

How America Began: The Founding of the Thirteen Colonies

Grade Level or Special Area: 3rd Grade

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Length of Unit: Twenty-one lessons and culminating activity (21 days, one day = 45 minutes) (Lesson 3 is an optional technology lesson, there are also optional writing assignments included that will take additional time)

I. ABSTRACT

This unit is an interactive approach to learning about the Thirteen Colonies: Life and Times before the Revolution as outlined in the *Core Knowledge Sequence*. It incorporates Technology, Writing, Literature, and Enrichment activities. There are also plans for a Colonial Museum to use as a culminating activity.

II. OVERVIEW

A. Concept Objectives

1. Develop an understanding of the chronological order of events and people in history. (Colorado History Content Standard 1.1)
2. Develop an understanding of how economic factors have influenced historical events. (Colorado History Content Standard 4.2)
3. Learn how societies have been affected by religions and philosophies. (Colorado History Content Standard 6.2)

B. Content from the *Core Knowledge Sequence*

1. Third Grade History: The Thirteen Colonies (p. 72 - 73)
 - a. Geography
 - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
 - ii. Differences in climate from north to south.
 - iii. Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 - b. Southern Colonies
 - i. Southern Colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
 - ii. Virginia
 1. Chesapeake Bay, James River
 2. 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 3. Establishment of Jamestown, first continuous English Colony in the New World
 4. Trade with Powhatan Indians
 5. John Smith
 6. Pocahontas, marriage to John Rolfe
 7. Diseases kill many people, both colonists and Indians
 8. The Starving Time
 9. Clashes between American Indians and English colonists
 10. Development of tobacco as a cash crop, development of plantations
 11. 1619: slaves brought to Virginia
 - iii. Maryland
 1. A colony established mainly for Catholics
 2. Lord Baltimore
 - iv. South Carolina
 1. Charleston
 2. Plantations (rice, indigo) and slave labor
 - v. Georgia
 1. James Oglethorpe's plan to establish a colony for English debtors

- vi. Slavery in the Southern colonies
 - 1. Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - 2. The difference between indentured servant and slaves: slaves as property
 - 3. The Middle Passage
- c. New England Colonies
 - i. New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
 - ii. Gradual development of maritime economy: fishing and shipbuilding.
 - iii. Massachusetts
 - 1. Colonists seeking religious freedom: In England, an official “established” Church of England), which did not allow people to worship as they chose
 - 2. The Pilgrims
 - a.) From England to Holland to Massachusetts
 - b.) 1620: Voyage of the Mayflower
 - c.) Significance of the Mayflower Compact
 - d.) Plymouth, William Bradford
 - e.) Helped by Wampanoag Indians: Massoit, Tisquantum (Squanto)
 - 3. The Puritans
 - a.) Massachusetts Bay Colony, Governor John Winthrop: “We shall be as a city upon a hill.”
 - b.) Emphasis on reading and education, the *New England Primer*
 - iv. Rhode Island
 - 1. Roger Williams: belief in religious toleration
 - 2. Anne Hutchinson
- d. Middle Atlantic Colonies
 - i. Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
 - ii. New York
 - 1. Dutch settlements and trading posts in “New Netherland”
 - 2. Dutch West India Company acquires Manhattan Island through a (probably misunderstood) purchase from the Indians; Dutch established New Amsterdam (today, New York City)
 - 3. English take over from the Dutch, and rename the colony New York
 - iii. Pennsylvania
 - 1. William Penn
 - 2. Society of Friends, “Quakers”
 - 3. Philadelphia

D. Skill Objectives

- 1. The student will know the names and regions of the thirteen colonies.
- 2. The students will be able to identify the states and regions on a map.
- 3. The student will understand the reasons why colonists came to America.
- 4. The student will know the difference in climate, agriculture, and trade within each of the colonial regions.

5. The student will be able to name the key crops of each region.
6. The student will understand how the differences in climate and agriculture affected the lives of the colonists in each region.
7. The student will know facts about the original thirteen colonies.
8. The student will be able to research and find facts about the colonies on the computer, using the Children's Encyclopedia.
9. The student will understand how to use the computer to develop an overview knowledge of the colonies.
10. The student will know the story of Jamestown and how it survived to become the first permanent colony.
11. The student will be able to identify the James River, Chesapeake Bay, John Smith, and Pocahontas.
12. The student will understand why the colony almost failed in its first year.
1. Students will identify the parts of a friendly letter.
13. The student will know about the conflicts between the colonists and the Native Americans, and how it led to The Starving Time.
14. The student will be able to demonstrate through role-playing, the points of view of the colonists and the Native Americans.
15. The student will understand how different points of view can be present under the same circumstances.
16. The student will know the story of John Rolfe and Pocahontas.
17. The student will be able to explain how tobacco helped the Virginia colony succeed.
18. The student will understand how slavery came to be a part of America's history.
19. The student will know the economic reasons for bringing slaves to America.
20. The student will be able to distinguish between indentured servants and slaves.
21. The student will understand the impact of trade routes and the Middle Passage.
22. The student will know what daily life was like for the slaves.
23. The student will be able to use measuring and reading skills to make a traditional slave food—hoe cakes.
24. The student will understand that slaves were used to teach the colonists how to plant rice and other crops.
25. The student will know that the settlement was not founded for religious freedom or as a refuge, but to make the Dutch owners of the colony rich.
26. The student will be able to describe the life of the Dutch colonists.
27. The student will understand the importance of Manhattan's location to the success of the colony.
28. The student will know key information about the colonies, their geography and trade, Jamestown, Native Americans, slavery, and the Dutch settlement of New York.
29. The student will be able to identify the thirteen colonies and key port cities on a map.
30. The student will understand the chronological order and historical significance of the Colonial period from 1607 through 1664.
31. Students will be able to define the words Pilgrims and Mayflower.
32. Students will be able to explain why the Pilgrims came to the New World.
33. Students will experience how crowded it was on the Mayflower.
34. Students will be able to explain the significance of the words Plymouth, Mayflower Compact, William Bradford, and Wampanoag Indians.
35. Students will be able to explain the importance of the Mayflower Compact.
36. Students will be able to explain the significance of the John Winthrop's words
37. Students will know the main two groups that lived in Massachusetts
38. Students will be able to explain the use of the New England Primer, hornbook, and colonial battledore
39. Students will be complete a colonial battledore example.
40. Students will know the role that Roger Williams and Anne Hutchinson played in developing Rhode Island.

41. Students will be able to explain importance of the colony of Maryland.
42. Students understand how economic factors influenced the establishment of the Carolina colony.
43. Students will be able to identify facts about William Penn and Pennsylvania.
44. Students understand how economic factors influenced why the colony of Georgia was established.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *US Kids History Book of the American Colonies* by Howard Egger-Bovet and Marlene Smith-Baranzin.
 2. Fradin, Dennis. *The Thirteen Colonies.* by Dennis Fradin.
- B. For Students
 1. Grade K: History and Geography: Early Exploration and Settlement (page 12), *Core Knowledge Sequence*
 2. Grade 1: History and Geography: Early Exploration and Settlement (page 29), *Core Knowledge Sequence*

IV. RESOURCES

- A. *On the Mayflower* by Kate Waters
- B. *Pearson Learning's History and Geography*
- C. *William Penn and Pennsylvania* by Stone House Productions

V. LESSONS

Lesson One: Colonies Overview and Regions (45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
 2. Lesson Content
 - a. Geography
 - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
 - ii. Differences in climate from north to south.
 - iii. Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 3. Skill Objective(s)
 - a. The student will know the names and regions of the thirteen colonies
 - b. The students will be able to identify the states and regions on a map.
 - c. The student will understand the reasons why colonists came to America.
- B. *Materials*
 1. *A New True Book: The Thirteen Colonies* by Dennis Fraden
 2. *History and Geography: Pearson Learning Core Knowledge*, edited by E.E. Hirsch, Jr.
 3. Appendix A : Thirteen Colonies Regional Map (copy for each student and one overhead).
 4. Appendix A-1 for teacher.
 5. Appendix B: Background notes for teacher.
- C. *Key Vocabulary*
 1. Colony – a group of people who settle in a distant land but remain under the authority of their native country
- D. *Procedures/Activities*
 1. The teacher will ask students to recall the earliest explorers to American (Leif Erickson, Eric the Red, Columbus, Ponce Deleon, Henry Hudson). The teacher will encourage the students to review the information from previous units.
 2. Students will offer recollections of prior Exploration unit by remembering or looking up names and travels of explorers.

3. The teacher will introduce the topic of the original thirteen colonies by asking why students thought colonists would want to come to America (religious freedom, a chance to own property and get rich, adventure, or against their will as slaves).
 4. Teacher will read pages 30-36 of *A New True Book: The Thirteen Colonies* to the students as an overview.
 5. Teacher will read pages 162-165 of *History and Geography: Pearson Learning Core Knowledge* to further explain the founding of the colonies.
 6. The teacher will place an overhead of the thirteen colonies on the projector and point out the colonies as they looked then. She will point out the New England Colonies, The Middle Colonies, and the Southern Colonies, as well as key port cities and rivers (Philadelphia, Boston, New York, Charleston, Jamestown, Plymouth, and James River).
 7. The teacher will pass out maps of the thirteen colonies to each student and ask them to use colored pencils to color and list the colonies in each region (Appendix A and A-1).
 8. For students who request or require enrichment activities, ask the students to create a Venn diagram comparing colonial life in the 1600s with their lives today. What things are the same (schools, newspapers, games etc.)? What things are different (television, electricity, voting, etc.)?
- E. *Assessment/Evaluation*
1. Appendix A Map completed for grade of 13 points (one for each colony in correct region). Return graded map for use in Lesson 4.
 2. Students will share why people came to the colonies.

Lesson Two: Trade, Commerce, and Agriculture (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of how economic factors have influenced historical events.
 2. Lesson Content
 - a. Geography
 - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
 - ii. Differences in climate from north to south.
 - iii. Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 3. Skill Objective(s)
 - a. The student will know the difference in climate, agriculture, and trade within each of the colonial regions.
 - b. The student will be able to name the key crops of each region.
 - c. The student will understand how the differences in climate and agriculture affected the lives of the colonists in each region.
- B. *Materials*
1. Appendix C: Thirteen Colonies and Crops (copy for each student and overhead).
 2. Construction paper
 3. Appendix D: Colonial Occupations.
 4. Colored pencils and scissors.
 5. Appendix E: Instructions for Colonial Village Project.
- C. *Key Vocabulary*
1. Climate – the common weather of a location
 2. Occupation – what a person does for a job
- D. *Procedures/Activities*
1. The teacher tells the students that today, we will learn about the climate, trade, and agriculture of the colonial regions, and how they affected how the colonists lived. You will have the opportunity as a class to create your own colonial village, which we will display around the room for the remainder of the unit.
 2. The teacher will explain that the climate in the different colonial regions affected how the colonists lived. In the New England colonies, the winters were long and cold and the soil was

rocky. The colonists could not grow crops because the season was so short and the soil was poor. They could barely make enough vegetables to feed their own families, and had none to sell or trade. The region did feature a long coastline with many natural harbors and fish were plentiful. They also had many trees. The New England colonists ate and traded fish and began to cut trees for timber. As the colonies grew, trading ships sailed in and out of their ports, carrying timber and fish to countries around the world.

3. The Middle Colonies were nicknamed the “bread colonies” because there was a lot of wheat grown there, which was used to make bread. The warm and rainy summers and fertile soil helped these crops grow well. Settlers had more than enough food to feed their families, and still had wheat to trade or sell. They also had a good coastline for fishing and good ports for ships.
4. The Southern Colonies were perfect for farming because of the mild winters and fertile soil. Crops grew so well that many families built large farms known as plantations. They would grow only a single crop to sell.
5. The teacher will explain that as the colonies grew, more services were needed to serve the needs of the settlers. Shops were opened, and the main streets of the villages became a gathering place for the colonists.
6. The teacher will put up the overhead showing the top agricultural crops in each of the colonies. She will call on students to identify the main crops for each colony. The teacher will then explain the various occupations that colonists may have had. (black smith, minister, teacher, boot maker, tavern owner, silversmith, barrel maker etc.)
7. The teacher will ask the students to identify at least one main crop from each colony and record it in their history journals for later review.
8. The teacher will then pass out the sheets of possible colonial occupations. She will explain that the students will be able to make a sign advertising their occupation in the town village. (Details of the project are in Appendix D and E.)
9. The student will choose an occupation they would like and complete the colonial occupation sign activity.
10. Review what was learned today: review the day’s objectives: Teacher will review key agriculture, conditions, and climate of each region. She will remind the students how trade changed the nature of the colonial villages
11. Preview next day’s learning: Over the next few days, we will learn about the founding of the first permanent English colony—Jamestown, Virginia.

E. *Assessment/Evaluation*

1. Students should complete their projects and turn them in to the teacher.

Lesson Three: Optional Technology Lesson: What Can We Find Out About the Colonies? (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
2. Lesson Content
 - a. Geography
 - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
 - ii. Differences in climate from north to south.
 - iii. Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
3. Skill Objective(s)
 - a. The student will know facts about the original thirteen colonies.
 - b. The student will be able to research and find facts about the colonies on the computer, using the Children’s Encyclopedia.
 - c. The student will understand how to use the computer to develop an overview knowledge of the colonies.

B. *Materials*

1. Appendix F: Thirteen Colonies worksheet (copy for each student and overhead)

2. Appendix F-1: Thirteen Colonies answer key for teacher
3. Pens or pencils
4. Headphones for assistive technology
5. Children's Encyclopedia on computers

C. *Procedures/Activities*

1. Today in tech, we will see how well you learned the overview of the Thirteen Colonies in class the other day. We will use our Children's Encyclopedia to find answers to questions about the colonies.
2. The teacher will explain the worksheet to the students and give instructions on how to complete it.
3. The teacher will put an overhead of the worksheet on the large screen and review the questions with the students. She will then pass out a worksheet to each student.
4. The teacher will move around the room offering help when needed and assessing student computer skills
5. Headphones are available to students with low reading skills to better help them understand the questions and find the answers.
6. Review what was learned today: review the day's objectives: The teacher will insure that the objectives of the lesson, which were to complete a worksheet on the colonies using the computer, were completed satisfactorily. She will do this by reviewing the worksheets for comprehension.
7. Preview next day's learning: Next week in Tech, we will work on Colonies again when we take a paragraph that you have written about slavery and put it into Word.

D. *Assessment/Evaluation*

1. Teacher will watch students work on computer to assess computer skills.
2. Student will complete worksheet correctly.

Lesson Four: Jamestown: The First Permanent English Settlement (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
2. Lesson Content
 - a. Virginia
 - i. Chesapeake Bay, James River
 - ii. 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - iii. Establishment of Jamestown, first continuous English colony in the New World
 - iv. Trade with Powhatan Indians
 - v. John Smith
3. Skill Objective(s)
 - a. The student will know the story of Jamestown and how it survived to become the first permanent colony.
 - b. The student will be able to identify the James River, Chesapeake Bay, John Smith, and Pocahontas.
 - c. The student will understand why the colony almost failed in its first year.
 - d. Students will identify the parts of a friendly letter.

B. *Materials*

1. Appendix A Maps from Lesson 1
2. Appendix G: Two column notes, John Smith and Jamestown (one copy for each student)
3. Appendix G-1: Two column notes key
4. History and Geography, Pearson Learning Core Knowledge, edited by E. D. Hirsch, Jr.
5. Roll paper for class timeline.
6. Appendix H: Rubric for grading optional Writing assignment (one copy for each student)

C. *Key Vocabulary*

1. Godspeed – the wish for the welfare of someone starting a journey

2. malaria – a disease caused the bite of an infected mosquito
3. dysentery – an intestinal disease

D. *Procedures/Activities*

1. Anticipatory Set: Today, we will learn about the first permanent English colony in Jamestown, Virginia. We will tell the story of John Smith and Pocahontas. How many of you have heard of Pocahontas?
2. The teacher will review with the class the reasons settlers wanted to come to America (adventure, riches, land for younger sons, religious freedom)
3. The teacher will read pg. 166-171 of History and Geography: Pearson Learning Core Knowledge. This offers relevant information about Captain John Smith and his role in the survival of the Virginia colony. Students will fill in two-column notes during the reading of the text (Appendix G).
4. The teacher will explain that three ships from the London Company (the Discovery, the Susan Constant, and the Godspeed) arrived in Virginia, seeking gold and other riches. They came ashore on Chesapeake Bay and sailed up a river they named the James River after the King of England. While they were looking for a place to build a colony, the Indians were watching them.
5. The students will take out their maps (Appendix A) and label the James River and Chesapeake Bay. The students will participate in the class discussion and ask clarifying questions, if necessary.
6. The colonists decided to build their fort on a marshy shore, not realizing that diseases like malaria, pneumonia, and dysentery would run rampant. The gentlemen from England were not used to working, and expected others to do the work, while they looked for gold.
7. The directors of the London Company placed seven men's names in a sealed box before the ships sailed. The box was to remain closed until the arrival in Virginia. John Smith was one of the men who was chosen to be on the council. The other men did not like John Smith, but he proved to be a born leader.
8. He wanted to finish building the fort before exploring, but was overruled. When they returned, the Indians had attacked the fort and killed some of the colonists. Since they did not return in time to plant crops, they had to hunt and fish. Again, only John Smith was able to do this successfully. In the middle of a land full of wildlife and food, the colonists were starving. He traded with the Powhatan Indians for meat and corn, and gave the Indians axes, shovels and blankets. The Indians did not always trust white men, and these expeditions for food were often dangerous, however John Smith knew if he did not get food for the colonists, they would not survive the first winter.
9. At times, the Indians welcomed him with feasts and dancing, and other times they tried to kill him. Once, when he was facing death, he took out his compass and talked about the heavens. He soon became their friend. Another time, the Indians were ready to beat his brains out when the 12 year old daughter of Chief Powatan, rescued him. Her name was Pocahontas. After this happened, the Indians traded food to the colonists and taught them how to plant corn and set fish traps. They made John Smith an honorary chief. They were willing to trade with him because he was fair and honest, and always kept his word.
10. Finally, the council was ready to listen to John Smith. He made a simple rule: Those who did not work could not eat. Even though many complained, John did not give in. Eventually, houses were built, the wells were made larger, crops were planted and fish were caught. There was more trade with the Indians, and the colonists were able to send cargos of timber back to England for trade. The colony grew from its original 100 people to over 500.
11. The teacher will tell the class that they will be starting an ongoing timeline with this lesson. She will ask students to start the timeline using a lined sheet of paper. There will be a classroom timeline made from butcher block paper that the teacher will be post in the classroom throughout the unit.
12. The students will begin the timeline with the first entry of: 1607: Jamestown was founded as the first permanent English colony.
13. The teacher will ask the students to practice expository writing by completing this writing prompt: John Smith helped the colony of Virginia survive by doing the following three things.

14. The students will complete the assignment, being sure to write an organized and on-topic paragraph that uses strong word choice and fluency, and has good conventions.
15. She will then ask the students to complete the paragraph. The paragraphs will be graded on a modified version of the CSAP rubric, which is attached.
16. Enrichment: For students who request or require enrichment activities, ask the students to respond to the letter from Thomas in the E.D. Hirsch book. This is a letter from a colonist explaining life in Jamestown. Have the students write a reply asking questions about the settlement. (What animals, plants, and insects are in Virginia? What does the fort look like? What about the Indians?) Help the students find the answers in library books, encyclopedias, or the Internet.
17. Review what was learned today: review the day's objectives: Review John Smith and the founding of the Virginia colony, and have students share something they have learned.
18. Preview next day's learning: Tomorrow, we will continue to discuss the Virginia Colony and the colonist's relationship with the Native Americans. We will discuss more about Pocahontas and will learn about the Starving Time.

E. *Assessment/Evaluation*

1. Class participation
2. Expository paragraph, graded with rubric

Lesson Five: Conflicts with Native Americans and the Starving Time (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 1. Develop an understanding of the chronological order of events and people in history.
 2. Learn how societies have been affected by religions and philosophies.
2. Lesson Content
 - a/ Virginia
 - i.. The Starving Time
 - ii.. Clashes between American Indians and English colonists
3. Skill Objective(s)
 - a. The student will know about the conflicts between the colonists and the Native Americans, and how it led to The Starving Time.
 - b. The student will be able to demonstrate through role-playing, the points of view of the colonists and the Native Americans.
 - c. The student will understand how different points of view can be present under the same circumstances.

B. *Materials*

1. Two-column notes (from previous lesson)
2. Class timeline
3. Appendix I: Point of View Activity Sheet for teacher
4. Appendix J: Friendly letter Parts (one copy for each student)
5. Appendix J-1: Friendly Letter Parts Key
6. History and Geography: Pearson Learning Core Knowledge, edited by E. D. Hirsch, Jr.

C. *Key Vocabulary*

1. perspective – a way of looking at something
2. point of view – an attitude or opinion

D. *Procedures/Activities*

1. Anticipatory Set: Yesterday, we began to learn about John Smith and the colonization of Jamestown. When we ended our lesson, it looked like things were going well for the new colony. Today, we will see that there were big problems ahead.
2. The teacher will read pg. 172-173 in History and Geography: Pearson Learning Core Knowledge, which will offer information about the changing times in Jamestown. The student will fill in the two-column notes as the reading progresses.

3. The teacher will explain that the colony continued to grow, and the settlers were able to catch fish and grow crops. They could pick fruits, berries, and nuts. Things were going well for the colonists. Then in 1608, a fire raged through the village and wiped out most of the building and crops. Once again, the colonists relied on the Powhatan Indians to supply food to help them through the winter. If it had not been for Chief Powhatan and Pocahontas, the settlers would have starved to death.
4. Relations were not always good between the two groups. The Virginians were generally not respectful of the fact that the Indians had lived there for thousands of years. They believed they could come in, build homes, and clear the land for crops, without regard to the feelings of the Indians. When the Virginians first arrived, an attack by the Powhatan warriors almost destroyed their newly built fort.
5. The colonists brought Christianity to the New World, and believed that anyone who was not Christian was inferior. Since the Indians were not Christians, the colonists arrogantly felt superior. The efforts of John Smith helped to smooth relations. The Indians traded with the colonists and there were times of peace between them.
6. As we learned from our earlier lesson, the original fort was built on a swamp. This led to malaria and other diseases. Colonists also brought diseases such as smallpox, typhoid, and yellow fever from England, which the Indians contracted. Hundreds of people from both groups died, sometimes as many as three or four per day.
7. In 1609, John Smith was injured by gunpowder and had to return to England. He left the settlers with 10 weeks of provisions. They also had pigs, cows, and other animals to eat, which were located on nearby Hog Island. After he left, Pocahontas stopped coming to Jamestown and the peace between the colonists and the Indians ended. The Indians were tired of trading for beads and wanted guns. The Indians believed that the colonists were not as fair as John Smith, and that they were trying to cheat them. The colonists refused to trade for guns, so the Indians stole them. When the Indians refused to trade for corn, the colonists took the food by force. This led to attacks from both sides. Powhatan became angry and tried to drive the settlers away. He trapped the colonists in their village, where they could not get to their food and animals. There was nothing left for anyone to eat. Some colonists were so hungry that they ate the Indians that they killed. This continued through the fall and winter of 1609 and into the spring of 1610. The colony, which had grown to over 500 people, now had only 60 remaining. This period in history is known as The Starving Time.
8. The teacher will add: 1609-1610 The Starving Time to the class timeline, and instruct the students to add it to their timeline.
9. The teacher will introduce the Point of View activity (Appendix I) to the students. She will explain that although the circumstances may have been the same, they were seen through different eyes. She will ask the students to work in pairs to complete this activity. Students will take turns sharing their responses to a situation. Students will respond both as a colonist and as a Native American. (Details of the activity are attached.) The teacher will model the first situation with the class to assist with comprehension.
10. The teacher will move around the room, helping students as necessary, and listening for the quality and comprehension of the responses. She may work more closely with special needs students to help them complete this activity by offering possible
11. Review what was learned today: review the day's objectives: Today, we learned about conflicts between Native Americans and the colonists. Both believed they were right in their point of view. Has that ever happened to you? Even today, there are disagreements between people, groups, and even countries. By working together, we can learn to see each other's point of view.
12. Preview next day's learning: Tomorrow, we will learn about life after the Starving Time. We will be introduced to John Rolfe and his part in Virginia's success with tobacco farming. We will also learn whom he took as his famous bride.
13. Optional Writing Assignment: Review the parts of a friendly letter and have students complete the Appendix J worksheet.

E. *Assessment/Evaluation*

1. Class participation and point of view activity

Lesson Six: Tobacco, Plantations, and the beginning of Slavery (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 1. Develop an understanding of the chronological order of events and people in history.
 2. Develop an understanding of how economic factors have influenced historical events.
2. Lesson Content
 - a. Virginia
 - i. Pocahontas, marriage to John Rolfe
 - ii. Diseases kill many people, both colonists and Indians
3. Skill Objective(s)
 - a. The student will know the story of John Rolfe and Pocahontas.
 - b. The student will be able to explain how tobacco helped the Virginia colony succeed.
 - c. The student will understand how slavery came to be a part of America's history.

B. Materials

1. Appendix K: Two-column notes (one copy for each student)
2. Appendix K-1: Two-column notes key (for teacher)
3. class timeline
4. construction paper
5. Appendix L: Quilt Project (for teacher)
6. History and Geography: Pearson Learning Core Knowledge, edited by E. D. Hirsch, Jr.

C. Key Vocabulary

1. tobacco – product used for smoking that is prepared from the leaves of a family of plants

D. Procedures/Activities

1. Anticipatory Set: Can anyone tell me whom John Rolfe married? I'll give you a hint: there is an animated film about her.
2. The teacher will review the earlier lessons about the Virginia colony, John Smith, and Pocahontas
3. The teacher will ask students to take turns reading pg. 174-178 in History and Geography: Pearson Learning Core Knowledge aloud to introduce tobacco, plantations, and slavery. The students will fill in the two-column notes during the selection reading.
4. The teacher will explain that when John Smith left Virginia, Pocahontas no longer visited Jamestown. At about the same time this was happening, an Englishman named John Rolfe was sailing to Virginia. John liked to smoke his pipe, and soon ran out of tobacco. He did not like the tobacco that the Native Americans grew, and decided to grow his own. In 1614, he started a farm in the new village of Henrico and began experimenting with types of tobacco. Soon he found one that would grow well in Virginia, and began shipping it back to England. It was so successful; it quickly became Virginia's new cash crop.
5. Everyone began to plant tobacco, even in the streets. Smoking became very popular, both in Virginia, and in England, but few understood how unhealthy it was.
6. Meanwhile, while visiting friends in a nearby village, Pocahontas was kidnapped and brought to Henrico. The colonists gave her English clothes to wear and taught her how to speak English and read the Bible. She took the Christian name of Rebecca. John Rolfe met Pocahontas and they fell in love. Her father, Chief Powhatan, said they could be married. Everyone was happy for the couple, and for a while, the Indians and the colonists once again lived in peace. A year after they were married they had a son, and went to visit John's family in England. While there, Pocahontas caught smallpox and died at age 22.
7. The year that Pocahontas died, Virginia shipped huge quantities of tobacco back to England. The gentlemen of Virginia wanted to get even richer, so they began to clear more land to grow more tobacco. These large farms were called plantations. The Native Americans were upset about their land being ruined, and rebelled. There were massacres on both sides. By 1625, the English had won the war. The Indians were dying from the diseases that the English had brought to Virginia. The English drove the Indians off their land, and took it for tobacco plantations.

8. Plantations grew larger and larger, and there was more of a need for workers. Many indentured servants came over from England. Eventually, the colonists decided that it was too expensive to keep indentured servants and decided to use slaves from Africa to do the work. Slaves were purchased like property and did not have to be set free. Any children born to slaves also became the property of the owner. By continuing this practice, the plantation owners became even wealthier.
 9. The teacher will add 1614 to class timeline as the date that tobacco was introduced to Virginia
 10. Students will add the following entry to their timelines: 1614: Virginia begins selling its cash crop, tobacco.
 11. The teacher will introduce the quilt project to the class. (Details attached.) As a review of what we have learned about life in the colonies, we will be making a quilt from construction paper. Each student will design a square, which will be laminated. Then, they will be sewn together into a quilt. We will display this quilt outside on our class board, and then we will choose a student to take it home (optional).
 12. Students will receive a sheet of paper explaining which person, occupation, event, or idea to represent on their square.
 13. The teacher will move throughout the room, offering help and monitoring progress. She will encourage students to review colonial books or pictures in the classroom, to get a clear picture of the idea they are representing.
 14. *Enrichment: For students who request or require enrichment activities, try the following activity: King James of England did not appreciate tobacco coming into his country. He said, "Smoking is a custom loathsome to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs." Please write a paragraph explaining why you agree or disagree with this statement.
 15. Review what was learned today: review the day's objectives: How many of you guessed it was Pocahontas who married John Rolfe? Today, we learned how tobacco became a cash crop for Virginia. Do you think it was acceptable to take land from the Indians for raising tobacco? Do you think it was acceptable to bring slaves from Africa to do the work? Why or why not?
 16. Preview next day's learning: Tomorrow, we will learn the differences between indentured servants and slaves. We will also learn about the Middle Passage.
- E. *Assessment/Evaluation*
1. Class participation
 2. Quilt project

Lesson Seven: Slavery and Economics (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of how economic factors have influenced historical events.
 2. Lesson Content
 - a. Slavery in the Southern colonies
 - i. Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - ii. The difference between indentured servant and slaves: slaves as property
 - iii. The Middle Passage
 3. Skill Objective(s)
 - a. The student will know the economic reasons for bringing slaves to America.
 - b. The student will be able to distinguish between indentured servants and slaves.
 - c. The student will understand the impact of trade routes and the Middle Passage.
- B. *Materials*
1. Appendix M: Two-column notes, Plantations and Slavery (one copy for each student)
 2. Appendix M-1: Two-column notes key (for teacher)

3. Class timeline
 4. Appendix N: Slavery paragraph (copy for each student)
 5. Appendix P: Virginia Word Puzzle (copy for each student)
 6. Appendix P-1: Virginia Word Puzzle Key
 7. Appendix O: Writing prompt (copy for each student)
 8. Appendix H: Writing rubric (copy for each student).
- C. *Key Vocabulary*
1. indentured servant – someone who works for someone else and has a contract
- D. *Procedures/Activities*
1. Anticipatory Set: Today we will learn about the reasons for slavery and how it came to be. We will have the chance to imagine that we are slaves, and tell about how we feel about our lives.
 2. The teacher will read pg. 186-188 of History and Geography: Pearson Learning Core Knowledge to gain an overview of plantations and slavery. Students will fill in two-column notes as reading progresses.
 3. The teacher will explain the difference between indentured servants and slaves. Indentured servants were people who could not afford the fare to the New World. They would be sold to plantation owners, who would have them work in the fields. The servants would usually work for about 4-7 years before they were set free to make their own living. During this time, they were usually able to develop skills to do so.
 4. As the plantations got larger, the plantation owners needed even more workers. They decided to bring slaves from Africa to help. At first, the slaves were treated like indentured servants. After a while, however, the colonists decided that slaves would be owned for their lifetime, and would work without pay. By doing this, the owners were able to have even larger harvests and send more to Europe for trade. The plantation owners became even richer.
 5. Slaves came to America by the Middle Passage, which was on the Triangular Trade Route from North America to Europe to Africa, and back to America. Tobacco, rice, and indigo came from America to Europe. Guns and cloth went from Europe to Africa. Slaves came from Africa to America.
 6. The Middle Passage from Africa to America usually took about six weeks. Slaves were captured from their homes and brought to the ships. They were crammed by the hundreds into the bottom of the ship with no light, and little food. Many contracted diseases and died. Any slave who died, or was contagious, was thrown overboard. The slaves were tired and frightened. They couldn't imagine what would happen to them. When they arrived in America, they were taken to auction and sold. From that day on, they were the property of their new owner.
 7. The students will add the following entry to their timelines: 1619: First slaves brought to Virginia
 8. The teacher will do an informal Venn diagram with the class comparing indentured servants and slaves. The students will offer their ideas on the similarities and differences of the two groups.
 9. The teacher will ask the students to read the paragraph on slavery, and then color code it to conform to Step Up To Writing standards of green, yellow, and red. This may be done together as a class activity.
 10. Optional Writing: The teacher will review the writing prompt with the students and explain that it will be graded by the modified CSAP rubric. The students will complete the assignment, as explained
 11. Review previous topics using the Virginia Word Puzzle.
 12. Review what was learned today: review the day's objectives: Teacher will check for understanding by asking, "Can anyone tell me a reason why the colonists chose to have slaves instead of indentured servants?" (They were cheaper, and it allowed the plantation owners to make more money.) "How did the Triangular Trade Route help the economy of the New World?" (It allowed each continent the opportunity to trade its good in return for cash or other goods.)
 13. Preview next day's learning: Today we learned about the economics of slavery. Tomorrow, we will discuss what life was like for the slaves, and will have the chance to make a special recipe that was made by the slaves.

- E. *Assessment/Evaluation*
1. Class participation
 2. Writing prompt (optional)

Lesson Eight: What Daily Life was Like (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
2. Lesson Content
 - a. Plantations (rice, indigo) and slave labor
3. Skill Objective(s)
 - a. The student will know what daily life was like for the slaves.
 - b. The student will be able to use measuring and reading skills to make a traditional slave food—hoe cakes.
 - c. The student will understand that slaves were used to teach the colonists how to plant rice and other crops.

B. *Materials*

1. Appendix Q: Hoe cake recipe
2. Appendix R: Teacher discussion directions for literature
3. *The People Could Fly*, an African Folk Tale (available in *What Your Third Grader Needs to Know* or *Core Knowledge Text Resources*)
4. *Historic Communities, Colonial Life*, written by Bobbie Kalmar
5. *US Kids History: Book of the American Colonies*, written by Howard Egger-Bovet and Marlene Smith-Baranzini

C. *Key Vocabulary*

1. hoecake – a thick bread made of corn meal, originally cooked on a hoe at the fire
2. hoe – a tool with a thick blade and a long handle used for loosening soil

D. *Procedures/Activities*

1. Anticipatory Set: Today, we will understand how slaves were treated. Then we will pretend we are slaves cooking over a hot fire by using our cookie oven to make a traditional slave dish—hoecakes.
2. The teacher will explain that slaves were the property of their owners from the time that they were purchased at auction. Some slaves were treated well because they were viewed as a financial investment, or because they had kind owners. Other slaves were treated like livestock. Their families were separated, they were over-worked, under fed, beaten, abused, and were forced to live in poor conditions. Even babies born to the women slaves became property of their master.
3. Slaves were required to work not only in the tobacco fields, but also in every area of the plantation. They had to work in the brickyards, sawmills, blacksmith shops, spinning houses, weaving houses, and even in the cleaning and preparation of meals in the main house. Black slaves were used more and more because they were relatively inexpensive, and supply was endless. Additionally, the slaves were able to teach the colonists how to plant rice for their plantation, since rice was grown in Africa. The Africans became looked upon as possessions to be bought and sold without emotion.
4. During this time, most white people did not question whether slavery was fair, although there were some anti-slavery activists. In fact, slavery was against the law in the Northern colonies.
5. Teacher will read pg. 33-34 from *US Kids History: Book of the American Colonies*. This describes the terror of a slave being brought to America. Then teacher will read pg. 16-17 from *Historic Communities: Colonial Life*. This features a slave talking about daily life on the plantation.
6. Teacher will then introduce the story *The People Could Fly*. The teacher will ask the students if this reminds them of another Core Knowledge story they have read. (Students may say *The Little Match Girl*.)

7. Students may respond by comparing *The People Could Fly* with *The Little Match Girl*, since both are stories of someone who pretended to have another life to escape the horror of their current life.
8. The teacher will explain that slaves often cooked over an open fire. They sometimes made hoecakes, which is a simple recipe made from corn meal, milk, butter and baking powder. The recipe has been revised to be cooked in an oven. The students will work in groups to make up batches of hoecakes or have a parent make them ahead of time for tasting in class.
9. Review what was learned today: review the day's objectives: While students are enjoying their hoecakes, the teacher should review the lives of slaves. Discuss whether we still treat groups of people differently because of their skin. Let the students offer their opinions freely.
10. Preview next day's learning: Our final lesson in Part 1 of this unit is the formation of the Dutch West India Company, and the founding of the Dutch settlement of New Amsterdam

E. Assessment/Evaluation

1. Class participation
2. Tasting of hoecakes

Lesson Nine: New York: A Dutch Settlement (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
2. Lesson Content
 - a. New York
 - i. Dutch settlements and trading posts in "New Netherland"
 - ii. Dutch West India Company acquires Manhattan Island through a (probably misunderstood) purchase from the Indians; Dutch established New Amsterdam (today, New York City)
 - iii. English take over from the Dutch, and rename the colony New York
3. Skill Objective(s)
 - a. The student will know that the settlement was not founded for religious freedom or as a refuge, but to make the Dutch owners of the colony rich.
 - b. The student will be able to describe the life of the Dutch colonists.
 - c. The student will understand the importance of Manhattan's location to the success of the colony.

B. Materials

1. Appendix S: Two-column notes, New York
2. Class timeline
3. Appendix T: ABC Activity (Connections worksheet—one per student)
4. Appendix T-1: ABC Activity rubric
5. History and Geography: Pearson Learning Core Knowledge, edited by E. D. Hirsch, Jr.

C. Procedures/Activities

1. Anticipatory Set: Have you ever wondered where doughnuts came from? Or waffles, or coleslaw? What about sledding, or ice-skating, or bowling? How about Santa Claus? The Dutch colonists brought these pieces of culture when they came to America.
2. The teacher will ask if the students remember who sailed up a river in upstate New York in 1609, looking for a waterway to China. (Students should answer Henry Hudson, from prior unit on Explorers.)
3. Hudson did not find the waterway, but did find dense forests and good land for farming, as well as Indians who wanted to trade furs, which were very valuable in Europe. He claimed the land for the Dutch.
4. Teacher will read pg. 214-217 in History and Geography: Pearson Learning Core Knowledge to gain an overview of the New York settlement. Students will fill out two-column notes while reading progresses.

5. Teacher will explain that the Dutch decided to make a trading post out of the territory, and name it New Netherland after their homeland, the Netherlands. In 1621, a group of wealthy Dutchmen formed the Dutch West India Company. The government gave the company the right to settle and trade with the Native Americans. The settlements sole purpose was to make the company owners rich. Later on, more settlers came and settled on Manhattan Island, which was at the mouth of the Hudson River. They built a town called New Amsterdam. Its location was important because it controlled the traffic up and down the river. Since it was an island, was surrounded by waterways for shipping and defense. It was also the port that handled overseas commerce.
6. The governor thought it would be good to own the land, so he made a deal with the Native Americans to buy the island for some cloth, beads, knives, and trinkets. The total purchase price was around \$24.
7. The Dutch built homes, streets, and buildings. They were tall and narrow and made from wood. The Dutch loved to have fun, too. Although the Dutch children went to school year-round, they celebrated special holidays and loved to ice skate.
8. The Dutch people were very tolerant, and they welcomed settlers from other countries. Then, the colony's second governor, Peter Stuyvesant, took over. He was a strong leader, but had trouble getting along with people. He was intolerant and not well liked. He had a wooden leg. If he did not get his way, he would stomp and swear.
9. Since the Dutch people back in Europe had a good life, there were few reasons for settlers to come to the New World. Because of this, the colony did not grow quickly.
10. Meanwhile, the King of England did not like the fact that there was a Dutch colony between the English New England colonies and the English Southern colonies. In 1664, he gave his brother, the Duke of York, the job of taking New Netherland from the Dutch and making it an English colony. Several ships and hundreds of soldiers came to fight, but it was not necessary. In spite of Peter Stuyvesant's ranting, the Dutch surrendered peacefully, and the two groups lived and worked peacefully together. The Duke changed the name of the settlement to New York City.
11. The teacher will ask the students to add the founding of the Dutch settlement and the takeover of the settlement by the English. She will add the dates to the class timeline. The students will add the following to their timelines: 1621: The Dutch government gives the West India Company the right to settle New Netherland. 1664: England takes New Netherland from the Dutch
12. The teacher will explain today's activity, which is about making connections to prior learning. Each student will receive a worksheet with 26 squares—one for each letter of the alphabet. Students connect a letter of the alphabet with a piece of information that they have learned anywhere in the colonies unit. Student should try to connect as many letters as possible. The teacher will give an example to model this new idea for the students. The activity will be graded according to the attached rubric.
13. The teacher will move about the room, offering help to students. She will remind them that any relevant person, occupation, idea, or event can be used. She will encourage them to use their imaginations to come up with ideas for every letter.
14. Enrichment: For students who request or require enrichment work, try the following activity. Have students imagine themselves back in colonial times leaving a note in a time capsule to be opened sometime in the future. They can write one page about their life so that others, at a later time, will have an idea of how they lived.
15. Review what was learned today: review the day's objectives: Today, we learned that not all colonies were formed for religious freedom or adventure. The Dutch colony was all about making money for the owners of the Dutch West India Company. Do you think it was fair of the Dutch governor to buy Manhattan from the Indians for only \$24.00? Why or why not?
16. Preview next day's learning: Tomorrow, we will review the information we have learned to date, and take a test over what we have learned so far in this unit. It will be fun to see how much we have learned these past several days.
- 17.

D. Assessment/Evaluation

1. Class participation

2. Connections worksheet

Lesson Ten: Review and Assessment (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
 2. Skill Objective(s)
 - a. The student will know key information about the colonies, their geography and trade, Jamestown, Native Americans, slavery, and the Dutch settlement of New York.
 - b. The student will be able to identify the thirteen colonies and key port cities on a map
 - c. The student will understand the chronological order and historical significance of the Colonial period from 1607 through 1664.
- B. *Materials*
1. Appendix U: Colonies Part One Assessment (copy for each student)
 2. Appendix U-1: Colonies Part One Assessment Key
- C. *Procedures/Activities*
1. Anticipatory Set: Today we will get the chance to see how much we have learned. We will have a review of the colonies (optionally, this could be a whole review day and do the test the next day). After that, you will have a chance to show what you have learned so far in the Colonies Unit.
 2. The teacher will review all key information about the colonies: their climates, trade, and agriculture. She will review the founding of Jamestown and the conflicts with the Native Americans. She will discuss slavery and the founding of the Dutch settlement of New York, and she will ask questions to the class to assess understanding.
 3. The students will complete the assessment and turn it in to the teacher.
- D. *Assessment/Evaluation*
1. Test

Lesson Eleven: Pilgrims and the Mayflower (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 1. Develop an understanding of the chronological order of events and people in history.
 2. Lesson Content
 - a. Colonists seeking religious freedom: In England, an official “established” Church of England), which did not allow people to worship as they chose
 - b. The Pilgrims
 - i. From England to Holland to Massachusetts
 - ii. 1620: Voyage of the Mayflower
 3. Skill Objective(s)
 - a. Students will be able to define the words Pilgrims and Mayflower.
 - b. Students will be able to explain why the Pilgrims came to the New World.
 - c. Students will experience how crowded it was on the Mayflower.
- B. *Materials*
1. *Pearson Learning’s History and Geography*
 2. *On the Mayflower* by Kate Waters
 3. Appendix V: Part Two Timeline (one copy for each student)
 4. Appendix W: Directions for making a flipbook(flipbook made for each student ahead of time)
 5. Appendix X: Crowded Quarters Demo
- C. *Key Vocabulary*
1. Pilgrims –People from England who came to the new world to find religious freedom or economic riches.
 2. Mayflower – The boat that brought the pilgrims from England to Massachusetts.
- D. *Procedures/Activities*

1. Anticipatory Set: Today we will start the second part of our Colonies Unit. We will start by learning about the Pilgrims and their trip on the Mayflower.
2. Teacher will read pages 192 – 193 in Pearson Learning’s History and Geography. Students will follow along.
3. Teacher will read *On the Mayflower*.
4. Teacher will do a demonstration of how cramped the quarters on the Mayflower were using the Appendix directions.
5. Students will add the following to their timeline: 1620 – the Mayflower sets sail for the New World.
6. Teacher will explain that the Pilgrims were in search for religious freedom. At first, the Pilgrims, who called themselves “Saints”, lived in England. However, the ruler in England did not allow them to worship God in the way they wanted. Then, the Pilgrims, who others called “Separatists,” moved to a new land where they were promised religious freedom. Although the Pilgrims did find religious freedom in Holland, the language and customs were very different from their own. Finally, the Pilgrims planned a journey to the New World. Crossing the ocean was dangerous and difficult, but at last the Pilgrims reached the New World. It was in the New World that the Pilgrims finally found the religious freedom they desired. The word pilgrim describes any person who travels for religious reasons. Although there are many groups of pilgrims who came to the New World, we call this group the Pilgrims.
7. Teacher will hand out a flipbook to each student. Label the front “Plymouth Colony”.
8. Students will add the vocabulary for today to their flipbook and add illustrations. First, they will write Pilgrims on the first flap that is sticking down. The students will then write “Mayflower” on the second flap and “Why they moved” on the third. Definitions and illustrations will then be added. The students will list reasons such as: religious freedom, riches, and to have a better life.
9. Students will retain their flipbook for tomorrow’s lesson.
10. Review what was learned today and the day’s objectives: Today, we learned why the Pilgrims came to the New World. and what it would have been like to be on the Mayflower. Do you think you would have liked to travel on the Mayflower? Why or why not?
11. Preview next day’s learning: Tomorrow, we will continue learning about the Pilgrims. We will learn about the Mayflower Compact, William Bradford, and the Wampanoag Indians.

E. Assessment/Evaluation

1. Completion of the flipbook.

Lesson Twelve: Plymouth Colony (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 1. Develop an understanding of the chronological order of events and people in history.
 2. Learn how societies have been affected by religions and philosophies
2. Lesson Content
 - b. The Pilgrims
 - i. From England to Holland to Massachusetts
 - ii. 1620: Voyage of the Mayflower
 - iii. Significance of the Mayflower Compact
 - iv. Plymouth, William Bradford
 - v. Helped by Wampanoag Indians: Massoit, Tisquantum (Squanto)
3. Skill Objective(s)
 - a. Students will be able to explain the significance of the words Plymouth, Mayflower Compact, William Bradford, and Wampanoag Indians.
 - b. Students will be able to explain the importance of the Mayflower Compact.

B. Materials

1. *The Pilgrims of Plimoth* by Marcia Sewall
2. Appendix Y: Mayflower Compact Handout (one copy for each student)
3. Flipbook from the previous lesson

4. A student map of the Colonial region (Option: Purchase one from Map of the Month)
- C. *Key Vocabulary*
1. Mayflower Compact –A document in which everyone agreed to stay together, start a settlement, and to obey their leaders.
 2. Plymouth – Where the Pilgrims landed and lived.
 3. William Bradford – Second governor of Plymouth who wrote a story about the Pilgrims.
 4. Wampanoag – Native Americans who taught the Pilgrims how to grow food, and they celebrated the first Thanksgiving with the Pilgrims.
- D. *Procedures/Activities*
1. Anticipatory Set: Today we will continue learning about the Pilgrims and their settlement in the New World.
 2. Teacher will read pages 1 – 15 and 24-27 in *The Pilgrims of Plimoth*.
 3. The teacher will explain that during the first winter half of the settlers in Plymouth died of scurvy or pneumonia. Even the first governor, John Carver, died. It was under the leadership of the second governor, William Bradford, that the colony survived. However, without the help of the Wampanoag Indian tribe the Plymouth colony may not have survived. One Indian, Squanto (whose real name was Tisquantum) actually stayed with the Pilgrims. He helped them plant corn, catch fish, and gather other food items. The Pilgrims had a three day feast to which they invited the Indians.
 4. Teacher will pass out the Mayflower Compact handout..
 5. Teacher will lead a discussion on the importance of the Mayflower Compact.
 6. Students will complete questions on the Mayflower Compact page.
 7. Teacher will go over correct answers and students will make any necessary changes.
 8. Students will take handout home for studying.
 9. Students will get out their flipbook from yesterday’s lesson.
 10. Students will add the vocabulary for today to their flipbook and add illustrations. These last four words will complete the flipbook.
 11. Collect flipbook to check for completeness, and then send it home for studying.
 12. Label Plymouth on the student map.
 13. Review what was learned today and the day’s objectives: Today, we learned about the importance of the Mayflower Compact and what it was like in the Plymouth Colony. Do you think you would have liked to live in Plymouth? Why or why not?
 14. Preview next day’s learning: Tomorrow, we will learn about the Puritans and the Massachusetts Bay Colony.
- E. *Assessment/Evaluation*
1. Completion of the flipbook

Lesson Thirteen: Puritans (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 1. Learn how societies have been affected by religions and philosophies.
 2. Lesson Content
 - a. The Puritans
 - i. Massachusetts Bay Colony, Governor John Winthrop: “We shall be as a city upon a hill.”
 3. Skill Objective(s)
 - a. Students will be able to explain the significance of the John Winthrop’s words.
 - b. Students will know the main two groups that lived in Massachusetts.
- B. *Materials*
1. Appendix Z: Massachusetts Bay Colony Two-column notes (one copy for each student)
 2. Appendix Z-1: Massachusetts Bay Colony Two-column notes key for teacher
 3. Appendix AA: Puritan Suitcase (one copy for each student)
 4. Appendix AA-1: Puritan Suitcase key for teacher

5. *Pearson Learning's History and Geography*
- C. *Procedures/Activities*
1. Anticipatory Set: Today we will continue learning about the Puritans and their settlement in the New World.
 2. Teacher will review why the Pilgrims came to the New World.
 3. Teacher will read pages 200, 207, and 208 in Pearson Learning's History and Geography book.
 4. Students will add to their timeline: 1630-1660 Many people moved to the Massachusetts Bay Colony.
 5. Teacher will explain the meaning of Governor John Winthrop's words, "We shall be as a city upon a hill."
 6. Students will label Boston on their map and color Massachusetts.
 7. Teacher will pass out a Puritan Suitcase to each student.
 8. Students will fill in the who, what, where, why, when, and how as guided by the teacher (use Appendix AA-1 example).
 9. Students will take home the Puritan Suitcase for a study guide on the Puritans.
 10. Preview next day's learning: Tomorrow, we will continue learning about the Puritans. We will learn about the education of the Puritan children.
- D. *Assessment/Evaluation*
1. Completion of the Puritan Suitcase.

Lesson Fourteen: Puritan Education (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
 - b. Learn how societies have been affected by religions and philosophies.
 2. Lesson Content
 - a. The Puritans
 - i. Emphasis on reading and education, the *New England Primer*
 3. Skill Objective(s)
 - a. Students will be able to explain the use of the New England Primer, hornbook, and colonial battledore
 - b. Students will be complete a colonial battledore example
- B. *Materials*
1. Appendix BB: Living in a Puritan Colony Two-column notes (one copy for each student)
 2. Appendix BB-1: Living in a Puritan Colony Two-column notes key
 3. *Pearson Learning's History and Geography*
 4. Appendix CC: Colonial Battledore
- C. *Key Vocabulary*
1. Battledore – a flat wooden paddle
- D. *Procedures/Activities*
1. Anticipatory Set: Today we will continue learning about the Puritans and the education of their children.
 2. Teacher will lead a discussion about what they remember about the Puritans from the previous lesson.
 3. Teacher will read pages 204-205 in Pearson Learning's History and Geography book.
 4. Student will fill in their two-column notes following the reading. Teacher will guide them using the key.
 5. Teacher will pass out the battledore. Have students fill in the name and date line. In the first box have them write a couplet (two line rhyming verse) that explains a rule for living.
 6. In the second box, have the students choose a letter of the alphabet and write an alliteration. For example, they could write Bobby bought a blue ball and a brown bat.
 7. In each letter box on the battledore, the students should write a new vocabulary word that they would like to learn.

8. Students should then cut out the battledore, fold it on the dotted line with their writing on the inside, and decorate the outside of the battledore.
9. Teacher will guide students through the making of the battledore.
10. Preview next day's learning: Tomorrow, we will learn about Rhode Island. We will learn about Roger Williams, religious toleration, and Anne Hutchinson.

E. *Assessment/Evaluation*

1. Completion of the Colonial Battledore

Lesson Fifteen: Rhode Island (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
 - b. Learn how societies have been affected by religions and philosophies.
2. Lesson Content
 - a. Rhode Island
 - i. Roger Williams: belief in religious toleration
 - ii. Anne Hutchinson
3. Skill Objective(s)
 - a. Students will be able to explain the role that Roger Williams and Anne Hutchinson played in developing Rhode Island

B. *Materials*

1. Appendix DD: Town Crier
2. Appendix EE: Four Footprints
3. *Pearson Learning's History and Geography*

C. *Procedures/Activities*

1. Anticipatory Set: Today we will be learning about the Roger Williams and Anne Hutchinson and why they started the colony of Rhode Island.
2. Teacher will read (or have another adult play the part) of the Town Crier, Appendix DD.
3. Students will color Rhode Island on their map.
4. Student will add 1631 to their timeline. They will write Roger Williams moves from Massachusetts and establishes Rhode Island.
5. Teacher will pass out Appendix EE: Four Footprints.
6. Students will use page 211 in the *Pearson Learning's History and Geography* book to find facts to write on the footprints. They will write facts about Roger Williams, Anne Hutchinson, and Rhode Island.
7. Teacher can choose to grade these footprints for four points (complete sentences and correct information).
8. Preview the next day's learning: Tomorrow, we will learn about Maryland. We will learn that this colony was set up for a different religious group.

D. *Assessment/Evaluation*

1. Completion of the Rhode Island Footprints

Lesson Sixteen: Maryland (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Learn how societies have been affected by religions and philosophies.
2. Lesson Content
 - a. Maryland
 - i. A colony established mainly for Catholics
 - ii. Lord Baltimore
3. Skill Objective(s)
 - a. Students will be able to explain importance of the colony of Maryland.

B. *Materials*

1. Appendix FF: The Founding of Maryland (one copy for each student and an overhead)

2. Appendix GG: Maryland Picture Page (one copy for each student)
- C. *Key Vocabulary*
1. Protestant- any Christian not belonging to the Roman Catholic Church
- D. *Procedures/Activities*
1. Anticipatory Set: Today we will continue learning about the colony of Maryland and Lord Baltimore. Maryland was a colony established mainly for the Catholics.
 2. Teacher will hand out The Founding of Maryland paragraphs.
 3. Students will color code (Step Up to Writing) the Maryland paragraphs.
 4. Teacher will ask questions to check the students' comprehension of the content of the paragraphs.
 5. Students will color Maryland on their map.
 6. Student will add 1634 to their timeline. They will write Maryland established.
 7. Teacher will pass out Appendix GG: Maryland Picture Page.
 8. Students will use the three paragraphs to complete three pictures that demonstrate their understanding of the paragraphs.
 9. Paragraph one-picture ideas: Lord Baltimore asking the king for a colony, King saying, "Yes" to Lord Baltimore, Lord Baltimore reading/studying the Bible, a map that shows Maryland being north of Virginia.
 10. Paragraph two-picture ideas: Indian Village – buying, lots of crops, chapel/worship.
 11. Paragraph three-picture ideas: Planting tobacco, people arguing, or people looking discouraged.
 12. Teacher can choose to grade these pictures for five points each (does it fit the paragraph – 3 points, neatness – 1 point, colored – 1 point).
 13. Preview the next day's learning: Tomorrow, we will learn about the Carolinas. We will talk about plantations and slave labor.
- E. *Assessment/Evaluation*
1. Completion of the Maryland Picture Page

Lesson Seventeen: Carolinas (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an understanding of how economic factors have influenced historical events.
 2. Lesson Content
 - a. South Carolina
 - i. Charleston
 - ii. Plantations (rice, indigo) and slave labor
 3. Skill Objective(s)
 - a. Students understand how economic factors influenced the establishment of the Carolina colony.
- B. *Materials*
1. *Pearson Learning's History and Geography*
 2. Roll of adding machine or cash register tape
- C. *Key Vocabulary*
1. Plantation – a large estate cultivated by workers living on it
- D. *Procedures/Activities*
1. Anticipatory Set: Today we will continue learning about the colony of Carolina and slave labor.
 2. Teacher will guide students in the reading of page 183 and 189 in *Pearson Learning's History and Geography*.
 3. Teacher will ask questions to check the students' comprehension of the content of the reading.
 4. Students will color the two Carolinas on the map and label Charleston.
 5. Student will add 1663 to their timeline. They will write Carolina is established as a colony.
 6. Students will make a mural titled "I'm part of the Carolina Colony" on a section of cash register tape. It should contain five pictures: plantation, large house, crops (rice, indigo, or tobacco), slaves, and Charleston (set where two rivers meet).

7. Teacher can choose to grade these pictures for five points each (does it fit the topic – 3 points, neatness – 1 point, colored – 1 point).
8. Preview the next day’s learning: Tomorrow, we will learn about Pennsylvania, Philadelphia, William Penn, and the Society of Friends.

E. Assessment/Evaluation

1. Completion of the Carolina mural

Lesson Eighteen: Pennsylvania (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an understanding of the chronological order of events and people in history.
2. Lesson Content
 - a. Pennsylvania
 - i. William Penn
 - ii. Society of Friends, “Quakers”
 - iii. Philadelphia
3. Skill Objective(s)
 - a. Students will be able to identify facts about William Penn and Pennsylvania.

B. Materials

1. *Pearson Learning’s History and Geography*
2. Video on Pennsylvania – *William Penn and Pennsylvania*

C. Key Vocabulary

1. Quaker - a member of a religious sect, the Society of Friends, that believe in plainness of dress, manners, and worship

D. Procedures/Activities

1. Anticipatory Set: Today we will continue learning about the colony of Pennsylvania and William Penn.
2. Watch the video of Pennsylvania.
3. Teacher will guide students in the reading of page 220-221 in *Pearson Learning’s History and Geography*.
4. Teacher will ask questions to check the students’ comprehension of the content of the reading.
5. Students will color Pennsylvania on the map and label Philadelphia.
6. Student will add 1682 to their timeline. They will write William Penn and the Quakers establish Pennsylvania.
7. Students will draw a map of a town designed by William Penn with a town center, organized streets (label vertical streets with number names and horizontal streets with names from nature).
8. Preview the next day’s learning: Tomorrow, we will learn about Georgia and James Oglethorpe..

E. Assessment/Evaluation

1. Completion of the town drawing

Lesson Nineteen: Georgia (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand how economic factors have influenced historical events.
2. Lesson Content
 - a. Georgia
 - i. James Oglethorpe’s plan to establish a colony for English debtors
3. Skill Objective(s)
 - a. Students understand how economic factors influenced why the colony of Georgia was established.

B. Materials

1. *Pearson Learning’s History and Geography*
2. Appendix HH: Colonial Report Card (one copy for each student)

- C. *Key Vocabulary*
 - 1. Debtor – a person that owes something to another
- D. *Procedures/Activities*
 - 1. Anticipatory Set: Today we will continue learning about the colony of Georgia and James Oglethorpe.
 - 2. Teacher will guide students in the reading of page 190-191 in *Pearson Learning’s History and Geography*.
 - 3. Teacher will ask questions to check the students’ comprehension of the content of the reading.
 - 4. Students will color Georgia on the map.
 - 5. Student will add 1752 to their timeline. They will write Georgia is established as a colony for debtors.
 - 6. Students will complete a report card for James Oglethorpe.
 - 7. Teacher will let students know that they will have a review session tomorrow and a test the next day.
- E. *Assessment/Evaluation*
 - 1. Completion of the Colonial Report Card

Lesson Twenty: Review Day (45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students know the general chronological order of events and people in history.
- B. *Materials*
 - 1. Appendix II: I Am Colonial Review Game
- C. *Procedures/Activities*
 - 1. Anticipatory Set: Today we review the people and places we have learned about in the second part of our Colonial Unit.
 - 2. Teacher will guide students playing the I Am Game using Appendix II.
 - 3. Teacher will let students know that they will have a test the next day.
- D. *Assessment/Evaluation*
 - 1. Completion of the I Am Review Game

Lesson Twenty-one: Part Two Test Day (45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students know the general chronological order of events and people in history.
- B. *Materials*
 - 1. Appendix JJ: Thirteen Colonies Test – Part 2 (one copy for each student)
 - 2. Appendix KK: Thirteen Colonies Test – Part 2 Key
- C. *Procedures/Activities*
 - 1. Anticipatory Set: Today we celebrate what you have learned in the second part of our Colonial Unit.
 - 2. Teacher will pass out the test.
- D. *Assessment/Evaluation*
 - 1. Completion of the assessment

VI. CULMINATING ACTIVITY

- A. Plan a Colonial Program and Museum. Use Appendix LL for an at-home project to display at a museum. You might also include a musical program or Colonial family meal.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A:- Region Map
- B. Appendix A-1: Region Map Key
- C. Appendix B: Background Information for Teacher

- D. .Appendix C: Thirteen Colonies and Crops
- E. Appendix D: Colonial Occupations
- F. Appendix E: Instructions for Colonial Village Project
- G. Appendix F: Thirteen Colonies worksheet
- H. Appendix F-1: Thirteen Colonies answer key
- I. Appendix G: Two column notes, John Smith and Jamestown
- J. Appendix G-1: Two column notes key
- K. Appendix H: Rubric for grading optional Writing assignment
- L. Appendix I: Point of View Activity Sheet for teacher
- M. Appendix J: Friendly letter Parts
- N. Appendix J-1: Friendly Letter Parts Key
- O. Appendix K: Two-column notes, Virginia Succeeds
- P. Appendix K-1: Two-column notes key
- Q. Appendix L: Quilt Project
- R. Appendix M: Two-column notes, Plantations and Slavery
- S. Appendix M-1: Two-column notes key
- T. Appendix N: Slavery paragraph for each student
- U. Appendix O: Writing prompt
- V. Appendix P: Virginia Word Puzzle
- W. Appendix P-1: Virginia Word Puzzle Key
- X. Appendix Q: Hoe cake recipe
- Y. Appendix R: Teacher discussion directions for literature
- Z. Appendix S: Two-column notes, New York
- AA. Appendix S-1: Two-column notes key, New York
- BB. Appendix T: ABC Activity
- CC. Appendix T-1: ABC Activity rubric
- DD. Appendix U: Colonies Part One Assessment
- EE. Appendix U-1: Colonies Part One Assessment Key
- FF. Appendix V: Part Two Timeline (one copy for each student)
- GG. Appendix W: Directions for making a flipbook(flipbook made for each student ahead of time)
- HH. Appendix X: Crowded Quarters Demo
- II. Appendix Y: Mayflower Compact Handout
- JJ. Appendix Z: Massachusetts Bay Colony Two-column notes
- KK. Appendix Z-1: Massachusetts Bay Colony Two-column notes key
- LL. Appendix AA: Puritan Suitcase
- MM. Appendix AA-1: Puritan Suitcase key for teacher
- NN. Appendix BB: Living in a Puritan Colony Two-column notes (one copy for each student)
- OO. Appendix BB-1: Living in a Puritan Colony Two-column notes key
- PP. Appendix CC: Colonial Battledore
- QQ. Appendix DD: Town Crier
- RR. Appendix EE: Four Footprints
- SS. Appendix FF: The Founding of Maryland
- TT. Appendix GG: Maryland Picture Page
- UU. Appendix HH: Colonial Report Card
- VV. Appendix II: I Am Colonial Review Game
- WW. Appendix JJ: Thirteen Colonies Test – Part 2
- XX. Appendix KK: Thirteen Colonies Test – Part 2 Key
- YY. Appendix LL: Third Grade Colonial Museum

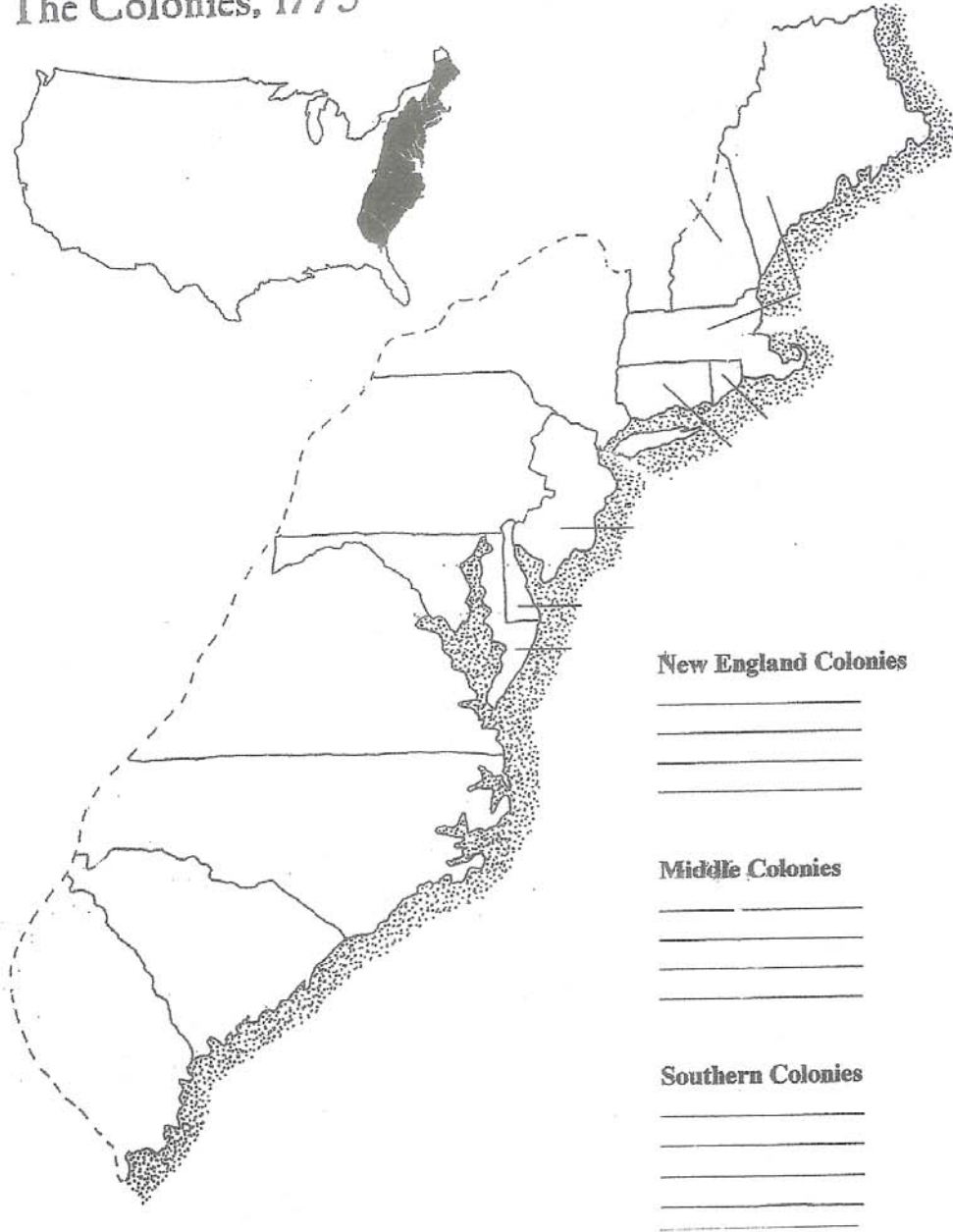
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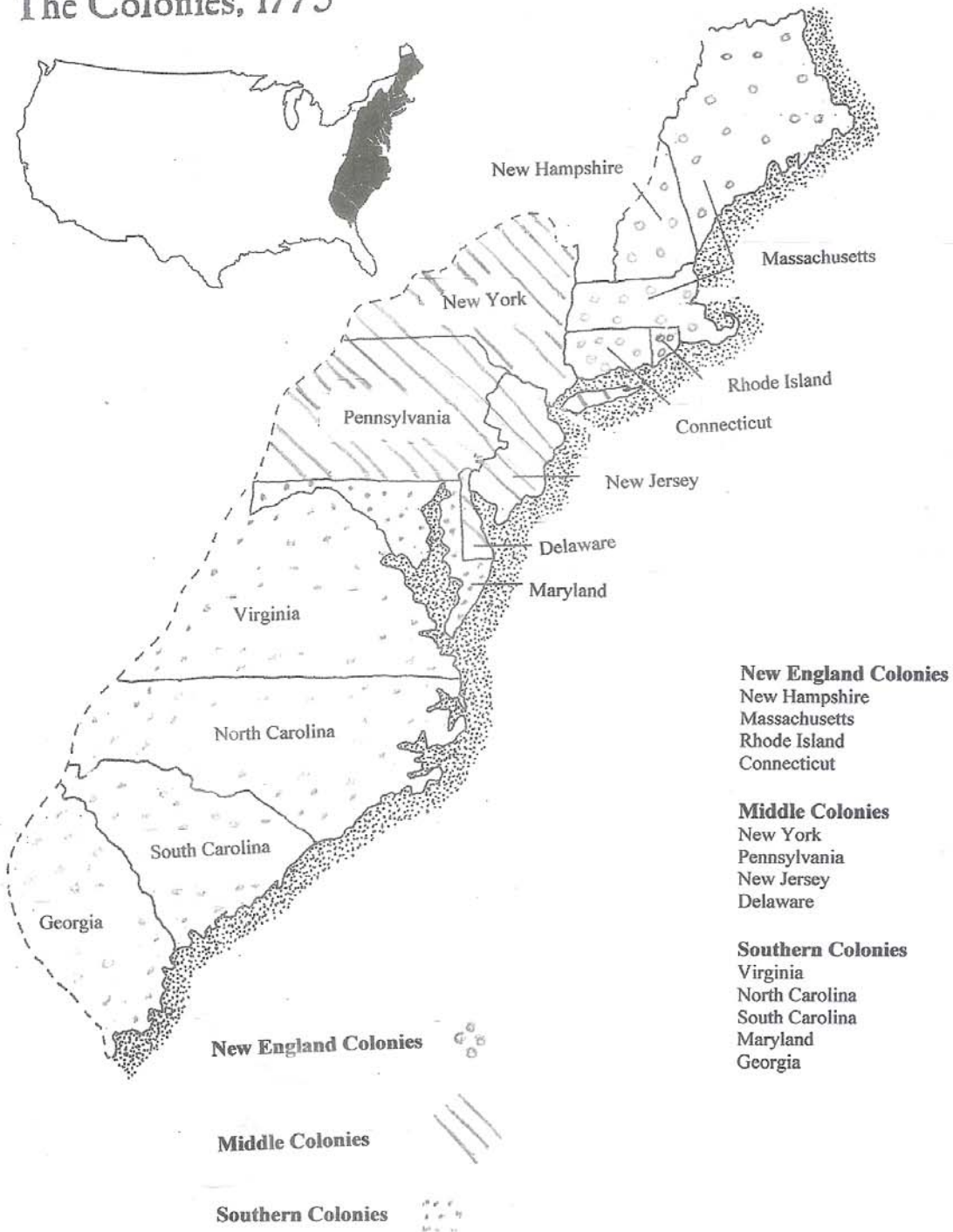
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Appendix A

The Colonies, 1775



The Colonies, 1775



Appendix B
How America Began: The Founding of the Thirteen Colonies
Teacher Background Notes

The United States began as a group of thirteen English colonies. These colonies did not begin at the same time. It took almost 150 years for all the colonies to be settled. The first colony was Jamestown, which was founded in 1607. Colonies continued to be settled through 1752.

The thirteen colonies are broken down into three regions: The New England Colonies, the Middle Colonies, and the Southern Colonies. The New England colonies were Massachusetts, New Hampshire, Connecticut, and Rhode Island. The Middle Colonies were New York, Delaware, New Jersey, and Pennsylvania. The Southern Colonies were Maryland, Virginia, North Carolina, South Carolina, and Georgia.

When the English settlers first arrived, they may have come to find riches and own land, to have religious freedom, or to experience an adventure. African Americans also came to the New World, but against their will as slaves.

The new settlers needed several items to survive in the New World. They could only bring limited supplies from England, such as tools, weapons, food and clothing. They still needed tools for farming, building, and sewing. The colonists also needed services that would help meet their needs. Teachers, doctors, blacksmiths, butchers, and many other occupations were needed to help the villages prosper. (There will be more on this topic in Lesson 3.)

The journey across the Atlantic Ocean took several months, and was very difficult. Many men died before they could reach the shores of the New World. Those who survived had to build huts to live in and had to find or plant food to survive. (There will be more details on this during Lesson 4.)

The Native Americans were already living in America when the colonists arrived. The relationship between the Native Americans and the colonists was often strained, and resulted in conflicts. John Smith played an important part in settling issues between the two groups. (There will be more on this in Lessons 5 and 6)

In 1614, tobacco was introduced as a cash crop in Virginia. Because labor was expensive, the colonists began to look for cheaper ways to produce this crop. In 1619, they decided to bring African Americans to America as slaves. (This will be discussed in greater detail in Lessons 7 and 8.)

In 1621, a group of wealthy Dutch businessmen formed the Dutch West India Company. The Dutch government gave the company the right to establish a colony whose sole purpose was to make money. The people who owned the company would be rich. The governor of the new colony was able to buy the land where their town was built from the Indians for around \$24. Today, we know this land as Manhattan Island. (There will be more detail on the New York colony in Lesson 10.)

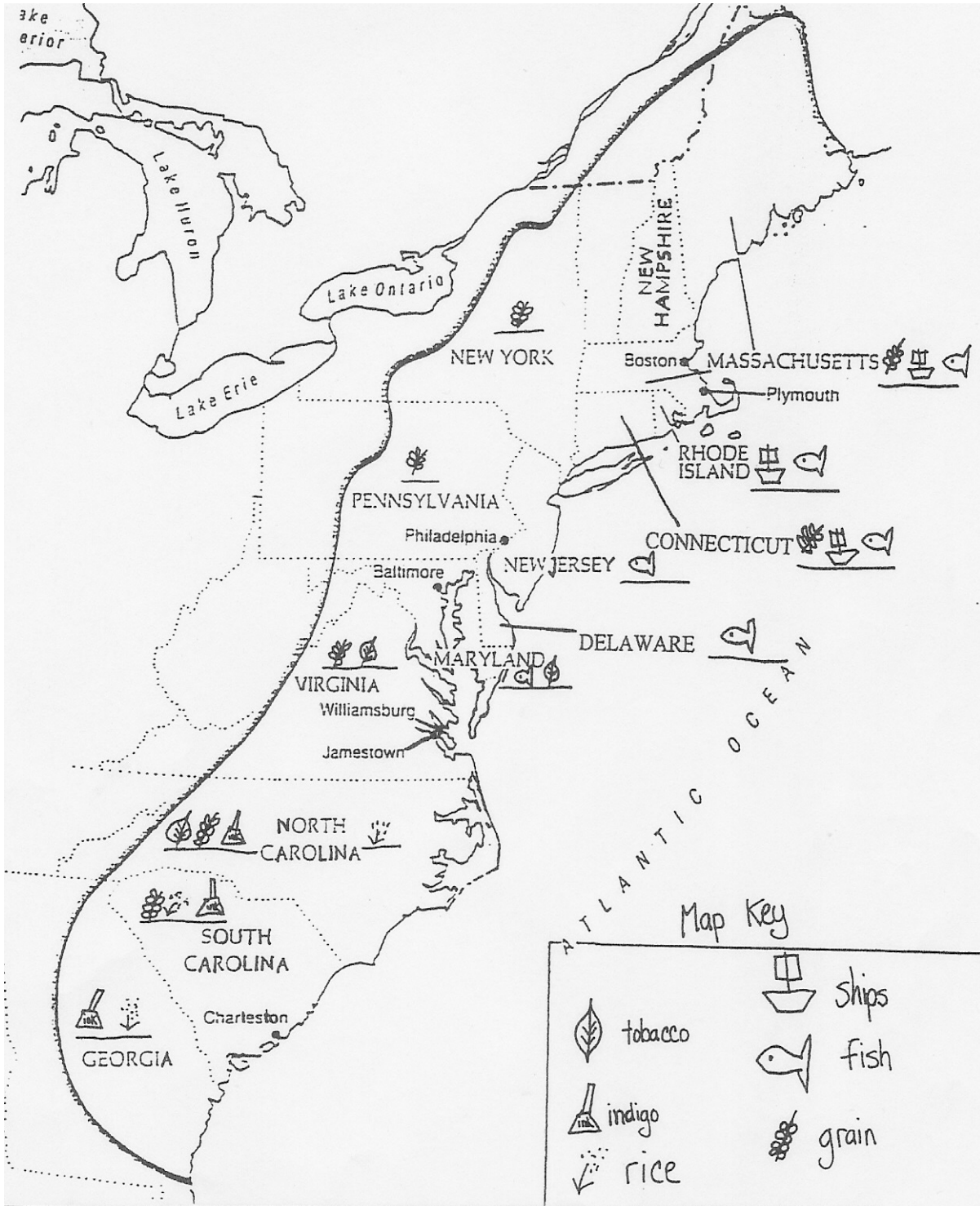
Life was very different in colonial times than it is today. There was no television or radio, although there were newspapers. Women and black people could not vote. In fact, only men who were property owners could vote. Colonists had to provide their own food, since there were no supermarkets to shop for food and other goods. In the early days, colonists had to trade with the Native Americans for food. Any other supplies needed to come by ship from Europe.

As life continued, shops were set up for trade and villages prospered. Boys helped their fathers in the fields, since most of the colonists were farmers. Girls helped their mothers cook and sew clothes. Only boys were allowed to go to school, although some girls learned to read at home. During their free time, the boys and girls of the colonies made up games to play. Remember, in those days there were no computer games!

Events from the founding of New York until the colony of Georgia was settled in 1752 will be covered in Part 2 of this unit.

Appendix C

(Adapted from Baltimore Curriculum Project. Lesson 7, Farming in the Thirteen Colonies)



Appendix D Occupations List

Note: Great Colonial Occupations Co-op Cards can be made using the book *Colonial America Cooperative Learning Activities* (pages 60-64). These cards can be copied, laminated and distributed to students for creating their signs. This book also has a great sample of what signs might look like (page 65).

- **Apothecary**—acted as pharmacist, doctor, dentist, and general store-keeper
- **Barber**
- **Blacksmith-Armorer**—made things from iron and repaired weapons
- **Bookbinder**
- **Breechesmaker**—made breeches
- **Brickmaker**
- **Cabinetmaker**—made and repaired furniture, musical instruments, and decorative garden fences
- **Carpenter-Joiner**—built interiors of ships and houses
- **Chandler**—made candles
- **Coachmaker**—made coaches and wagons
- **Cooper**—made containers of wood, such as barrels
- **Cutler**—made, sold, and repaired knives and scissors
- **Farrier**—shoed horses and acted as a veterinarian
- **Goldsmith**—made hollowware (bowls, cups, and vases) and jewelry
- **Gunsmith**
- **Hatter**
- **Leather dresser**
- **Mantua-maker**—dressmaker
- **Milliner**—made dresses and hats and sold accessories
- **Music teacher**
- **Printer**—published the newspaper, sold books and other printed materials, and often acted as postmaster
- **Ropemaker**
- **Saddler**—made saddles, harnesses, and other leather items
- **Shoemaker**
- **Silversmith**
- **Tavern keeper**—provided meals, drinks, entertainment, and lodging
- **Weaver**
- **Wheelwright**—made wheels
- **Wigmaker**
- **Whitesmith**—made things of iron and steel, then polished them to make them look like silver

Appendix E

How America Began: The Founding of the Thirteen Colonies

COLONIAL VILLAGE PROJECT

In early colonial days, many colonists could not read. In order for tradesmen to advertise their shops, they would often make their signs in the shape of what they were selling. For example, boot makers might have a sign shaped like a boot. Vendors selling fish may have a sign shaped like a fish.

Please choose a colonial occupation from the list attached. Using your piece of tag board, lightly draw the shape of your sign, and fill in the name of your shop. Then, neatly color the sign and cut it out. On the back, please list the occupation you chose, and add its definition. Your name and student number should be on the back, in the bottom left hand corner.

We will display these signs throughout the room for the remainder of the unit.

Appendix F
Optional Technology Worksheet

Name _____

Please log on to: <http://www.socialstudiesfor kids.com/articles/ushistory/13colonies2.htm> and click on one of the states under the New England Colonies, Middle Colonies, and Southern Colonies to research (use the back button to choose another state). Fill in the information below with what you find out. If you finish, please complete the questions below the dashed line.

New England Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state: _____

Middle Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state: _____

Southern Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state: _____

-
1. The thirteen colonies were colonies of what country? _____
 2. Which colony was farthest north? _____
 3. Which colony was the farthest south? _____
 4. The colonies were bounded by the Appalachian Mountains on the west? What ocean bordered the colonies on the east? _____
 5. The oldest colony was Virginia (founded in 1607). Which colony was just south of Virginia? _____
 6. The colony of Virginia contained what are now the states of Virginia and West Virginia. What colony bordered Virginia to the northeast? _____
 7. The colony of Massachusetts was composed of what are not the states of Massachusetts and Maine. What colony was between the two parts of Massachusetts? _____
 8. What colony was located east of Connecticut? _____
 9. The colony of New York contained what are now the sates of Vermont and New York. What two colonies bordered the colony of New York on the south? _____ and _____
 10. In what year did the 13 colonies declare their independence from Britain? _____

Appendix F-1
Optional Technology Worksheet Key

New England Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state (date): _____

Middle Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state (date): _____

Southern Colonies

State Chosen: _____
Founded: _____
Major Industry: _____
Major Cities: _____
Colony Named for: _____
Became a state (date): _____

-
1. The thirteen colonies were colonies of what country? England
 2. Which colony was farthest north? Massachusetts
 3. Which colony was the farthest south? Georgia
 4. The colonies were bounded by the Appalachian Mountains on the west? What ocean bordered the colonies on the east? Atlantic Ocean
 5. The oldest colony was Virginia (founded in 1607). Which colony was just south of Virginia? North Carolina
 6. The colony of Virginia contained what are now the states of Virginia and West Virginia. What colony bordered Virginia to the northeast? Maryland
 7. The colony of Massachusetts was composed of what are not the states of Massachusetts and Maine. What colony was between the two parts of Massachusetts? New Hampshire
 8. What colony was located east of Connecticut? Rhode Island
 9. The colony of New York contained what are now the sates of Vermont and New York. What two colonies bordered the colony of New York on the south? Pennsylvania and New Jersey
 10. In what year did the 13 colonies declare their independence from Britain? 1776

Appendix G

Two Column Notes, Lesson 4, John Smith and Jamestown

The Voyage to the New World

- ✓ It took _____ months to travel to the New World
- ✓ They traveled on three boats

- ✓ On the trip, one of the men argued with a man who was in charge, he was _____ and his name was _____

Arriving in the New World

- When they arrived in the new world, a treasure chest was brought out. It was from the _____ and it contained _____ and _____
- ✓ _____ men were chosen to be in charge
 - One name was surprising _____
 - ✓ They did not let him on the council, but we did follow the directions of the Virginia Company
 - ✓ We were all very _____ about our new settlement!
 - ✓ Many men did _____ want to work. They wanted to look for _____

John Smith

- ✓ John Smith knew how to do many things.
 - _____
 - _____
 - _____
 - _____
- ✓ Many men wanted to _____ but John Smith wanted to _____

- ✓ While they were gone, _____

- ✓ Then they let John Smith on the council!

Appendix G, continued

Good things happen

- ✓ A new rule: _____

- ✓ John Smith helped the colony grow
 - _____
 - _____
 - _____
 - _____
- ✓ The colony grew to _____ people

A turn for the worst

- ✓ Captain Smith was hurt by an explosion of gunpowder and had to return to England
- ✓ When he left they had plenty of _____ but no _____

- ✓ There were problems with the _____

- ✓ The colonists were running out of _____

- ✓ Many of them died from _____

- ✓ The colonists decided to leave Jamestown, but they didn't get far!

A New Leader

- ✓ As they were leaving, a large ship was coming with a new _____ and lots of _____

- ✓ The governor ordered that people _____

- ✓ Things started to get better

Appendix G-1

Two-column notes key, Lesson 4, John Smith and Jamestown

The Voyage to the New World

- ✓ It took 4 months to travel to the New World
- ✓ They traveled on three boats
 - Discovery
 - Godspeed
 - Susan Constant
- ✓ On the trip, one of the men argued with a man who was in charge, he was locked in chains and his name was John Smith

Arriving in the New World

- When they arrived in the new world, a treasure chest was brought out. It was from the Virginia Company and it contained instructions and a list of men to be in charge
- ✓ 7 men were chosen to be in charge
 - One name was surprising John Smith
 - ✓ They did not let him on the council, but we did follow the directions of the Virginia Company
 - ✓ We were all very excited about our new settlement!
 - ✓ Many men did NOT want to work. They wanted to look for gold
 - ✓

John Smith

- ✓ John Smith knew how to do many things.
 - build the fort
 - catch fish
 - find food
 - _____
- ✓ Many men wanted to look for gold (or explore James River) but John Smith wanted to finish the fort first
- ✓ While they were gone, Native American attacked
- ✓ Then they let John Smith on the council!

Appendix G-1 Key, continued

Good things happen

- ✓ A new rule: If you don't work, you don't eat
- ✓ John Smith helped the colony grow
 - grow crops
 - raised animals
 - kept pigs
 - gathered supplies
- ✓ The colony grew to over 500 people

A turn for the worst

- ✓ Captain Smith was hurt by an explosion of gunpowder and had to return to England
- ✓
- ✓ When he left they had plenty of supplies but no leader
- ✓
- ✓ There were problems with the Native Americans
- ✓
- ✓ The colonists were running out of food
- ✓
- ✓ Many of them died from hunger
- ✓
- ✓ The colonists decided to leave Jamestown, but they didn't get far!

A New Leader

- ✓ As they were leaving, a large ship was coming with a new governor and lots of supplies
- ✓ The governor ordered that people must work or they will be punished
- ✓ Things started to get better

Appendix H
Optional Writing Rubric

To prepare for standardized testing, the students are given a topic to write about, and then given 20 minutes to complete the paragraph. This rubric has been modified to show more clearly if a child is meeting the standard, or coming close to the standard. This rubric may be used for paragraphs that are not timed, as well. Parents, please review this rubric when it comes home on your student's work, and feel free to call if you have any questions.

-
- Organization**
- (2) Paragraph is organized, focused, and connected in a logical order. There is a clear use of green, yellow, and red sentences.
 - (1) Paragraph is somewhat organized and focused. There may be greens and yellows, but no reds.
 - (0) Paragraph is unorganized. Ideas are not connected.
-
- Content**
- (3) Paragraph has a central idea with at least 3 specific and interesting details. Student has used advanced word choice.
 - (2) Paragraph has a central idea with at least 2 specific and interesting details. Student has used average third grade word choice.
 - (1) Paragraph has a central idea, but the details are not specific and interesting.
 - (0) Paragraph is missing the central idea and has no specific details. Paragraph is off topic.
-
- Style/Fluency**
- (2) Paragraph features all complete sentences, with no run on or sentence fragments. There is a varied use of sentence structure.
 - (1) Paragraph features complete sentences that are grammatically correct, but there is little or no sentence variety.
 - (0) Paragraph contains run on sentences or sentence fragments.
-
- Language Usage**
- (2) Paragraph contains age appropriate spelling and mechanics. There are two or less misspelled words, and two or less conventions errors.
 - (1) Paragraph contains more than two errors in each category, but it does not interfere with its meaning.
 - (0) Paragraph contains spelling and conventions errors that interfere with its meaning.

A (8-9points) B (6-7 points) C (4-5 points) D (2-3 points) F (0-1 point)

Appendix I

Point of View Activity

Assign one of the following roles to two different students:

Native American Colonist

Have each of the students take a turn sharing their response to one of the following situations:

- A colonist was found dead
- Native Americans will not allow colonists to leave the settlement
- Colonists are clearing the land for farming
- Colonists are running out of food
- A Native American is found dead

Be sure to switch students for each situation.

Appendix J
Friendly Letter Parts (adapted from *Pearsons Geography*)

① 57398 Big Ben Circle
London, England QJ654
June 5, 1607

Dear Hannah, ②

I left England six months ago to come to Virginia. We spent four long months at sea and I thought we would never see land again. It is ③ beautiful here and Chesapeake Bay is filled with fish. We have had a lot of problems with leadership. There has been one man that has proved to have great leadership skills. His name is John Smith and he has become my friend. He has taught me to fish, find other food, and he helped us build our fort. The ship that will carry this letter to you is about to leave Jamestown, so please write back to me when you can.

④ Your cousin,

⑤ Thomas

Identify the five parts of the friendly letter on the lines below.

1. _____
2. _____
3. _____
4. _____
5. _____

Appendix J-1
Friendly Letter Parts Key

Identify the five parts of the friendly letter on the lines below.

1. Heading

2. Greeting or Salutation

3. Body

4. Closing

5. Signature

Pocahontas in
Jamestown

- ✓ John Smith becomes friends with Chief _____ . This chief had a daughter named _____ . She taught John Smith some _____ words.
Pocahontas was about _____ years old when John _____ had to leave Jamestown. He had been injured.

John Rolfe comes
to Virginia

- ✓ John _____ then came to Jamestown. There were two ships coming from _____. The ship he was on did not sink but everyone on the other ship died.
- ✓ They were delayed 1 year and missed the _____ .
- ✓ John Rolfe ran out of _____ and he did not like what the Native Americans _____ .
- ✓ John Rolfe left _____ and started a _____. He started growing _____ that he sent back to _____. It became Virginia's _____ .

Pocahontas
becomes Rebecca

- ✓ Pocahontas was _____ by an English sea captain. She was named _____ and became a _____ .
- ✓ Pocahontas married _____ and had a son. She went to _____ and died while she was there.

More tobacco is
grown

- ✓ More tobacco was grown and sent to _____. The gentlemen cleared land to make _____ to grow tobacco.

Appendix K continued
Two-column notes, Lesson 6, Virginia Succeeds

First slaves in
Virginia

- ✓ There were fights over _____ between the Native Americans and the English.
- ✓ The English won because they had _____.
- ✓ Indians were dying from _____ caused by germs brought by the _____.

- ✓ _____ grew larger and they looked like tiny _____.
- ✓ It was hard to find workers so they brought _____ to Virginia to help grow the tobacco.

Appendix K-1

Two-column Notes Key, Lesson 6, Virginia Succeeds

Pocahontas in Jamestown

- ✓ John Smith becomes friends with Chief Powhatan . This chief had a daughter named Pocahontas. She taught John Smith some Indian words. Pocahontas was about 14 years old when John Smith had to leave Jamestown. He had been injured.

John Rolfe comes to Virginia

- ✓ John Rolfe then came to Jamestown. There were two ships coming from England. The ship he was on did not sink but everyone on the other ship died.
- ✓ They were delayed 1 year and missed the Starving Time.
- ✓ John Rolfe ran out of tobacco and he did not like what the Native Americans grew.
- ✓ John Rolfe left Jamestown and started a farm. He started growing tobacco that he sent back to England. It became Virginia's cash crop.

Pocahontas becomes Rebecca

- ✓ Pocahontas was kidnapped by an English sea captain. She was named Rebecca and became a Christian.
- ✓ Pocahontas married John Rolfe and had a son. She went to England and died while she was there.

More tobacco is grown

- ✓ More tobacco was grown and sent to England. The gentlemen cleared land to make plantations to grow tobacco.

Appendix K-1 Key, continued

First slaves in
Virginia

- ✓ There were fights over land between the Native Americans and the English.
- ✓ The English won because they had guns.
- ✓ Indians were dying from diseases caused by germs brought by the English.

- ✓ Plantations grew larger and they looked like tiny towns.
- ✓ It was hard to find workers so they brought African slaves to Virginia to help grow the tobacco.

Appendix L

Paper Quilt Project

Using a sheet of construction paper, have each student design a quilt square that represents a colonial person, an occupation, an event, or an idea. They should use crayons or markers to make the designs, and then laminate the squares. Use a hole punch to make holes about 1" apart around the outside edges, and lace the squares together with thick yarn to form the finished quilt. This quilt can be displayed in the classroom.

The following are some ideas for the squares:

Captain John Smith

corn

fishing

tobacco

plantation

timber

longhouses

huts

blacksmith

tavern

barrel maker

The Starving Time

Chesapeake Bay

Middle Colonies

fort

fresh baked goods

horses

churning butter

harbor

The Godspeed

Pocahontas

Native American

indigo

slaves

ships

vegetables/crops

teepees

wigs

silversmith

tanner

farm animals

James River

New England colonies

Southern colonies

searching for gold

sewing clothes

"Don't work, don't eat"

spinning and weaving

shipbuilding

500 settlers, then 60

Appendix M

Two-column Notes, Lesson 7, Plantations and Slavery

Indentured
Servants

- ✓ For plantation workers, poor people from _____ were brought to the colonies.
- ✓ They were provided three items
 - _____
 - _____
 - _____
- ✓ They had to work for _____ years to pay back their ship fare.
- ✓ Many servants _____ before their 5 years was over.
- ✓ They usually _____ afford land and fewer people wanted to be _____ servants.

Slaves

- ✓ Slaves were owned for _____.
- Owners did not have to _____ them.
- ✓ When slaves had _____ they also became slaves. This gave plantation owners a steady supply of _____.
- ✓ Most _____ people were sure _____ people were not as good as _____ people.

Slave Catchers

- ✓ They _____ people in _____.
- They chain them and march them to the _____ of Africa.
- ✓ The scared slaves wait for someone to _____ them.
- ✓ Items like _____ are traded for slaves.
- ✓ The slaves are packed into the _____ of the ship.
- ✓ The captain of the ship only gave them enough _____ and _____ to keep them _____.

Middle Passage

- ✓ The voyage from _____ to _____ is called the _____ passage. The voyage takes _____ with good winds or _____ without winds. Most slaves _____.

Appendix M-1
Two-column notes key, Lesson 7

Indentured
Servants

- ✓ For plantation workers, poor people from England were brought to the colonies.
- ✓ They were provided three items
 - food
 - shelter
 - clothing
- ✓ They had to work for 5 years to pay back their ship fare.
- ✓ Many servants died before their 5 years was over.
- ✓ They usually could not afford land and fewer people wanted to be indentured servants.

Slaves

- ✓ Slaves were owned for as long as they lived. Owners did not have to pay them.
- ✓ When slaves had babies they also became slaves. This gave plantation owners a steady supply of slaves.
- ✓ Most English people were sure black people were not as good as white people.

Slave Catchers

- ✓ They kidnap people in Africa. They chain them and march them to the west coast of Africa.
- ✓ The scared slaves wait for someone to buy them.
- ✓ Items like guns and cloth are traded for slaves.
- ✓ The slaves are packed into the hold of the ship.
- ✓ The captain of the ship only gave them enough food and water to keep them alive.

Middle Passage

- ✓ The voyage from Africa to America is called the Middle Passage. The voyage takes 4 to 6 weeks with good winds or months without winds. Most slaves died.

Appendix N

Slavery in the Southern Colonies

Slavery developed in the Southern Colonies over many years. In the beginning, the colonists needed to make money so they began to grow cash crops. Tobacco, indigo, and rice could be grown and sold to bring cash to the colonists. After a while, the colonists were unable to work the large areas of land themselves. Some of the colonists were unwilling to work in the fields. So, the colonists began using indentured servants. In fact, the first workers brought from Africa and the West Indies were treated as indentured servants. Eventually, the colonists realized they could make more money by not freeing the workers after many years. The workers they brought would have to work on their plantation until they were sold or died. Sadly, the need for money caused many people to live a difficult life as a slave.

Appendix P
Virginia Word Puzzle

Student Name: _____ # _____

Use the clues below to help you fill in the missing letters.

Clues:

1. This was one of the three ships that sailed to the Virginia colony in 1607.
2. Known as "Captain", he led Jamestown through its first hard years.
3. He married Pocahontas.
4. The winter of 1609 and the spring of 1610, when many colonists died from hunger, disease and cold.
5. A strong wooden wall that protected the Jamestown fort.
6. She was Chief Powhatan's daughter.
7. Very large farms where cash crops were grown.
8. This was the first permanent settlement in the English colonies.

1.	_____	V	_____
2.	_____	I	_____
1.	_____	R	_____
2.	_____	G	_____
3.	_____	I	_____
4.	_____	N	_____
5.	_____	I	_____
6.	_____	A	_____

Appendix P-1
Virginia Word Puzzle Key

1. DISCOVERY
2. JOHN SMITH
3. JOHN ROLFE
4. STARVING TIME
5. PALISADE
6. POCAHONTAS
7. PLANTATIONS
8. JAMESTOWN

Appendix Q

Hoe Cake Recipe

Hoe cakes were prepared on plantations and cooked on a hoe over an open fire. This recipe has been updated to be baked in an oven.

Tools:

measuring cups and spoons
mixing bowl and spoon
cookie sheet

Ingredients:

1 cup cornmeal
1 $\frac{1}{2}$ tsp. salt
 $\frac{1}{2}$ cup milk
1 Tbsp. butter
 $\frac{1}{2}$ tsp. baking powder
boiling water

To Make:

1. Preheat oven to 325°.
2. Grease cookie sheet with butter
3. Mix all ingredients except boiling water in a bowl. Stir
4. Stir in boiling water a little at a time to make a stiff batter.
5. Roll in small balls.
6. Place on cookie sheet and flatten slightly.
7. Bake for 30 minutes.

Appendix R
Discussion Directions

The People Could Fly
African American Folktale

Write the title *The People Could Fly* on the board. Ask students if they think people can fly without the aid of an airplane or other similar machine. Allow discussion without affirming any particular response. Tell the students that they will read a short story "*The People Could Fly*" and after reading it, the class will discuss the idea of flying some more. Tell the students that the story takes place in the United States during the time of slavery. Explain that people were brought as slaves from Africa to America. Most of those people ended up in the southern part of the country working on plantations, which were very large farms. Slaves were paid no money for their work and were treated poorly. These were expected to work long hours doing hard physical work. Many slaves were mistreated by the people who were in charge of them. Slaves could be sold, whipped and even killed if the owner so wished.

Have the students read the story, or read it to them. Be sure that students understand the vocabulary and can easily follow along. When you have finished reading, ask the students if they now think that people can fly. If they respond affirmatively, ask them to describe the kind of flying they mean. Ask them if there is another way to fly that the class has not discussed. Allow discussion and then ask the students if they think that the slaves in the story really disappeared or if they let their minds help them to escape. Ask: Have you ever let your mind fly away from you?

Tell the students that there is still another meaning for fly. To slaves "flying" also meant escaping to the North. In the North slavery was forbidden by law so black people could go north and be free. Because "*The People Could Fly*", is a folktale, which means it was told for many years before it was written down, we can't be sure exactly what was meant by "flying."

Ask the students why they think the slaves told and retold this story. Point out that when things are very terrible, people try to make them better. For many of the slaves thinking that things could be better was the only thing they could do. By telling and retelling the story, they at least had hope.

Write the quote "...anyone can fly. All you need is somewhere to go that you can't get to any other way. The next thing you know, you're flying among the stars."

Discuss with the students how important and powerful our imaginations are. Ask the students where they think people could fly really went.

Appendix S
Two-column notes, New York, Lesson 9

Explorer for the Dutch

- ✓ In _____ Henry _____ sailed up a river that later was named for him. He was an _____ but he was working for the _____.
- ✓ Henry Hudson was looking for a _____ to China. Instead he found _____ who wanted to trade.

A good trading post

- ✓ A trading post was set up and was called _____.
- ✓ The Colony was owned by the _____. The purpose was to make the owners _____.
- ✓ Settlers were brought over, some settled in Albany and others settled in _____.

Buying an Island

- ✓ Settlers on Manhattan _____ started a town called _____. They bought the whole _____ from the _____ for the value of \$24.

Settling New Amsterdam

- ✓ The Dutch built houses that looked like those in _____.
- ✓ They built a _____ across the island.
- ✓ Many people came from different _____. Dutch people back in the _____ did not want to come to America to start over.

The English takeover

- ✓ A war started between _____ and the _____.
- ✓ The King's brother known as the _____ was promised the colony if he took it over.
- ✓ The Dutch would not fight the English because:
 - _____
 - _____
 - _____

New York City

- ✓ The English took over the colony without _____.
- ✓ The _____ people stayed and got along with the _____.
- ✓ New _____ is now called _____.
- ✓ Where they built the _____ is called _____.
- ✓ Many items have Dutch names.

Appendix S-1

Two-column notes key, New York, Lesson 9

Explorer for the Dutch

A good trading post

Buying an Island

Settling New Amsterdam

The English takeover

New York City

- ✓ In 1609 Henry Hudson sailed up a river that later was named for him. He was an Englishman but he was working for the Dutch.
- ✓ Henry Hudson was looking for a waterway to China. Instead he found Native Americans who wanted to trade.
- ✓ A trading post was set up and was called New Netherlands.
- ✓ The Colony was owned by the Dutch West India Company
The purpose was to make the owners rich.
- ✓ Settlers were brought over, some settled in Albany and others settled in Manhattan.
- ✓ Settlers on Manhattan island started a town called New Amsterdam. They bought the whole island from the Native Americans for the value of \$24.
- ✓ The Dutch built houses that looked like those in the Netherlands.
- ✓ They built a wall across the island.
- ✓ Many people came from different countries. Dutch people back in the Netherlands did not want to come to America to start over.
- ✓ A war started between England and the Netherlands.
- ✓ The King's brother known as the Duke of York was promised the colony if he took it over.
- ✓ The Dutch would not fight the English because:
 - . not enough gun powder
 - . not enough soldiers
 - . people wouldn't fight
- ✓ The English took over the colony without one shot being fired.
- ✓ The Dutch people stayed and got along with the English.
- ✓ New Amsterdam is now called New York City.
- ✓ Where they built the wall is called Wall Street.
- ✓ Many items have Dutch names.

Appendix T

ABC Learning Activity

The following is a table with squares for every letter of the alphabet. Using everything you have learned from our colonies unit, please complete each square with the name of a person, colonial occupation, event, or idea that relates to what we have learned. Please use your imagination and try to fill in as many squares as possible. Have fun!

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z						

Appendix T-1

Rubric and ABC Activity Possible words (other possibilities exist)

A America Africa	B Bread colonies, blacksmith, Boston, boot maker	C Captain John Smith, Churning, cotton, colonies, Connecticut	D Delaware, disease, Don't work, don't eat, Discovery, Dutch West India Company	E Explorers, England	F Fort, fishing, food	G Godspeed, Georgia, glassblower, grain, gold	H harbor, hatter, hoecakes, hunt, Hog Island
I Indigo, indentured servants	J Jamestown, joiner	K King James of England	L London Company, longhouses	M Middle Colonies, Middle Passage, Massachusetts, Mayflower, Malaria, miller	N New Amsterdam, NE Colonies, Native Americans, NC, NJ, JY, NH	O Occupations	P Pocahontas, Peter Styvesant, Philadelphia, Pennsylvania, property
Q Quilt	R religious freedom, rice, Rhode Island	S Slaves, Starving Time, Southern Colonies, Susan Constant, silver smith, ships, SC	T timber, tobacco, thirteen colonies, trade, tavern	U United States	V vegetables, Virginia, village, Vikings	W weapons, weaver, wigmaker, wagons	X
Y York, yarn	Z						

_____ **20-26** Correct and relevant responses to information learned in the Colonies unit receives an A.

_____ **18-19** Correct and relevant responses to information learned in the Colonies unit receives a B.

_____ **16-17** Correct and relevant responses to information learned in the Colonies unit receives a C.

_____ **14-15** Correct and relevant responses to information learned in the Colonies unit receives a D.

_____ **13 or less** Correct and relevant responses to information learned in the Colonies unit receives an F.

Appendix U
Colonies Part 1: Assessment

Student Name: _____ # _____

Please circle the correct answer on the following multiple-choice questions:

1. Which was the first permanent English settlement?
 - a) Plymouth
 - b) Savannah
 - c) Roanoke
 - d) Jamestown

2. John Smith said that colonists who did not work
 - a) would be sent back to England
 - b) could not eat
 - c) would be put in jail
 - d) would be whipped

3. The middle colonies were nicknamed the
 - a) bread colonies
 - b) last colonies
 - c) lost colonies
 - d) Bay colonies

4. On large plantations, most of the work was done by
 - a) debtors
 - b) Catholics
 - c) dames
 - d) slaves

5. The trip from Africa to America was called the
 - a) Middle Passage
 - b) Croatian
 - c) Starving Time
 - d) Trail of Tears

Appendix U continued

6. What is New Amsterdam called today?

- a) New York City
- b) Philadelphia
- c) Boston
- d) Holland

7. New England had

- a) no harbors but good farmland
- b) poor fishing but good timberland
- c) poor farmland but good harbors
- d) good farmland and good fishing

8. Who was Chief Powhatan's daughter? _____

9. List four reasons why people came to America.

1. _____

2. _____

3. _____

4. _____

10. Identify the three colonial regions.

1. _____

2. _____

3. _____

Please answer True or False to the following questions:

11. _____ The three ships that brought the colonists from London to the Virginia colony were the *Godspeed*, the *Susan Constant*, and the *Mayflower*.

Appendix U continued

12. _____ John Smith married Pocahontas.
13. _____ The colonists offered blankets and axes to the Indians in return for corn and fresh meat.
14. _____ A harbor is a place where ships can land easily and safely.
15. _____ The governor of New Amsterdam offered the Native Americans \$1000 worth of goods to purchase the island of Manhattan.

Please label the following events in the order in which they occurred.

16. _____ The Starving Time
17. _____ Jamestown was founded.
18. _____ Slaves were brought to America.

BONUS QUESTION: Offer at least two reasons why the colonists wanted to bring slaves to America. Please use complete sentences.

Colonies Part 1: Assessment

1. Which was the first permanent English settlement?
 - a) Plymouth
 - b) Savannah
 - c) Roanoke
 - d) Jamestown
2. John Smith said that colonists who did not work
 - a) would be sent back to England
 - b) could not eat
 - c) would be put in jail
 - d) would be whipped
3. The middle colonies were nicknamed the
 - a) bread colonies
 - b) last colonies
 - c) lost colonies
 - d) Bay colonies
4. On large plantations, most of the work was done by
 - a) debtors
 - b) Catholics
 - c) dames
 - d) slaves
5. The trip from Africa to America was called the
 - a) Middle Passage
 - b) Croatoan
 - c) Starving Time
 - d) Trail of Tears

Appendix U-1 continued

6. What is New Amsterdam called today?

- a) New York City
- b) Philadelphia
- c) Boston
- d) Holland

7. New England had

- a) no harbors but good farmland
- b) poor fishing but good timberland
- c) poor farmland but good harbors
- d) good farmland and good fishing

8. Who was Chief Powhatan's daughter? Pocahontas

9. List four reasons why people came to America.

1. to make a better life for their families, religious freedom
2. riches
3. adventure
4. against their will, as slaves

10. Identify the three colonial regions.

1. New England Colonies
2. Bread or Middle Colonies
3. Southern Colonies

Please answer True or False to the following questions:

11. False The three ships that brought the colonists from London to the Virginia colony were the Godspeed, the Susan Constant, and the Mayflower.

Appendix U-1 continued

12. False John Smith married Pocahontas.
13. True The colonists offered blankets and axes to the Indians in return for corn and fresh meat.
14. True A harbor is a place where ships can land easily and safely.
15. False The governor of New Amsterdam offered the Native Americans \$1000 worth of goods to purchase the island of Manhattan.

Please label the following events in the order in which they occurred.

16. 2 The Starving Time
17. 1 Jamestown was founded.
18. 3 Slaves were brought to America.

BONUS QUESTION: Offer at least two reasons why the colonists wanted to bring slaves to America. Please use complete sentences.

1. Colonist and plantation owners needed labor to grow tobacco and rice
2. Colonist could buy slaves and make them their property
3. Slaves would work for life and not be paid.
4. If slaves had children, they would become the property of the owners.
5. Slaves replaced indentured servants, who eventually needed to be freed.
6. As more slaves were used, more crops were grown, more money came to plantation owners, and their plantations became even larger.

Appendix V

Colonies Part 2, Timeline

The Mayflower sets sail for the New World

Many people moved to the Massachusetts Bay Colony

Roger Williams moves from Massachusetts and establishes Rhode Island

Maryland is established

Carolina is established as a colony

William Penn and the Quakers establish Pennsylvania

Georgia is established as a colony for debtors

Appendix W

Flipbook Directions

1. Use 4 different colors of constructions paper. You will be folding the papers and for each fold you will have two step book pages.
2. Fold the first sheet down $3 \frac{3}{4}$ ".
3. Fold the second sheet down about $4 \frac{1}{4}$ ". Insert this folded sheet inside the first one.
4. Fold the third sheet down about 5". Insert this folded sheet inside the set.
5. Fold the fourth sheet down about $5 \frac{3}{4}$ ". Insert this folded sheet into the set.
6. Fasten the top with two staples.
7. The students will label each step and write definitions in the book.

Appendix X

Cramped Quarters

This demonstration will help children understand how cramped the quarters on the Mayflower were. Mark off an area 7' by 2 ½' on the floor or use butcher paper to make the area. Have a student sit in the area and hand them coat, backpack and other items. Discuss the comfort level of only having that much space for 66 days. This space was used for sleeping, eating, sitting during the day, all activities. Tell the students that the Pilgrims had items stacked to the ceiling of the ship. They also had to do all their cooking in that small space.

The Mayflower Compact

The Mayflower Compact was a plan of governments that established a governing body. The Saints (Pilgrims) and Strangers (those who came for reasons other than religion) drew up this document because there had been trouble between them. They had originally planned to land in Virginia, however, a storm blew them off course and they ended up in Cape Cod. Many of the Pilgrims wanted to stay, while the strangers wished to continue on to Virginia as planned. Each group needed the other; also they decided to draw up an agreement in order to help them live together peacefully. They drew up The Mayflower Compact which stated that for the good of the colony, everyone would stay together, start a settlement, and obey the leaders. The Mayflower Compact enabled the settlers to govern themselves (they will not be ruled by others) and it is considered one of the great documents in American history. One reason the Mayflower Compact was necessary was because some settlers were ill and needed to stay while others, many who were hired workers, wanted to continue on to Virginia, their original destination.

1. Who were the Saints?

2. Who were the Strangers?

3. What did the Mayflower Compact state?

4. Why did they need the Mayflower Compact?

Appendix Z - Massachusetts Bay Colony Two-column Notes

Massachusetts Bay Colony

Puritans

- ✓ They left England for _____ reasons.
- ✓ Their leader was _____.
- ✓ He believed the _____ was watching to see if they did what God wanted.

Coming to America

- ✓ Puritans came to America because they believed _____ was too fancy. They believed God wanted things to be _____.
- ✓ They formed a company called _____.

Appendix Z-1 - Massachusetts Bay Colony Two-column Notes Key

Massachusetts Bay Colony

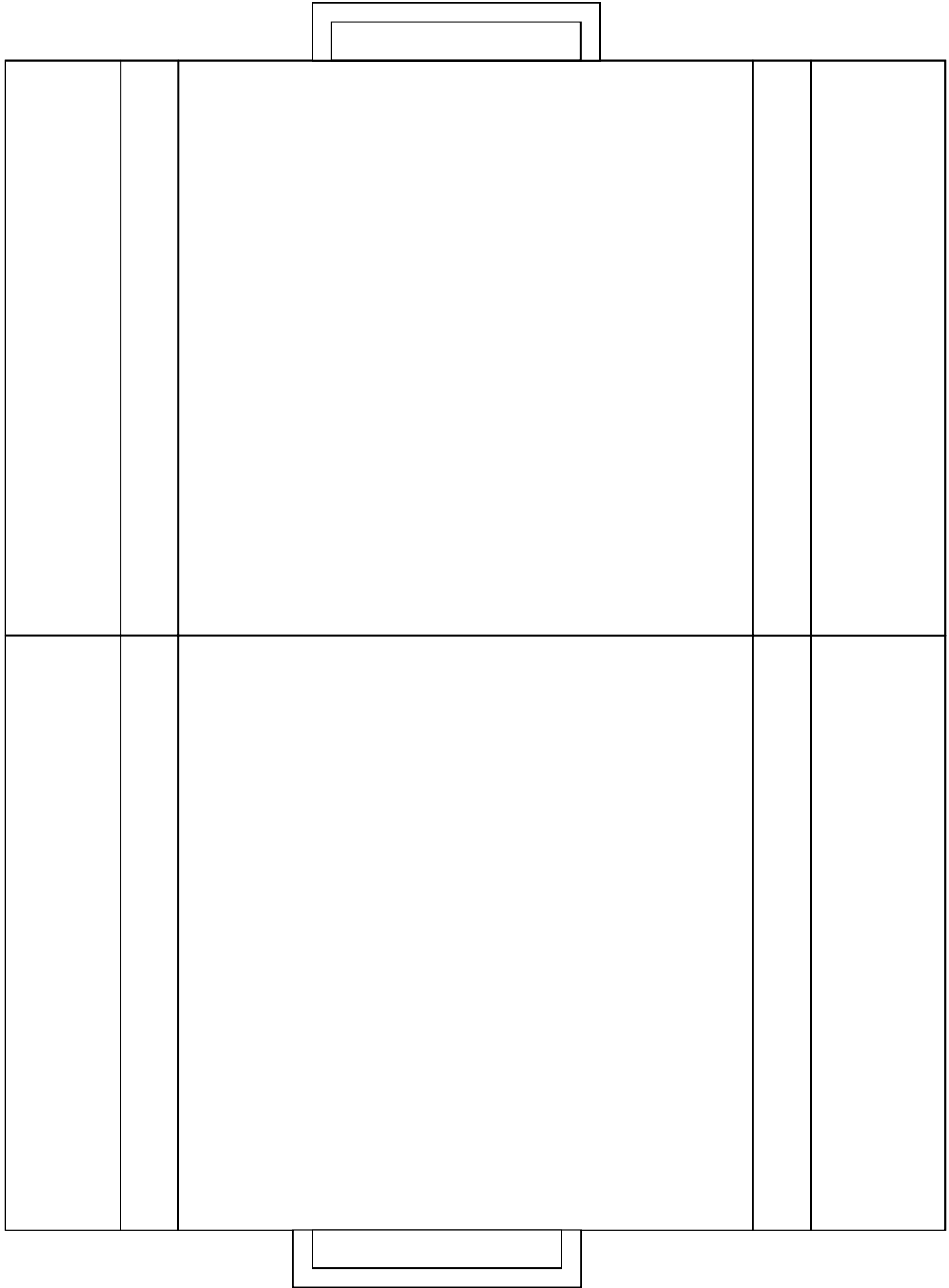
Puritans

- ✓ They left England for religious reasons.
- ✓ Their leader was John Winthrop
- ✓ He believed the whole world was watching to see if they did what God wanted.

Coming to America

- ✓ Puritans came to America because they believed The Church of England was too fancy. They believed God wanted things to be simple.
- ✓ They formed a company called The Massachusetts Bay Company.

Appendix AA – Puritan Suitcase



Appendix AA-1 Puritan Suitcase Example

		<p>Massachusetts Bay or Bust (This would be on the outside)</p>		
		<p>Who: Puritans What: Came to the New World Where: Massachusetts Bay Colony Why: God gave them a mission "We shall be as a city on a hill" When: 1630 How: 11 ships (This would be written on the inside)</p>		

Appendix BB: Living in a Puritan Colony Two-column Notes
Living in a Puritan Colony

School Days

- ✓ Dame school was held in a _____.
- ✓ If you were idle you might have to wear the _____.
- ✓ Girls attend school for _____ years and then work at home with their _____.
- ✓ Boys go on to a _____.

Reading and Writing

- ✓ The children practiced their ABC's using a paddle called a _____.
- ✓ They memorized poems by using the _____.

The Meetinghouse

- ✓ The _____ is an open pasture that everyone uses.
- ✓ The _____ is where every family must worship on Sundays.

Appendix BB-1: Living in a Puritan Colony Two-column Notes Key
Living in a Puritan Colony

School Days

- ✓ Dame school was held in a house
- ✓ If you were idle you might have to wear the dunce cap
- ✓ Girls attend school for two years and then work at home with their mother
- ✓ Boys go on to a common school.

Reading and Writing

- ✓ The children practiced their ABC's using a paddle called a hornbook.
- ✓ They memorized poems by using the New England Primer.

The Meetinghouse

- ✓ The common is an open pasture that everyone uses.
- ✓ The meetinghouse is where every family must worship on Sundays.

Appendix CC: Colonial Battledore
(Adapted from The Mailbox, Feb/Mar 2002)

My Colonial Battledore

Name _____
Date _____

A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z 1 2 3 4 5 6 7 8 9 0

A & B	C&D
E&F	G&H
I&J	K&L
M&N	O&P
Q&R	S&T
U&V	W - Z

Appendix DD: Rhode Island Town Crier

Hear Ye! Hear Ye!

Good news for the people of Rhode Island.

The king has granted us a charter to be a colony.

Roger Williams just back from his journey to England. His appeal to the parliament was successful.

Not long ago, Roger Williams was cast away from the colony of Massachusetts for wanting the colony to leave the church of England. Governor John Winthrop did not agree with his ideas, so he was banished. Later Anne Hutchinson came to Rhode Island. She believed we should be able to hear from God ourselves and not depend on others.

Because of Roger Williams, we have no taxes!

Because of Roger Williams and Anne Hutchinson, we can worship God as we please!

And now we are a colony!

Three cheers for Roger Williams!

Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

Three cheers for Anne Hutchinson!

Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

Three cheers for Rhode Island!

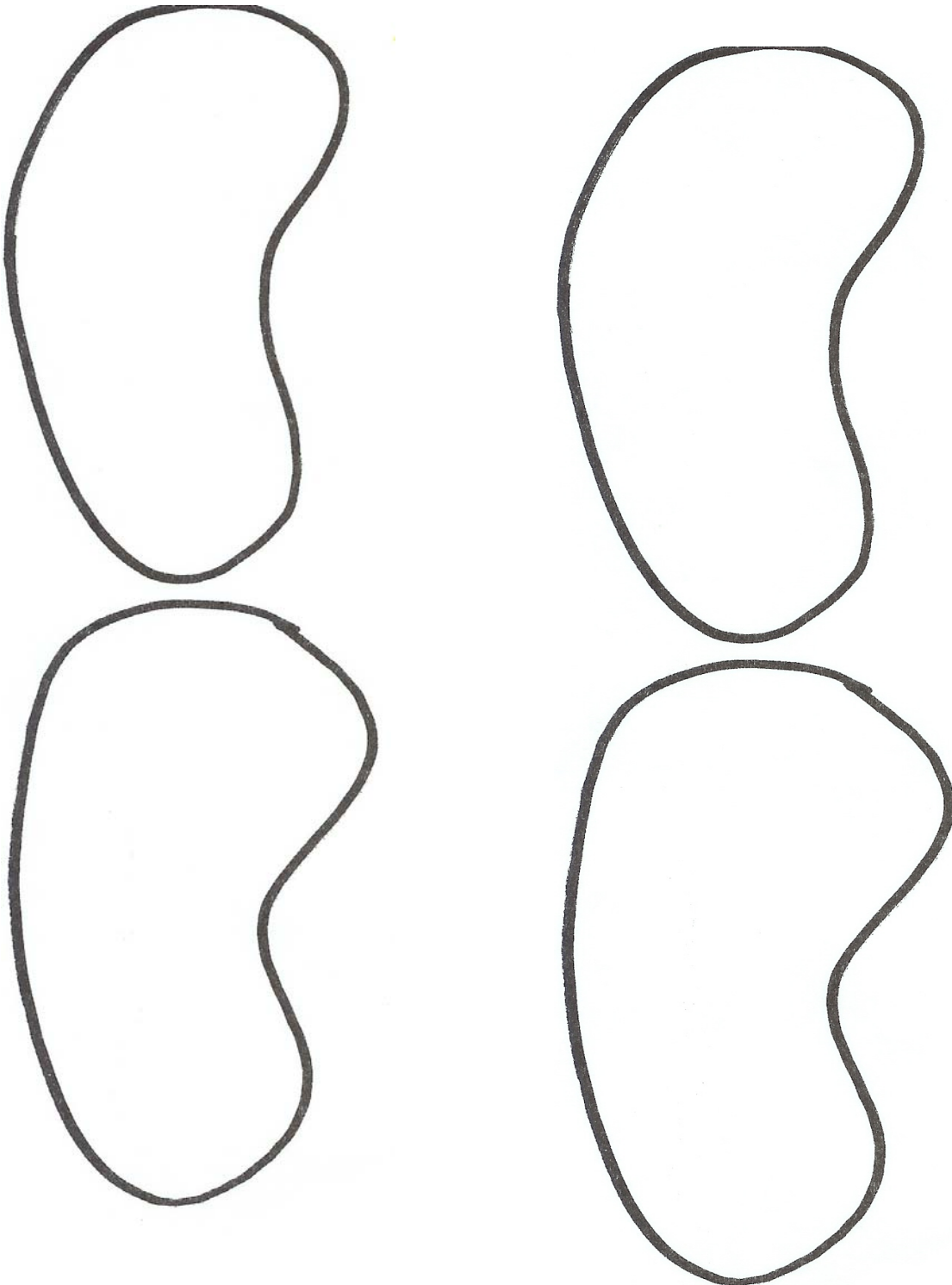
Hip, hip hooray!

Hip, hip hooray!

Hip, hip hooray!

Appendix EE: Rhode Island Footprints Through History

Find facts about Roger Williams, Anne Hutchinson, and Rhode Island. Write at least one complete sentence on each footprint. One footprint must be about Roger Williams, one must be about Anne Hutchinson, and one must be about Rhode Island. On the fourth footprint, you can choose from those three to explain more facts that you learned.



Appendix FF: The Founding of Maryland

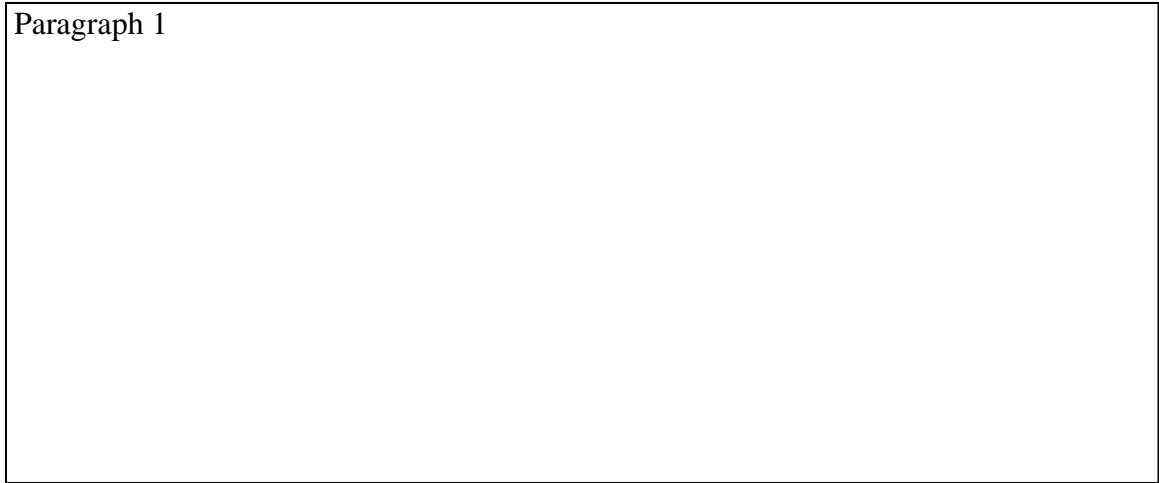
The Pilgrims and Puritans left England in search of religious freedom. The Catholics were another group who longed for religious freedom. George Calvert, who became known as Lord Baltimore, longed for a colony where Catholics and Protestants could be treated fairly. He started his quest by going to the king. He spoke to the king and the king agreed with George Calvert. He then gave George Calvert a colony just north of Virginia. The colony would be named Maryland, after Queen Henrietta Maria. In the end, the first Lord Baltimore, George Calvert, died right after the king gave him Maryland. Clearly, there was a need for a strong leader to take his place.

George Calvert's son Cecilius, who became the second Lord Baltimore, helped Maryland become a successful colony. He started out by working closely and fairly with the Native Americans. He purchased a village of houses from them at a fair price to make sure his people would have shelter for the coming winter. He then had them plant an abundance of crops to keep everyone from starving. The second Lord Baltimore knew that many of the Jamestown settlers died because they did not have enough food. Lord Baltimore also made sure that the Catholics and the Protestants worked hard together. They built a chapel where both groups could worship God in their own way. Obviously, Lord Baltimore wanted the colony to prosper.


Unfortunately, Maryland had some difficult times. At first, many settlers came hoping to get rich. When there was no gold, many settlers became discouraged. Also, the Protestants and Catholics began to quarrel. This interfered with the colony's well being. In addition, the only way to make money was to plant tobacco. Although tobacco generated good money, to really get rich a planter needed to have slaves. Certainly, the colony of Maryland experienced many difficult times in their early years.

Appendix GG: Maryland Picture Page


Paragraph 1



Paragraph 2



Paragraph 3



Appendix HH: Colonial Report Card

Name: James Oglethorpe

Subject	Grade	Comments
Leadership		
Treatment of the Poor		
Treatment of the Native Americans		
Fairness		
Attitude toward Slavery		

Signature of grader

Appendix II: "I Am" Colonial Review Game

Assign each student one of the items/people/places below. Have them write the word/name on a large piece of paper.

Read the questions and have the student who holds the correct card stand and say "I am _____" giving the correct answer to the class.

1. Who founded Rhode Island? (Accept Roger Williams and Anne Hutchinson)
2. Which colony did William Penn found? (Pennsylvania)
3. What crops were grown on large plantations? (rice, indigo, tobacco, cotton)
4. Which colony did the Pilgrims found? (Plymouth, Massachusetts)
5. Which colony did the Puritans found? (Massachusetts Bay Colony)
6. Name two Wampanoag Indians who helped the Pilgrims. (Massasoit, Squanto)
7. What group of people did William Penn work with when he established Pennsylvania? (Quakers, Society of Friends)
8. Which colony was founded for debtors, people who owed money? (Georgia)
9. Who founded Georgia? (James Oglethorpe)
10. What books were used in colonial times? (hornbook, New England Primer, Colonial Battledore)
11. Who said, "We shall be as a city upon a hill?" (John Winthrop)
12. Who was the governor of Plymouth, Massachusetts? (William Bradford)
13. Name the two groups that traveled on the Mayflower. (Pilgrims, Strangers)
14. The Pilgrims and the Strangers signed what document? (Mayflower Compact)
15. Why did the Pilgrims and the Puritans come to the New World? (religious freedom)
16. Why did Roger Williams leave Massachusetts? (He got kicked out)
17. Which colony was established mainly for Catholics? (Maryland)
18. What title did the leader of Maryland hold? (Lord Baltimore)
19. Who believed towns should have organized streets and lots of parks? (William Penn)

Appendix JJ: Thirteen Colonies Test- Part 2

Name: _____

1. Which two groups colonized Massachusetts?
(circle 2 correct answers)
- a. Puritans b. Spanish
c. Quakers c. Pilgrims
2. Why did Roger Williams and Anne Hutchinson leave Massachusetts to start a new colony?
Answer in 1-3 complete sentences.

3. Why was Massachusetts founded?
(circle the correct answer)
- a. religious freedom b. to make money
c. to send away prisoners d. to find gold
4. Who was the governor of Plymouth, Massachusetts?
(circle the correct answer)
- a. Squanto b. Roger Williams
c. William Bradford d. Anne Hutchinson
5. Name one type of "book" use by colonial children.

6. How did Squanto and the Wampanoag Indians help the Pilgrims?
(answer in 1-3 complete sentences)

6. Name two crops grown on plantations in Maryland, Carolina and Georgia. _____

7. What group of people did William Penn work with to establish Pennsylvania?

- a. The Pilgrims
- b. debtors
- c. Society of Friends (Quakers)
- d. Catholics

9. Explain why James Oglethorpe founded Georgia. Georgia was founded for a different reason than any other colony. Answer in 1-3 complete sentences.

10. Finish this quote by John Winthrop: We shall be as a _____

Appendix KK: Thirteen Colonies Test- Part 2 Key

Name: _____

1. Which two groups colonized Massachusetts? (2points)
(circle 2 correct answers)

a. Puritans b. Spanish
 c. Quakers Pilgrims

2. Why did Roger Williams and Anne Hutchinson leave Massachusetts to start a new colony?

Answer in 1-3 complete sentences. (4 points)

They were both kicked out of Massachusetts. They wanted a colony where they could worship in their own way.

3. Why was Massachusetts founded? (1 point)
(circle the correct answer)

a. religious freedom b. to make money
 c. to send away prisoners d. to find gold

4. Who was the governor of Plymouth, Massachusetts? (1 point)
(circle the correct answer)

a. Squanto b. Roger Williams
 c. William Bradford d. Anne Hutchinson

5. Name one type of "book" use by colonial children. (1 point)

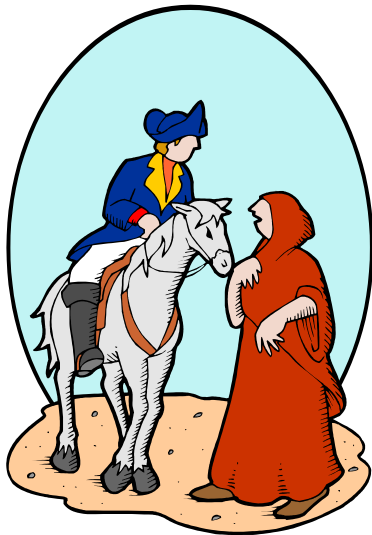
Hornbook, New England Primer, or Colonial Battledor

6. How did Squanto and the Wampanoag Indians help the Pilgrims?
(answer in 1-3 complete sentences) (4 points)
They taught them how to plant crops successfully. They had them put a fish in the hole to help fertilize the seed. They also taught them to fish.
6. Name two crops grown on plantations in Maryland, Carolina and Georgia
indigo, rice, cotton, or tobacco (2 points)
8. What group of people did William Penn work with to establish Pennsylvania? (1 point)
- | | |
|--|--------------|
| a. The Pilgrims | b. debtors |
| <input checked="" type="radio"/> c. Society of Friends (Quakers) | d. Catholics |
9. Explain why Georgia was founded by James Oglethorpe. Georgia was founded for a different reason than any other colony. Answer in 1-3 complete sentences.(4 points)
Georgia was founded as a place for debtors to start a new life.
10. Finish this quote by John Winthrop: We shall be as a city on a hill
(2 points)

Appendix LL: Third Grade Colonial Museum

On _____, we will host our Third Grade Evening Program: The Thirteen Colonies.

The Colonial program will include music and a museum! This is a great opportunity for students to show off what they have learned about the thirteen original colonies, colonial life, and famous colonists. The two third grade classes will create items to have on display at our Colonial Museum!



The Assignment

1. Choose an item to create.
2. Write a hand-written paragraph explaining the project, telling why you chose this item, and why it is important to Colonial life. Please see the attached rubric for how it will be graded.
3. Remember to do your best work!

These will be on display during our program!
On the back is a list of some creative ideas to consider.
Now is the time to get started on this exciting At-Home project!

This project and paragraph are due

Have fun!

Appendix LL: Continued

Make a soap carving	Create a colonial game; bring it to school to play!
Make a cornhusk doll	Make your own paper
Embroider cloth or a pillow (Alphabet sampler)	Decorate fabric with paint and a homemade stamp
Make clothing (i.e., hat, vest, bonnet, etc.)	Create home decorations
Food (nonperishable)	Make musical instruments
Trace your family tree back to Colonial times- you can make it up!	Write a Colonial poem, storybook, song, or play
Write and illustrate a biography of a famous colonist	Create a timeline of a colonist's life
colonial recipe	Create a Colonial Hornbook
Build a model of a Colonial home	Map of a Colonial plantation
Make an almanac	Create a diorama
Movie poster of Colonial times	Colonial newspaper
Write a letter on parchment paper from a colonist's perspective	make a quill and ink
Diary or Journal (with at least 10 entries)	Grow something you might find on a plantation
Draw, paint a picture, or build a model of a ship	Churn milk or butter – Make a poster to show how you did it
Weave a basket	If you would like to do something that is not on this list, run it past us! We're open to your thoughts!