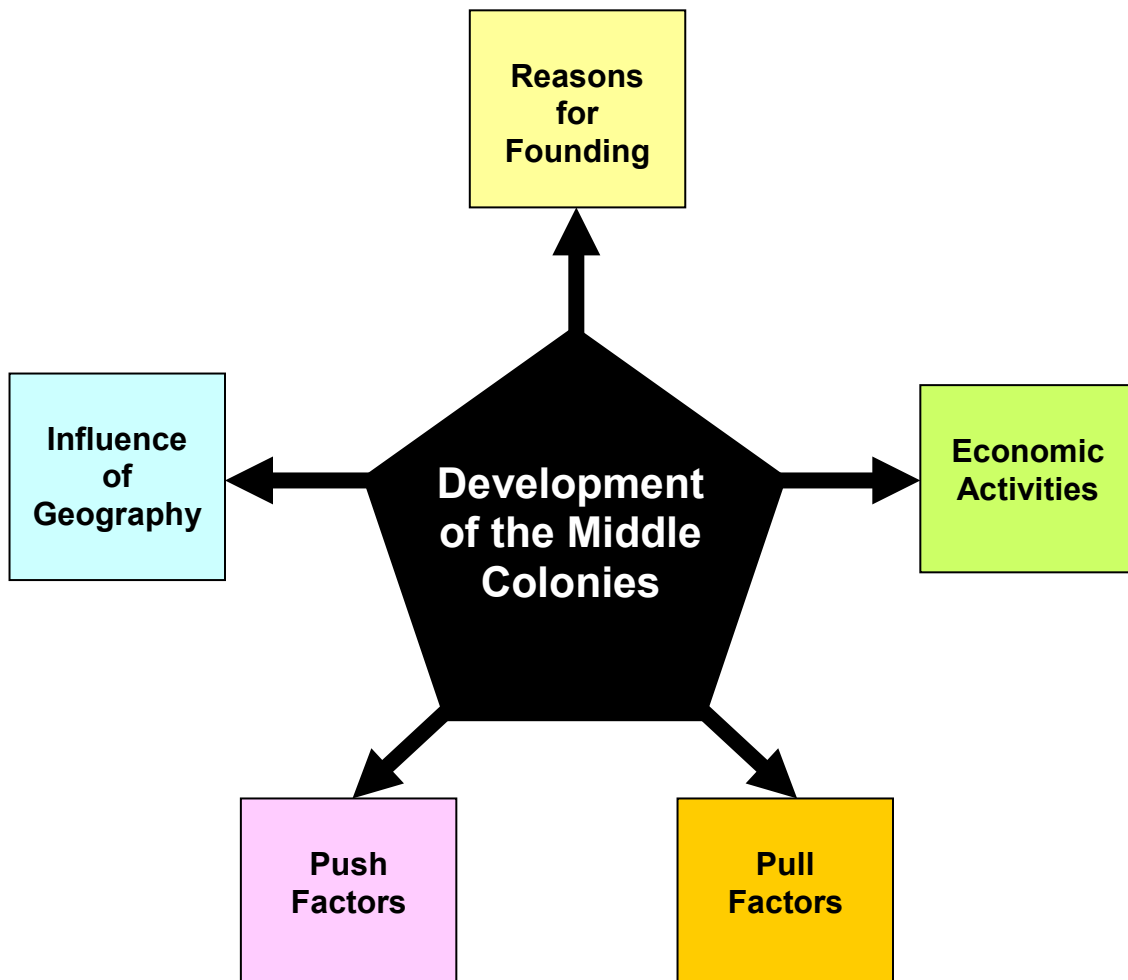


10. Give each student a copy of the “Determining Meaning” worksheet, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Go over the directions on the sheet and then have students complete the informational text activity.
11. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* guide students in adding “Pennsylvania” to the map.
12. Have students use a current United States map to determine the name of the final colony on their Colonies map. Then, share the following information regarding the founding of Delaware:
  - In 1682, William Penn was also given the land of that had been New Sweden.
  - This area had been a Swedish colony begun by Peter Minuit in 1638. The Dutch took control of the land in 1655. The English took the land from the Dutch in 1664.
  - This area stayed part of Pennsylvania until 1704, when William Penn approved the creation of a separate government for it. It was then named Delaware.
13. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* guide students in adding “Delaware” to the map.

### **Assessment**

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 7)* in which students describe important characteristics of the Middle colonies including reasons for founding, the influence of geography, economic activities, and push/pull factors impacting the migration of people to the colonies. After grading these assessments, hand them back to students and have them put them in their social studies journal. They will be needed in the next lesson.

## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 7, Unit 3

1. Thinking that New Netherland was a threat, England declared war on Holland and took over its colony.
2. New Netherland became the colonies of New York and New Jersey.
3. Quaker settlements begun by William Penn developed into the prosperous colony of Pennsylvania.
4. A part of Pennsylvania that had once been New Sweden became the colony of Delaware.
5. These four colonies became the region of the Middle Colonies, a region of rich farmland where many grain crops were grown.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Push Factors – Word Card #3 from Lesson 1
- Pull Factors – Word Card #4 from Lesson 1
- Colony– Word Card #5 from Lesson 1
- Settlement – Word Card #6 from Lesson 1
- Charter – Word Card #11 from Lesson 2
- Royal Colony – Word Card #17 from Lesson 3
- Proprietor – Word Card #18 from Lesson 3
- Proprietary Colony – Word Card #19 from Lesson 3
- Freedom of Religion – Word Card #22 from Lesson 4

### 31 Middle Colonies

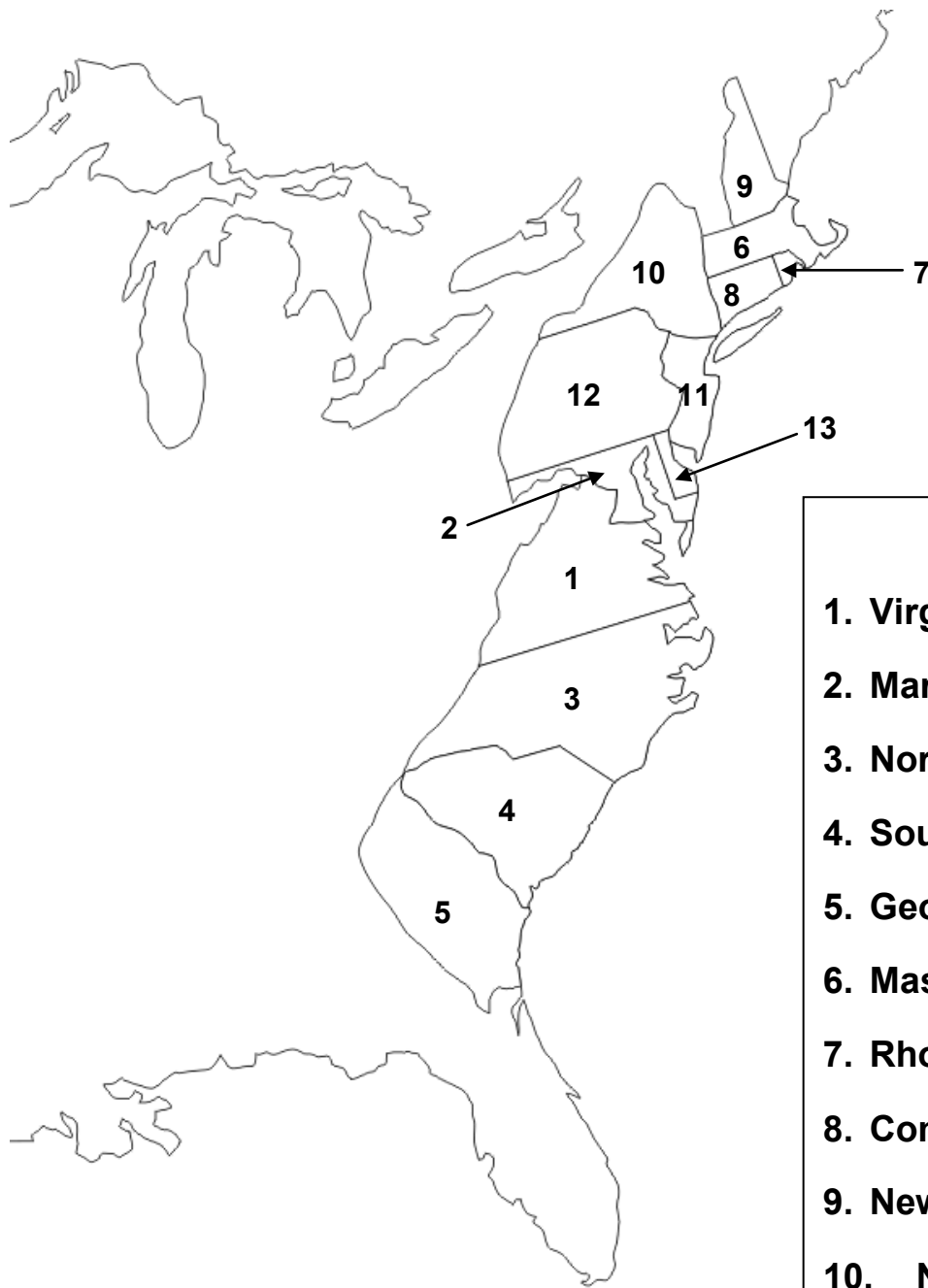
The region of four colonies that developed between New England and the Southern Colonies.



**Example:** The Middle Colonies included New York, New Jersey, Pennsylvania, and Delaware,

(SS050307)

### English Colonies Map – Teacher Reference Sheet



Map Key	
1.	Virginia
2.	Maryland
3.	North Carolina
4.	South Carolina
5.	Georgia
6.	Massachusetts
7.	Rhode Island
8.	Connecticut
9.	New Hampshire
10.	New York
11.	New Jersey
12.	Pennsylvania
13.	Delaware

## Analyzing Illustrations



Source: <http://www.sonofthesouth.net/revolutionary-war/colonies/new-netherland.htm>



Source: <http://americanmilitaryhistorymsw.devhub.com/blog/558692-new-netherland-becomes-new-york/>



## The English Confront the Dutch

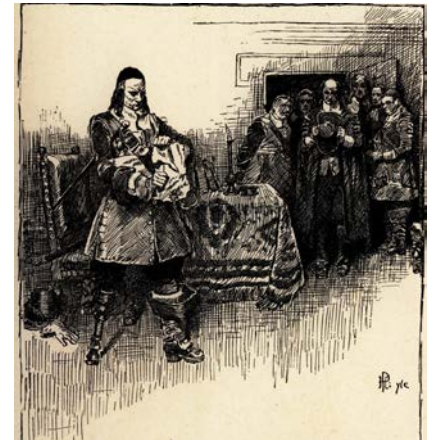
In 1646, Peter Stuyvesant became leader of New Netherland. At this time, there were lots of problems in the colony. He solved some but created others. He expanded the colony by taking over parts of what are now New Jersey and Delaware, including a small Swedish colony called New Sweden.

Many colonists began to complain about Stuyvesant. They wanted a stronger voice in the government, but Stuyvesant disagreed. He became unpopular with many people.

As New Netherland grew, England decided that the colony had become a threat, so England declared war on Holland. The king of England told his brother, the Duke of York, he could have the Dutch colony if he could take it over. In 1664, the Duke sent English warships into the harbor at New Amsterdam.

The English sent Peter Stuyvesant a letter demanding he surrender New Amsterdam to them. He supposedly tore it up and refused to surrender. He tried to convince the Dutch to fight the English, but they refused.

When Stuyvesant announced he intended to open fire on the English warships waiting in the harbor, residents of New Amsterdam pleaded with him not to fire. Eventually New Amsterdam surrendered without a shot being fired and England took over New Netherland.



England split up New Netherland, giving it the names of New Jersey and New York. New Jersey was further divided into East Jersey and West Jersey and would stay under the control of the colony of New York for many years.

New Amsterdam itself was re-named New York City.

## Early New Jersey Map





## THE COLONY OF PENNSYLVANIA DEVELOPS

### The People of Pennsylvania

#### English

Although English Quakers were the main group of English people living in the colony, many English settlers belonged to the Church of England. The English settled heavily in the southeastern counties, which soon became the center of a **prosperous** farming and trade area. Philadelphia became the major city of the English colonies and a center of learning and trade.

#### Germans

German immigration increased after 1727 and in the end, thousands of Germans were attracted to the colony. The Pennsylvania Germans settled most heavily in the interior counties of the colonies. They helped turn this area into a rich farming area, contributing greatly to the expanding prosperity of the colony.

#### Scotch-Irish

Another important immigrant group was the Scotch-Irish, who migrated beginning in about 1717. They came mainly because of a series of hardships in the country of Ireland. They mainly settled in frontier areas first in the Cumberland Valley region and then farther into central and western Pennsylvania.

#### African Americans

**Despite Quaker opposition to slavery**, about 4,000 slaves were brought to Pennsylvania by 1730, most of them owned by English, Welsh, and Scotch-Irish colonists.

#### Others

Many Quakers were Irish and Welsh, and they settled in the area just outside of Philadelphia. French and Jewish settlers, together with Dutch, Swedes, and other groups, contributed in smaller numbers to the development of colonial Pennsylvania. The mixture of various national groups in the Quaker colony helped to create its **diversity and tolerance for differences**.

## The Economy of Pennsylvania

### **Agriculture**

From its beginning, Pennsylvania ranked as a leading agricultural area and produced surpluses for export, adding to its wealth. By the 1750's, an exceptionally prosperous farming area had developed in southeastern Pennsylvania. Wheat and corn were the leading crops, though rye, hemp, and flax were also important.

### **Manufacturing**

The abundant natural resources of the colony made for early development of industries. Sawmills and gristmills were usually the first to appear, using the power of the numerous streams. Textile products were spun and woven mainly in the home, though factory production was not unknown. Shipbuilding became important on the Delaware River. The colony early gained importance in iron manufacture, producing pig iron as well as finished products. Printing, publishing, and the related industry of papermaking, as well as tanning, were significant industries.

### **Trade and Transportation**

The rivers of the colony were important as early arteries of trade and were soon supplemented by roads in the southeastern area. Trade with American Indians for furs was important. Later, the transport and sale of farm products to Philadelphia and Baltimore, by water and road, formed an important business. Philadelphia became one of the most important centers in the colonies for trade.

### Determining Meaning

**Directions:** Read the informational piece on the Pennsylvania colony carefully and then write the meaning of these words and phrases which were underlined in the text.

became the center of a prosperous farming and trade area.

---

---

Despite Quaker opposition to slavery,

---

---

to create its diversity and tolerance for differences.

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---

abundant natural resources

---

---

rivers of the colony were important as early arteries of trade

---

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### Determining Meaning – Sample Answers

**Directions:** Read the informational piece on the Pennsylvania colony carefully and then write the meaning of these words and phrases which were underlined in the text.

became the center of a **prosperous** farming and trade area.

*Farming and trade were going very well in the area*

**Despite Quaker opposition to slavery,**

*Quakers thought slavery was wrong and it should not be allowed.*

to create its **diversity and tolerance for differences.**

*There were a lot of different people in the colony and people got along despite the differences*

**abundant natural resources**

*lots of natural resources*

rivers of the colony were important as **early arteries of trade**

*rivers created a network for trade that moved things along like the arteries in the body move blood along*

### The Middle Colonies Assessment

<b>Reasons for Founding</b>	
<b>Influence of Geography</b>	
<b>Economic Activities</b>	
<b>Push Factors</b>	
<b>Pull Factors</b>	

**The Middle Colonies  
 Assessment – Sample Answers**

<p><b>Reasons for Founding</b></p>	<ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Opportunity</li> <li>• Farm land</li> </ul>
<p><b>Influence of Geography</b></p>	<ul style="list-style-type: none"> <li>• Many rivers and other natural resources.</li> <li>• The land was good for farming</li> <li>• The climate was healthier than that of the Southern Colonies.</li> <li>• Settlements grew along rivers and the ocean.</li> </ul>
<p><b>Economic Activities</b></p>	<ul style="list-style-type: none"> <li>• Both small farms and large farms – growing mainly grain</li> <li>• Some manufacturing</li> </ul>
<p><b>Push Factors</b></p>	<ul style="list-style-type: none"> <li>• Quakers had been persecuted for their religious beliefs in England and New England.</li> <li>• Lack of land and opportunity in countries like England, France and Germany.</li> <li>• Hardships in countries like Ireland</li> </ul>
<p><b>Pull Factors</b></p>	<ul style="list-style-type: none"> <li>• Good farmland was available</li> <li>• There was the hope for religious freedom.</li> <li>• Religious and ethnic diversity</li> </ul>

## Lesson 8: Comparing Regional Settlement Patterns

### Big Ideas of the Lesson

- The English began to claim colonies in North America in the early 1600s.
- These colonies developed around early settlements that included Jamestown, Plymouth, New Amsterdam, and the Quaker settlements of Pennsylvania.
- Eventually thirteen English colonies developed.
- The thirteen colonies were divided into three distinct regions: New England, the Middle Colonies and the Southern Colonies.
- Geographic, economic, and cultural factors influenced the settlement patterns of these colonial regions.

### Lesson Abstract:

In this lesson, students synthesize what they have learned so far in the unit. They begin by reviewing early settlements and planning and performing a short “Settler Skit” describing one of the settlements. Next, they make generalizations about the development of the three colonial regions. Finally, they compare and contrast regional settlement patterns by examining how geographic, economic, and social/cultural factors influence settlement.

### Content Expectations

5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

### Common Core State Standards:

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### Key Concepts

colonial regions  
colonization  
settlement  
settlement patterns

### Instructional Resources

#### Equipment/Manipulative

Chart paper  
Overhead projector or document camera/projector

### Student Resources

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 73-93.

### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 8)*. Teacher-made material. Oakland Schools, 2012.

### **Lesson Sequence**

1. List the following on the board or an overhead: Roanoke, Jamestown, Plymouth, Boston, New Amsterdam, an early Quaker settlement. Explain that students will be working in small groups to create a "Settler Skit" describing one of these settlements.
2. Divide the class into 6 groups and assign one of the settlements listed above to each group. Then, give each group a copy of "Settler Skit" directions, located in the *Supplemental Materials (Unit 3, Lesson 8)*. Go over the directions on the sheet and answer any questions students may have.
3. Give students adequate time to plan and prepare their presentation. Encourage them to use resources they have collected throughout this unit as they plan. These could include Word Cards, graphic organizers, informational text selections, illustrations, and maps.
4. Have the first group present their skit. Then, allow other class members to ask questions about the settlement. Remind the presenters that they must stay in character as they answer questions and answer as an early settler of the settlement. Repeat this process with the other groups.
5. Using the lesson graphic organizer, remind students that these early settlements would develop into colonies and eventually the English would claim 13 colonies along the Atlantic coast. These colonies would become part of three distinct colonial regions that shared a few common characteristics but differed in many ways.
6. Using the "English Colonies Map" students completed in the last lesson, have students shade in and label the three colonial regions.
7. Explain that historians study patterns in the way people settle in new places and the factors that affect these patterns. These factors often relate to geography, economic activities, and culture. Historians have discovered that these factors resulted in both similarities and differences in the patterns of settlement in the three colonial regions.
8. Explain that students will now be working as historians to compare and contrast regional settlement patterns in the early English colonies. Have students retrieve the following charts: the "Note-Taking" chart from Lesson 3, the assessment chart from Lesson 5, and the assessment chart from Lesson 7. Note that samples of all three of these documents have been included in the *Supplemental Materials (Unit 3, Lesson 8)* for you to use for reference. Also note that for struggling students, you may wish to give them copies of these completed charts to use in addition to their own versions.

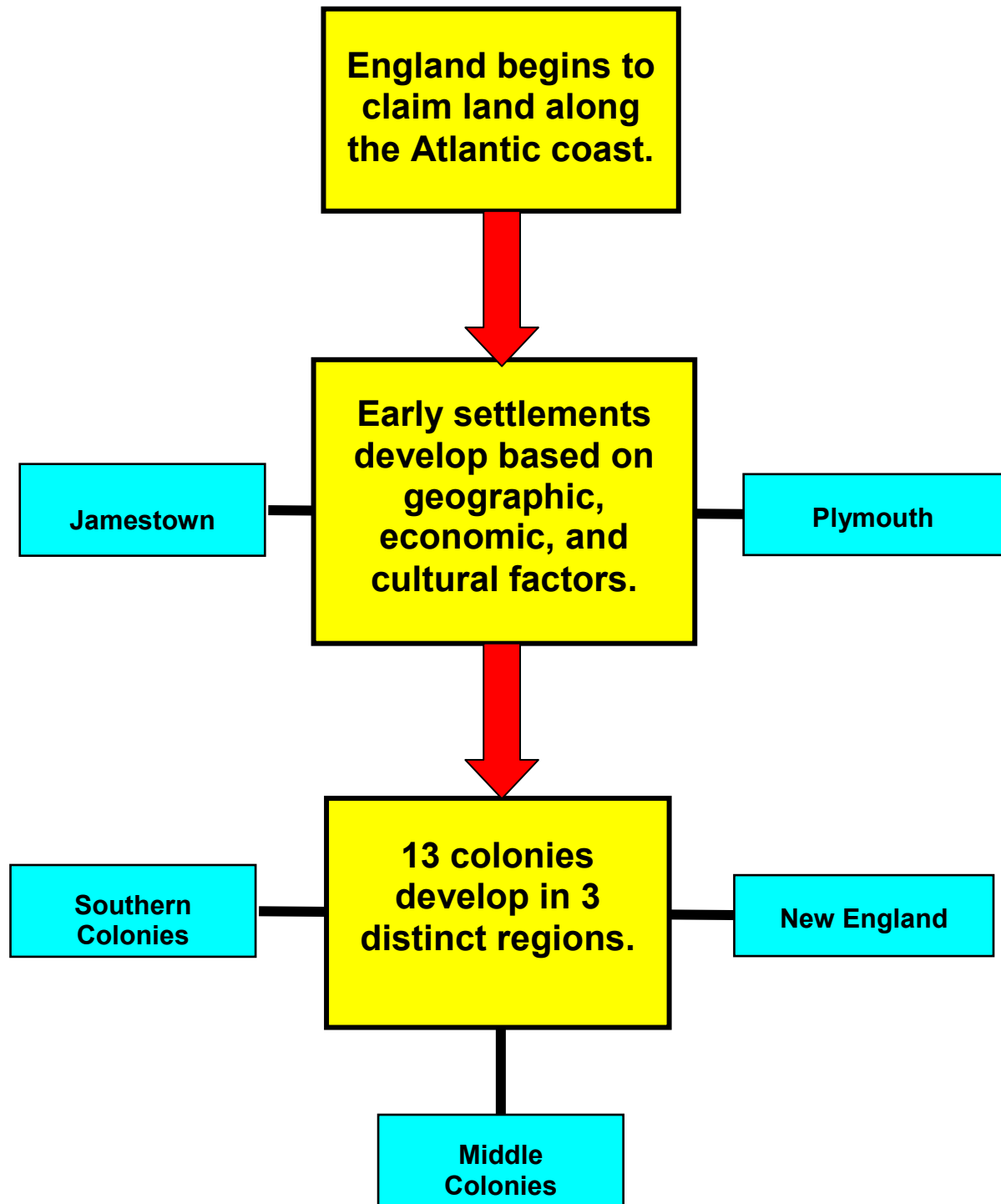


9. Place students in pairs and give each pair a copy of the “Comparing Regional Settlement Patterns” chart, located in the *Supplemental Materials (Unit 3, Lesson 8)*. Explain that students should use the charts they created in lessons 3, 5, and 7 to make generalizations about the patterns of settlement in each colonial region.
10. Explain that it is important that they look for true patterns, not just isolated examples. To help them understand this idea, remind them that religion was a cultural/social factor that influenced the settlement of Maryland but you would not list it as a cultural/social factor for the settlement of the Southern Colonies in general because it had little impact in the other four colonies of this region.
11. Give pairs time to complete the chart activity. Then, using an overhead of the “Comparing Regional Settlement Patterns” chart or a similar chart you create on chart paper make a class chart by having pairs offer ideas from the charts they have created.
12. Remind students that although this lesson emphasized settlement patterns, Europeans were not the first people to settle along the Atlantic coast. Native Americans had settled these areas long before the English. Explain that in the next and final lesson of this unit, students will explore the impact of European settlement on American Indian cultures.

### **Assessment**

An assessment has been included in the *Supplemental Materials (Unit 3, Lesson 8)* in which students complete a 3-part Venn diagram, comparing and contrasting the regional settlement patterns of the three colonial regions. A completed diagram with sample answers has also been included.

## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 8, Unit 3

1. The English began to claim colonies in North America in the early 1600's.
2. These colonies developed around early settlements that included Jamestown, Plymouth, New Amsterdam, and the Quaker settlements of Pennsylvania.
3. Eventually thirteen English colonies developed.
4. The thirteen colonies were divided into three distinct regions: New England, the Middle Colonies, and the Southern Colonies.
5. Geographic, economic, and cultural factors influenced the settlement patterns of these colonial regions.

## Word Cards

**Word Cards from previous lessons needed for this lesson:**

**Note:** Since this is a culminating lesson it does not have any new Word Cards. It is suggested that students use all the Word Cards from the previous lessons in the activities for this lesson.

## Settler Skit

**Your Settlement:** \_\_\_\_\_

**Your Group Members:** \_\_\_\_\_

**YOUR TASK:** Create a short skit about your assigned settlement. In the skit group members must take on the role of an early settler in the settlement.

**Your presentation must answer the following questions:**

Where was your settlement?

What push and pull factors influenced the development of your settlement.

What was your settlement like?

**Your presentation must**

Include all group members in the planning and presentation of your skit.

Include at least one visual such as a map or a drawing

Be based on accurate information about your settlement

**Your presentation can include**

props

costumes

**Important Note:** Be prepared to answer questions about your settlement following your presentation.

### The Southern Colonies – from Lesson 3 Note Taking Activity

<b>Reasons for Founding</b>	<ul style="list-style-type: none"><li>• Desire to make a profit</li><li>• Religious freedom</li><li>• To provide a second chance for people in debtor's prison.</li></ul>
<b>Influence of Geography</b>	<ul style="list-style-type: none"><li>• Cash crops like tobacco and rice grew well in the region.</li><li>• Some colonies like South Carolina had a good harbor and some like North Carolina did not.</li><li>• People often settled along rivers.</li></ul>
<b>Economic Activities</b>	<ul style="list-style-type: none"><li>• Growing cash crops like tobacco, indigo and rice.</li><li>• Big plantations and small farms.</li><li>• Lumbering in some areas.</li><li>• Some trade centers like Charles Town developed.</li></ul>
<b>Push Factors</b>	<ul style="list-style-type: none"><li>• The population in Virginia had grown and land had become scarce.</li><li>• People had been put in debtor's prison in England.</li><li>• Catholics had been treated unfairly in England.</li></ul>
<b>Pull Factors</b>	<ul style="list-style-type: none"><li>• Land was available.</li><li>• Land was good for growing cash crops.</li><li>• There was the hope for religious freedom.</li><li>• There was the hope for a better life.</li></ul>

### The New England Colonies – Assessment from Lesson 5

<b>Reasons for Founding</b>	<ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Better farmland</li> </ul>
<b>Influence of Geography</b>	<ul style="list-style-type: none"> <li>• Winters could be very harsh</li> <li>• The land was rocky and not very good for farming.</li> <li>• The climate was healthier than that of the Southern Colonies.</li> <li>• Settlements grew along rivers and the ocean.</li> </ul>
<b>Economic Activities</b>	<ul style="list-style-type: none"> <li>• Some small farms</li> <li>• Fishing</li> <li>• Lumbering in some areas.</li> <li>• Ship building</li> </ul>
<b>Push Factors</b>	<ul style="list-style-type: none"> <li>• The Separatists and Puritans had been persecuted for their religious beliefs in England. This pushed them out of England.</li> <li>• Some people were expelled from Massachusetts Bay for not following Puritan rules.</li> <li>• The poor soil of the Massachusetts Bay colony caused some people to seek better farmland.</li> </ul>
<b>Pull Factors</b>	<ul style="list-style-type: none"> <li>• Farmland was available in areas like Connecticut and New Hampshire.</li> <li>• There was the hope for religious freedom.</li> </ul>

**The Middle Colonies – Assessment from Lesson 7**

<b>Reasons for Founding</b>	<ul style="list-style-type: none"> <li>• Religious freedom</li> <li>• Opportunity</li> <li>• Farm land</li> </ul>
<b>Influence of Geography</b>	<ul style="list-style-type: none"> <li>• Many rivers and other natural resources.</li> <li>• The land was good for farming</li> <li>• The climate was healthier than that of the Southern Colonies.</li> <li>• Settlements grew along rivers and the ocean.</li> </ul>
<b>Economic Activities</b>	<ul style="list-style-type: none"> <li>• Both small farms and large farms – growing mainly grain</li> <li>• Some manufacturing</li> </ul>
<b>Push Factors</b>	<ul style="list-style-type: none"> <li>• Quakers had been persecuted for their religious beliefs in England and New England.</li> <li>• Lack of land and opportunity in countries like England, France and Germany.</li> <li>• Hardships in countries like Ireland</li> </ul>
<b>Pull Factors</b>	<ul style="list-style-type: none"> <li>• Good farmland was available</li> <li>• There was the hope for religious freedom.</li> <li>• Religious and ethnic diversity</li> </ul>

**Comparing Regional Settlement Patterns**



	<b>New England</b>	<b>The Middle Colonies</b>	<b>The Southern Colonies</b>
<b>Geographic Factors</b>			
<b>Economic Factors</b>			
<b>Cultural/Social Factors</b>			

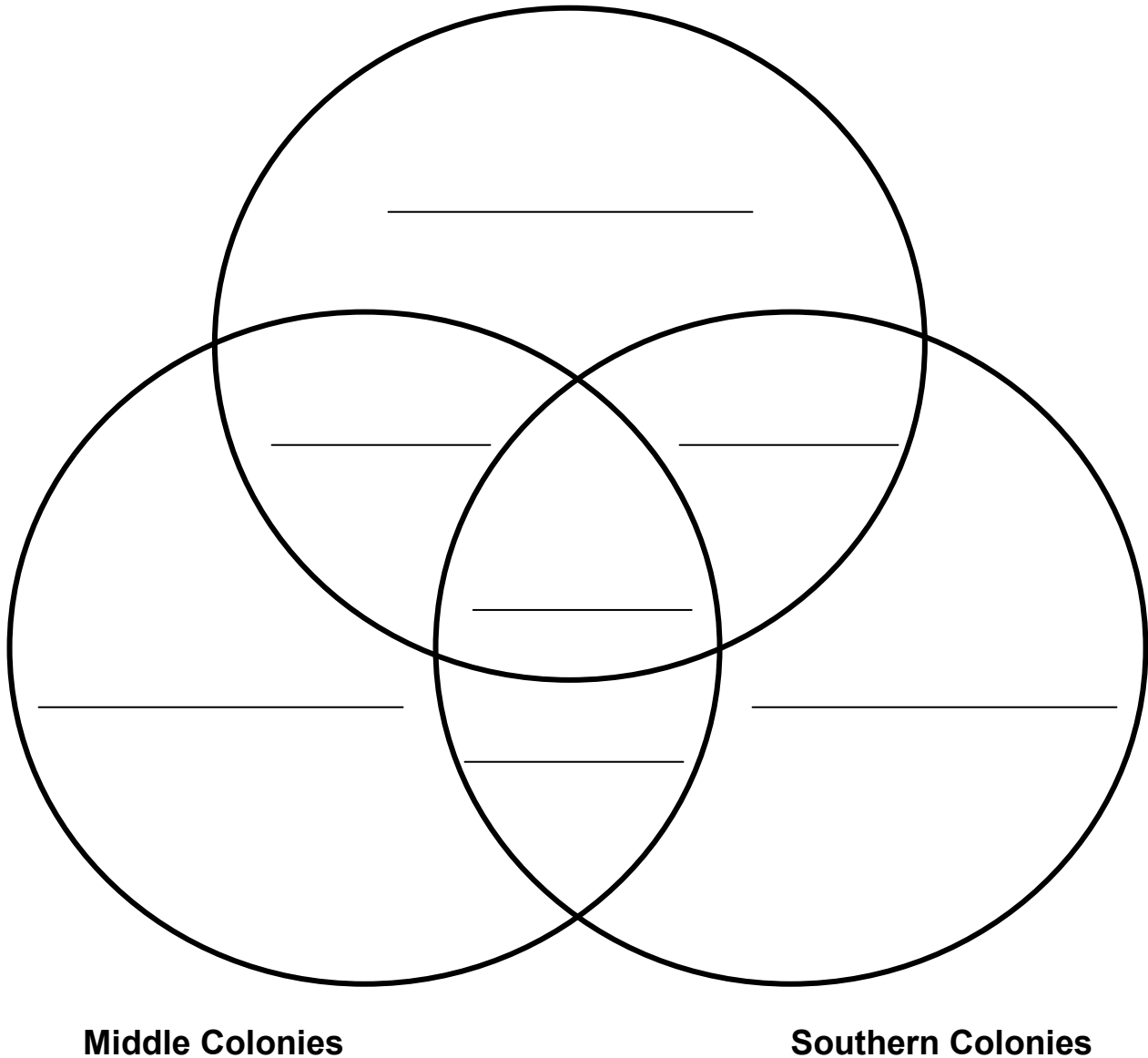
**Comparing Regional Settlement Patterns – Sample Completed Chart**

	<b>New England</b>	<b>The Middle Colonies</b>	<b>The Southern Colonies</b>
<b>Geographic Factors</b>	<ul style="list-style-type: none"> <li>• Healthy climate</li> <li>• Settlement in coastal areas</li> <li>• Settlement along rivers</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy climate</li> <li>• Fertile land good for growing grains</li> <li>• Settlement in coastal areas</li> <li>• Settlement along rivers</li> </ul>	<ul style="list-style-type: none"> <li>• Settlement in coastal areas</li> <li>• Settlements along rivers</li> <li>• Fertile land good for cash crops like tobacco and rice</li> <li>• Long growing season</li> </ul>
<b>Economic Factors</b>	<ul style="list-style-type: none"> <li>• Forests for lumbering</li> <li>• Fishing</li> <li>• Some small farms</li> <li>• Manufacturing of things like ships</li> </ul>	<ul style="list-style-type: none"> <li>• Small and large farms</li> <li>• Some manufacturing</li> </ul>	<ul style="list-style-type: none"> <li>• big plantations and small farms</li> </ul>
<b>Cultural/Social Factors</b>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Farms surrounded settlements where religion was very important</li> </ul>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Many diverse cultural groups</li> <li>• People of the same culture like Germans settled together</li> </ul>	<ul style="list-style-type: none"> <li>• People were more spread out and there were few towns</li> </ul>

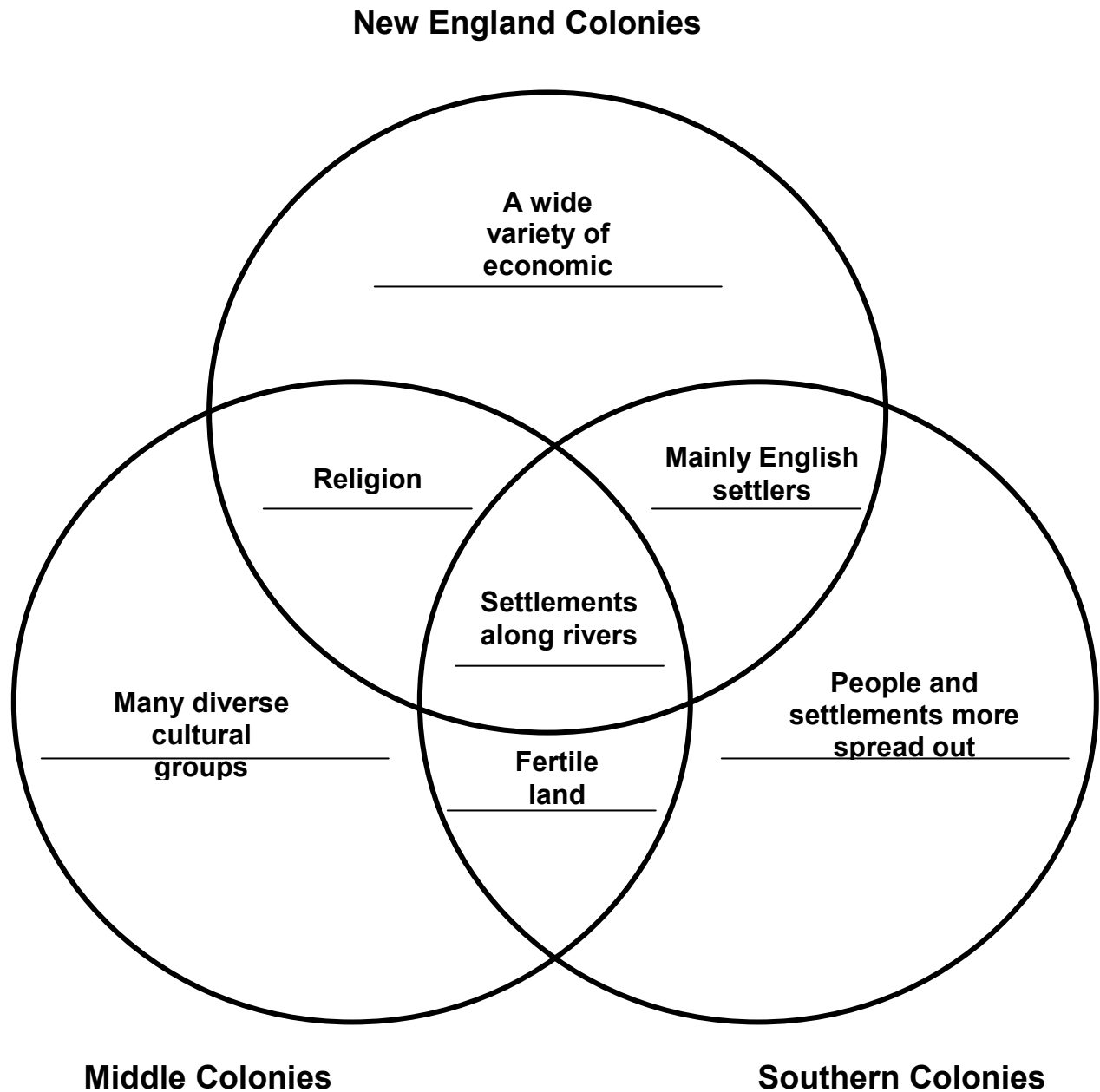
### Assessment

**Directions:** Complete the Venn diagrams.

### New England Colonies



## Completed Venn Diagram – Sample Answers



## Lesson 9: European Settlement and Native Americans

### Big Ideas of the Lesson

- European settlement had many negative consequences for Native Americans. These included the loss of land, the loss of hunting areas, and disease.
- Positive consequences included new technology and trade.
- Over time, conflicts between English settlers and Native Americans increased. This was due to differing points of view as well as the settlers taking more and more land.
- English settlers and Native Americans had different perspectives about many things including land and religion.

### Lesson Abstract:

In this lesson, students build on what they have been learning about English settlement by analyzing interactions between Native Americans and English colonists. They begin by locating examples of cooperation and conflict between American Indians and Europeans using their textbook. Then, they focus on the increasing conflicts between American Indians and English settlers. Cultural differences, in particular differing views of the land, are stressed. Finally, students examine conflicting accounts of events from the perspective of Native Americans and colonists to determine the viewpoints of the authors.

### Content Expectations

- 5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.
- 5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

### Common Core State Standards:

- RI.5.3:* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.6:* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- SL.5.1:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas, and expressing their own clearly.

## Key Concepts

cause and effect  
colonization  
conflict and cooperation  
cultural differences  
settlement

## Instructional Resources

### Equipment/Manipulative

Chart paper  
Color Markers for highlighting – two different colors for each student  
Overhead projector or document camera/projector

### Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 50-83.

### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 9)*. Teacher-made material. Oakland Schools, 2012.

## Lesson Sequence

1. Write the word "Freedom" on an overhead transparency or board. Remind students that this is a very important core democratic value. Write the following questions on the board:
  - How did the desire for freedom affect English settlement in the colonies?
  - What kinds of freedom were people looking for?
2. Tell students to write a brief response to each question in their social studies journal. Give students adequate time to write and then have them share ideas with a partner. Next, hold a brief discussion on student answers to the questions. Note that possible answers include:
  - The desire for freedom was a major factor in English settlement.
  - People were looking for different kinds of freedom: the freedom to own land, religious freedom, freedom from poverty, etc.
3. Using Word Card #32, ask students if they are familiar with the term 'contradiction' and discuss their responses. Explain that this term refers to two ideas or actions that are in conflict. Offer the following example: Your mother tells you every meal that you have to eat vegetables because they are good for you. However, you notice that your mother never eats the vegetables on her plate. Explain that there were often contradictions between what colonists believed and what they did. Remind students that the Puritans were strong believers in religious freedom and came to New England seeking it. Ask students: How did the Puritans treat people with differing views on religion in Massachusetts Bay Colony? Discuss student responses and guide them to the idea that the Puritans were very intolerant of differing religious views. Remind them of people like Roger Williams and Anne Hutchinson and then explain that this is an example of a contradiction.

4. Place students in small groups and ask them to list examples of contradictions between what English settlers believed and how they treated Native Americans. Encourage students to look back at what they wrote regarding freedom in their journals during Step 1. Give groups time to work and then have them share their ideas. Possible answers include:
  - Many settlers wanted the freedom to own their own land. They believed owning land was important. However, they took over Native American lands and pushed them further and further west.
  - Many settlers believed in religious freedom and the right to worship as they pleased. However, the English wanted Native Americans to convert to Christianity because they thought Native American religions were wrong.
  - Many settlers believed that people should be free to make their own choices and live their own life. However, they often denied Native Americans freedom.
5. Explain that interactions between Native Americans and European settlers were often a mix of cooperation and conflict. Place students in pairs and give each pair a copy of the “Conflict and Cooperation” chart, located in the *Supplemental Materials (Unit 3, Lesson 9)*. Have students use their textbooks to find examples of each in the material they have already covered. This should include up through the founding and growth of the Plymouth Colony. If you are using the textbook cited in the student resources the appropriate page numbers are listed. Note that a Sample Completed Chart has also been included in the *Supplemental Materials, (Unit 3, Lesson 9)*.
6. Discuss the examples of cooperation and conflict students have located. Make sure to guide students in understanding differences in the interactions between American Indians and different Europeans, in particular differences between the English and the French. Use the following information to help students understand this important idea:
  - In general, the French got along much better with American Indians than the English. This was partly due to the fact that the French were mainly interested in the fur trade not taking over large areas of land for farming like the English.
  - The French tended to be much more willing to learn American Indian languages and customs. French traders also often married American Indian women.
  - The English tended to view American Indians as being inferior to them.
7. Tell students to think about what they discovered in their textbook review in addition to other things they have learned in this unit and then answer this question in their social studies journal: What were some of the benefits or positive consequences of European settlement to Native Americans? Give students time to write and then have them share their ideas. Guide them to the idea that the two main benefits were trade and new technology.
8. Ask students to list some of the costs or negative consequences of European settlement for Native Americans in their journals. Give them time to write and then discuss responses. Possible answers include: many deaths caused by European diseases, being pushed off land, enslaved by Europeans, disruptions in traditional Native American alliances, and trading patterns, and loss of hunting grounds.

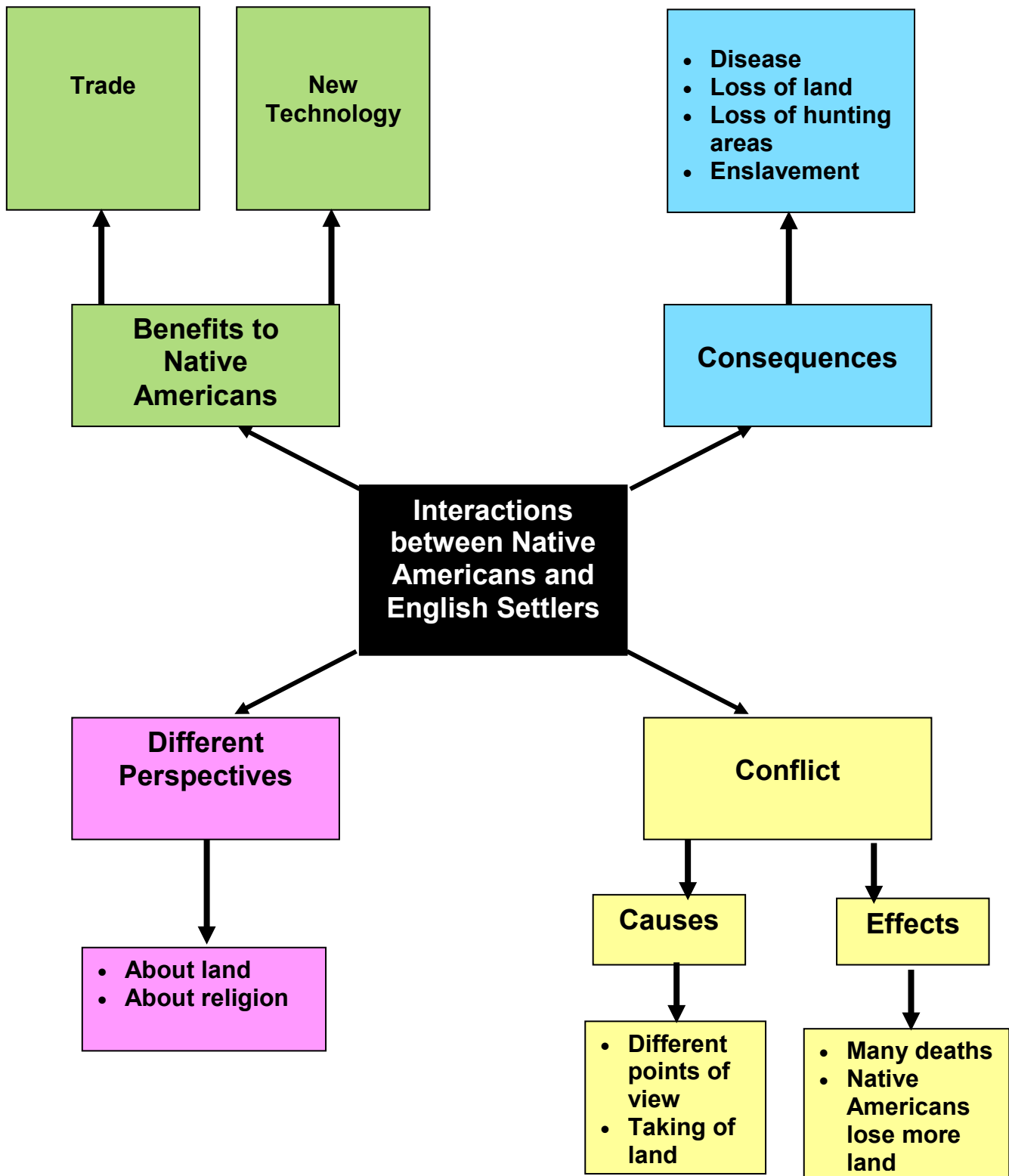
9. Ask students the following questions: Did the benefits of European settlement outweigh the costs for Native Americans? Why or Why not? Post two signs on either side of the classroom using poster board and markers. One sign should read, “Benefits of European settlement outweighed the costs to Native Americans.” The other sign should read, “Costs to Native Americans outweighed the benefits of European settlement.” Have students think about which statement more accurately reflects their beliefs of European settlement and Native Americans. Encourage students to move to the side of the room with the statement to which they most agree. Engage students in a classroom discussion and encourage students to support their position with reasoning.
10. Explain to students that as time went on, conflicts between Native Americans and English settlers increased. There were fewer times of cooperation and greater negative consequences for Native Americans. Give each student a copy of the “Conflict Increases” text selection, located in *Supplemental Materials (Unit 3, Lesson 9)*. Explain that students should read the text carefully and highlight causes of conflict in one color and effects of conflict in another color.
11. Give students adequate time to read and highlight the text selection. Then, give each student a copy of the “Cause and Effect” graphic organizer located in the *Supplemental Materials (Unit 3, Lesson 9)*. Explain that students should use their highlighted text to help them complete the graphic organizer. Note that a sample-completed organizer has also been included in the *Supplemental Materials (Unit 3, Lesson 9)*.
12. Use the following questions to discuss the text selection and cause and effect organizers:
  - Why do you think the colonists felt they had the right to take Native American land?
  - Were there any peaceful ways in which these conflicts could have been solved? Why or why not?
  - Why did most of these conflicts end in the Native Americans being defeated?
13. Explain that conflicts over land were often related to differences in the way Native Americans and Europeans viewed land. Display “Different Perspectives About Land” comparison chart, located in the *Supplemental Materials (Unit 3, Lesson 9)*. Using Word Cards #33 and #34, discuss the information on the chart and how the different perspectives may have led to conflict.
14. Make copies and distribute to students the handouts, “Perspective #1” and “Perspective #2,” located in the *Supplemental Materials (Unit 3, Lesson 9)*. Have students read each perspective individually and consider the perspective from which each was written. Have students use a highlighter to mark evidence in the text of the perspective of the writer. Encourage students to re-read each passage before they begin highlighting.
15. Divide students into groups of two or three students each. Have students discuss both text selections, sharing their evidence for the perspective of each author. After a few minutes conduct a class discussion about the perspectives of the authors. Guide students to support their conclusions about the authors using evidence from the text and what they have learned about the relationship between Native Americans and European settlers.



**Assessment**

As an assessment, have students write a dialogue describing a meeting between an American Indian and a colonist and illustrating their differing perspectives.

## Graphic Organizer



## Big Ideas Card

### Big Ideas of Lesson 9, Unit 3

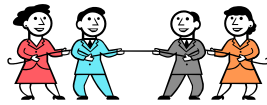
1. European settlement had many negative consequences for Native Americans. These included the loss of land, the loss of hunting areas, and disease.
2. Positive consequences included new technology and trade.
3. Over time, conflicts between English settlers and Native Americans increased. This was due to differing points of view as well as the settlers taking more and more land.
4. English settlers and Native Americans had different perspectives about many things including land and religion.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Settlement – Word Card #6 from Lesson 1
- Jamestown – Word Card #13 from Lesson 2
- Pilgrims – Word Card #21 from Lesson 4
- Freedom of Religion – Word Card #22 from Lesson 4

### 32 contradiction



when two ideas or actions are in conflict

*Example: The fact that the Puritans came to North America to find religious freedom but then denied others religious freedom is a contradiction.*

(SS050309)

### 33 perspective



how a person looks at a problem or an event

*Example: Native Americans and English colonists had different perspectives about land.*

(SS050309)

### 34 treaty



a formal, signed agreement between two or more nations

*Example: The English settlers and Native Americans signed treaties that often resulted in Native Americans losing their land.*

(SS050309)



### Conflict and Cooperation – Sample Completed Chart

Page(s)	Conflict or Cooperation	What happened?
50	Conflict	The Spanish forced Indians to work in mines
50	Cooperation	The Spanish traded with American Indians
57	Conflict	The Spanish fought with American Indians who opposed them.
61	Conflict	Ponce de Leon killed many native people
61	Conflict	American Indians resented the invasion and attacked
66	Cooperation	LaSalle learned American Indian languages.
67	Conflict	American Indians were enslaved
74	Cooperation	Roanoke Island had friendly people.
76	Cooperation	American Indians brought food to Jamestown
76	Conflict	Local tribes attacked people outside of Jamestown.
76	Cooperation	For a time American Indians and colonists were at peace.
76	Conflict	American Indians were tired of losing their land and attacked Jamestown
78	Cooperation	American Indians helped the Pilgrims.
79	Cooperation	American Indians and the Pilgrims signed a peace treaty

## **Conflict Increases**

### **Jamestown**

As more Powhatan land was taken for tobacco plantations in Virginia, conflicts between Native Americans and settlers increased. In 1622, angry Native Americans killed over 300 settlers in retaliation for the loss of farming and hunting land. The colonists fought back in an all-out war. The Powhatans were defeated and the last of their lands were taken.

### **The Pequot War**

In 1637, fighting broke out between colonists and the Pequots in the Connecticut River Valley over the loss of Native American land. This conflict became known as the Pequot War. Connecticut settlers defeated the Pequots and more land was taken.

More conflicts arose over land ownership. These involved settlers and a variety of Native American groups including the Wampanoags, Narragansetts, and Mohegans.

### **King Phillip's War**

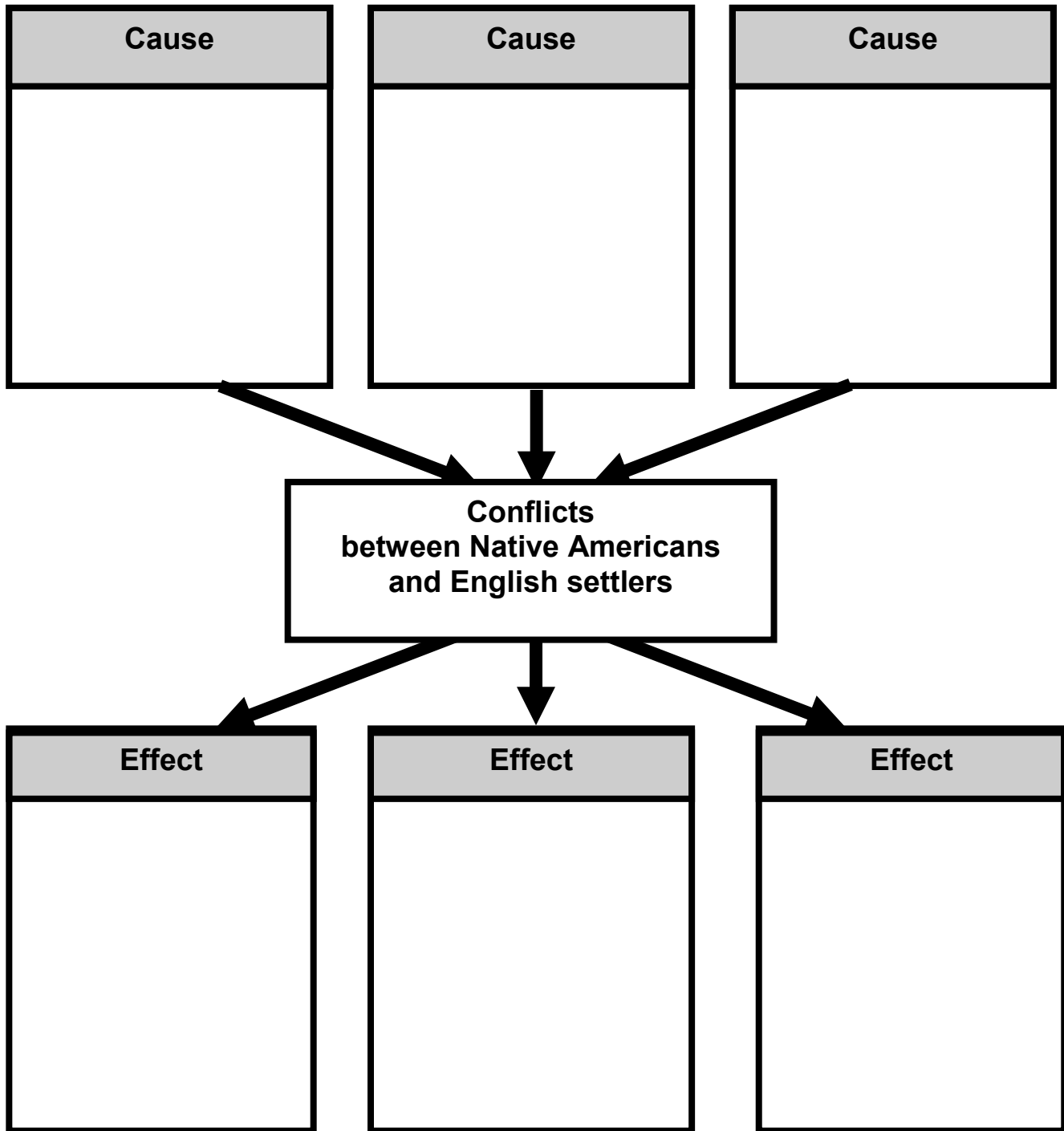
Tension had grown between the Wampanoag and the Plymouth settlers for years. One continuing problem was the trampling of Native American cornfields by colonists' livestock. There was also competition for resources such as land for planting, hunting, and fishing.

In 1662, the Plymouth Court summoned Wamsutta, the Wampanoag leader, to Plymouth. He was taken by gunpoint to be questioned. Later he sickened and died. His death made the Wampanoag very angry. Wamsutta's brother Metacom ( who was known to the English as Philip) became the Wampanoag leader.

Tensions continued to rise and in 1675, conflict broke out. A war began which became known as King Philip's War. The war spread as far north as New Hampshire and as far southwest as Connecticut. Many people were killed on both sides.

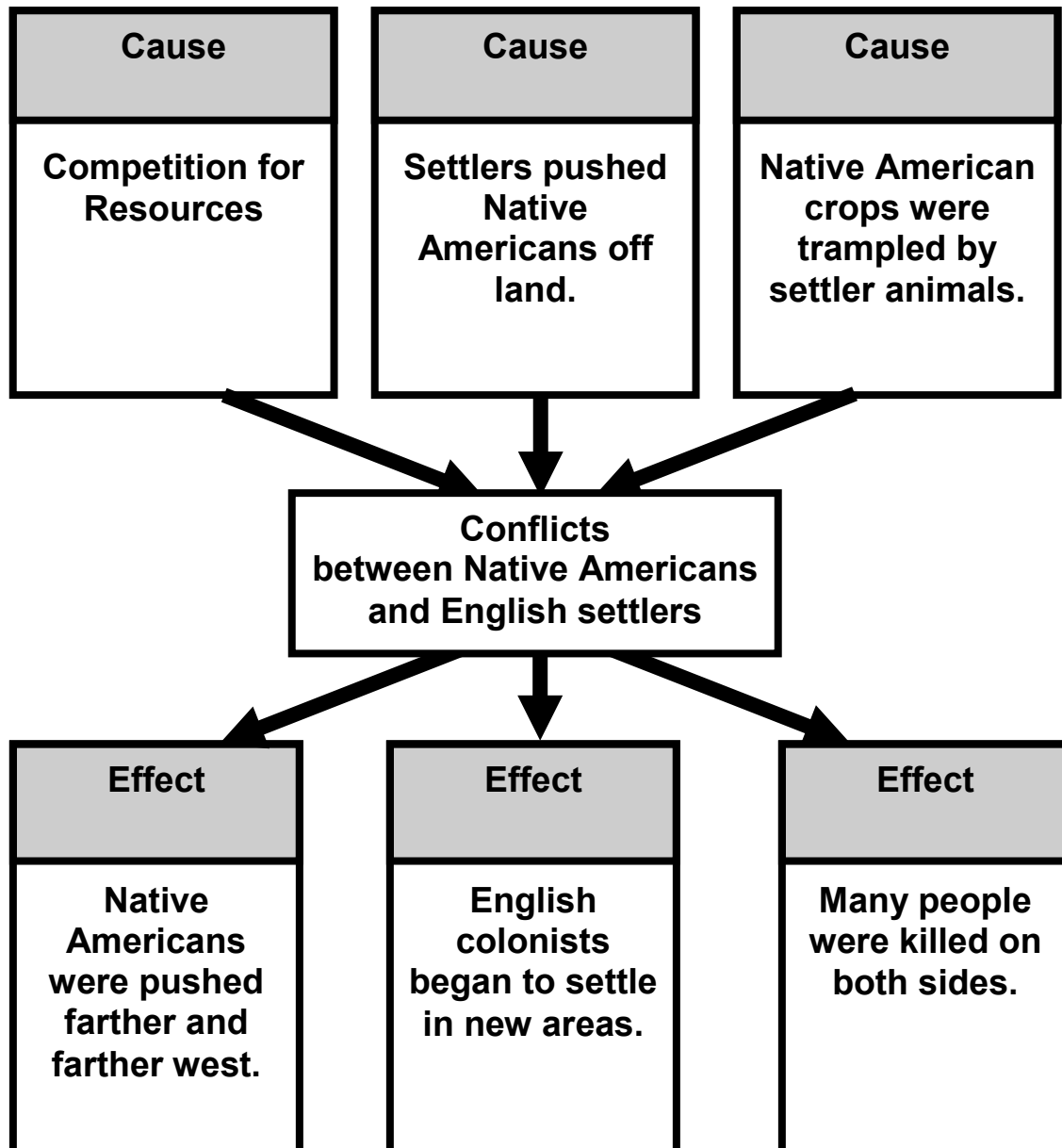
The war ended in 1676, when Metacom (Philip) was killed. As a result of the war, many tribes were forced off their lands and very few Native Americans remained along the eastern seacoast of New England. This caused a wave of settlers to push farther north up the Connecticut River. Others moved even farther north into New Hampshire and what is now Maine.

## Cause and Effect Chart





## Sample Completed Cause and Effect Chart



### Different Perspectives About Land

Native American	European
Native Americans believed you could use the land and its resources but not own it.	Europeans believed you had a right to own the land.
Native Americans believed that the land was never yours to own so the idea of fences was very strange to them.	Europeans felt that to show ownership you put a fence around land.
When Native Americans received money for land from Europeans they did not see it as “selling the land.”	Europeans felt you could buy land and then it would become yours to own.
When Native Americans signed treaties giving Europeans land they did not see the treaty in the same way as Europeans. Often they saw it as an agreement where both groups would still have the use of the land.	When Europeans signed a treaty that gave them Native American land, they believed they then owned the land.

## Perspective #1

**They have no respect for the land and what the land provides. They take what they want. They came here with little knowledge of how to survive. We gave them food, taught them what to grow, and shared the land. They thanked us by destroying our hunting areas and pushing us off the land we had lived on for thousands of years. Their animals trample our cornfields. Their fishermen claim the rivers and lakes as their own. They build fences trying to mark off land they cannot own. They disrespect our religion and our ways. They act as if their culture is superior to all other cultures. We have been patient and helpful, but it is time to take a stand against them. If we allow them to continue to expand, all that we have known will be gone. We have no choice but to act to stop them. If this means attacking their villages, it will have to be done.**

## Perspective #2

**Their religion and their ways are primitive and misled. Their language is awkward. They have no understanding of the value of land. They don't even have the common sense to build fences to mark off one man's land from another. We own land now for the first time in our lives. It is ours and we intend to protect it. We've managed to survive in this tough new place and we've earned the right to own it. They signed papers giving us the land and took our money. Now, the land is ours. Let them move west. One piece of land is the same to them as any other piece. We had hoped to convert them to our religion and help them learn our ways. That does not seem possible now. They have become bloodthirsty and violent. They threaten our villages and our lives. But we will protect what is rightfully ours. If this means all-out war, we are ready for it.**