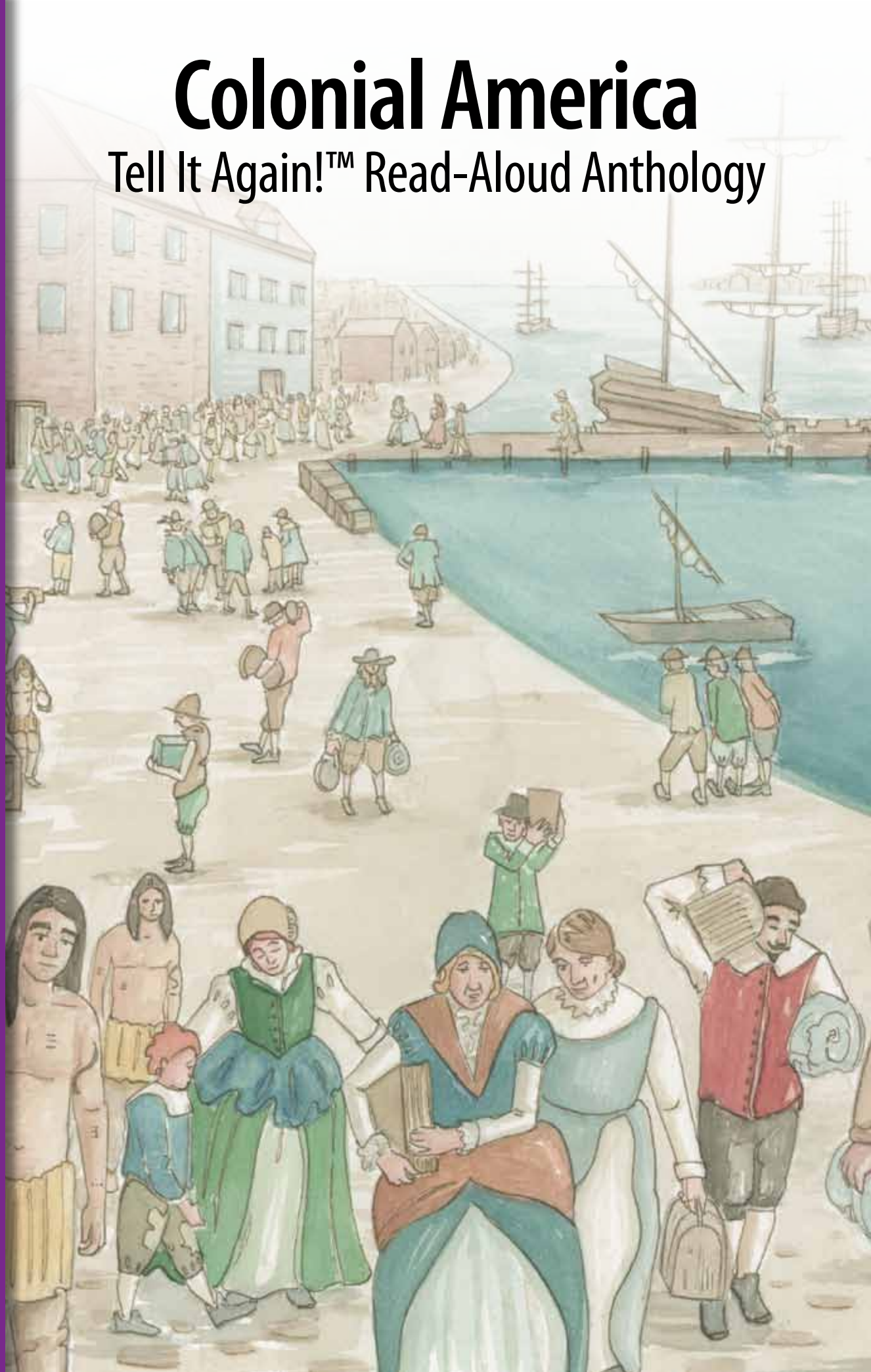


Colonial America

Tell It Again!™ Read-Aloud Anthology

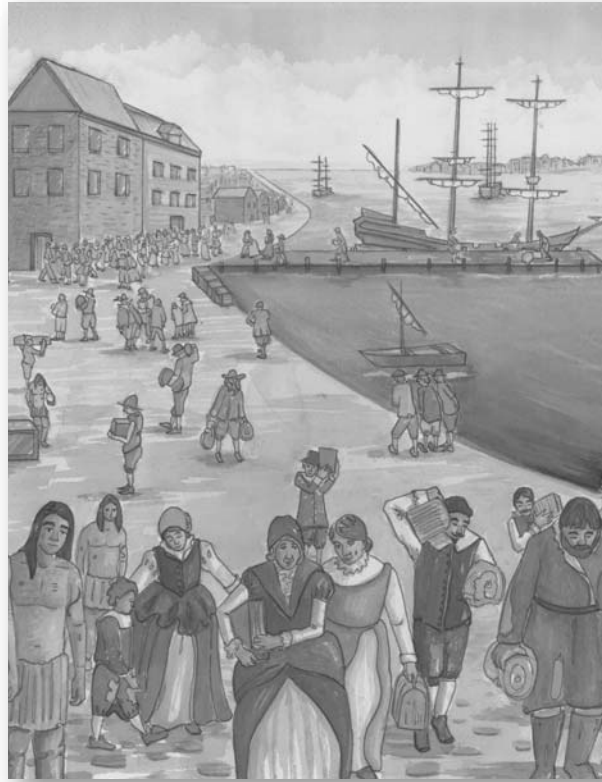


Core Knowledge Language Arts® • Listening & Learning™ Strand



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GRADE 3



Colonial America

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand

GRADE 3

Core Knowledge Language Arts®



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Tell It Again!™ Read-Aloud Anthology

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Alignment Chart for Colonial America

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Colonial America	Lesson											
	1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives												
Describe the impact Spanish, French, Dutch, and Portuguese exploration and conquest in the Americas had on the English and their decision to settle parts of North America	✓	✓									✓	
List and locate the three colonial regions: New England, Middle Atlantic, and Southern	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Locate the thirteen colonies of colonial America, and identify each by region		✓	✓	✓	✓	✓	✓	✓	✓	✓		
Locate and identify Charleston, Boston, New York, and Philadelphia as important colonial cities, and explain why they flourished				✓			✓	✓	✓	✓		
Locate Roanoke Island in the Southern region, and identify it as a failed English colonization attempt	✓											
Explain why Roanoke is known as the Lost Colony	✓											
Describe some of the reasons people came to North America from England and other countries	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Explain some of the early challenges faced by the English in establishing colonies in North America	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Describe the relationship between the colonists and Native Americans	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies			✓	✓	✓	✓	✓	✓	✓	✓		
Identify some of the key people relative to the settlement of each colony	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Describe the industries and other characteristics of the three colonial regions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607		✓	✓									
Identify the <i>Discovery</i> , <i>Susan Constant</i> , and <i>Godspeed</i> as the three ships that brought the English settlers to Jamestown		✓										

Alignment Chart for Colonial America

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Explain the term <i>starving time</i> as it relates to the Jamestown colony			✓									
Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo			✓	✓	✓							
Compare and contrast indentured servants and enslaved laborers				✓								
Identify 1619 as the year the first-known African laborers were brought to the colonies				✓								
Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not enslaved laborers				✓								
Identify the three points of the triangular trading route—Europe, West Africa, and North America—and the leg known as the Middle Passage				✓								
Compare and contrast the Pilgrims and the Puritans							✓					
Identify 1620 as the year the Pilgrims came to Plymouth on the <i>Mayflower</i>						✓						
Explain why Roger Williams and Anne Hutchinson were considered religious dissenters							✓					
Recall that John Cabot and Henry Hudson had previously explored North America for England and the Netherlands, respectively								✓				
Explain why the Middle colonies were called “the breadbasket”								✓				
Explain that the Lower Counties of Pennsylvania became the colony of Delaware									✓			
Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America								✓	✓			
Describe everyday life in the colonies										✓		
Compare and contrast colonial life with the present day										✓		
Describe the many conflicts among the French, English, and Native Americans											✓	
Describe why the colonists began to feel less and less like Europeans											✓	✓
Describe some of the events that led to the American Revolution											✓	✓
Explain the statements “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; and “Give me liberty, or give me death!”											✓	✓

Alignment Chart for Colonial America

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12
Identify some of the colonial leaders, and explain why they became known as the Founding Fathers of the United States												✓
Identify July 4, 1776, as the date the Founding Fathers agreed to the Declaration of Independence												✓

Reading Standards for Informational Text: Grade 3

Key Ideas and Details

STD RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.												
CKLA Goal(s)	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud												✓
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships												✓
	Determine the main idea of a nonfiction/informational read-aloud; recount the key details and explain how they support the main idea	✓							✓				
STD RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.												
CKLA Goal(s)	With assistance, create and/or interpret timelines and lifelines related to content in a nonfiction/informational read-aloud												✓
	Sequence four to six pictures or sentences illustrating/describing events from a nonfiction/informational read-aloud												✓
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud, using language that pertains to time, sequence, and cause/effect												✓
	Distinguish nonfiction/informational read-alouds that describe events that happened long ago from those that describe contemporary or current events												✓

Alignment Chart for Colonial America

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Craft and Structure													
STD RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.												
CKLA Goal(s)	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases			✓		✓		✓					✓
	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational read-aloud relevant to a Grade 3 topic or subject area						✓						
STD RI.3.6	Distinguish their own point of view from that of the author of a text.												
CKLA Goal(s)	Distinguish their own point of view from that of the author of a text			✓									
Integration of Knowledge and Ideas													
STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).												
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational read-aloud (e.g., where, when, why, and how key events occur)	✓	✓		✓		✓				✓	✓	✓
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational read-aloud to check and support understanding						✓						
	Interpret information from diagrams, charts, graphs, and/or graphic organizers						✓						
STD RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.												
CKLA Goal(s)	Compare and contrast the most important points and key details presented in two nonfiction/informational read-alouds on the same topic	✓			✓	✓		✓	✓	✓	✓	✓	✓
Production and Distribution of Writing													
STD W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)												
CKLA Goal(s)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (i.e., ideas and paragraphs presented clearly and in a logical order)						✓						

Alignment Chart for Colonial America

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.												
CKLA Goal(s)	Share writing with others						<input checked="" type="checkbox"/>						
Research to Build and Present Knowledge													
STD W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.												
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories						<input checked="" type="checkbox"/>						
	Categorize and organize facts and information within a given domain						<input checked="" type="checkbox"/>						
STD W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.												
CKLA Goal(s)	Write responses to fiction and nonfiction/informational read-alouds that demonstrate understanding of the text and/or express/support opinion, using examples from a text and distinguishing own point of view from that of the author, narrator, or characters (short time frame)						<input checked="" type="checkbox"/>						
	Write sentences to represent the main idea and details from a fiction or nonfiction/informational read-aloud (short time frame)						<input checked="" type="checkbox"/>						

Alignment Chart for Colonial America

Lesson

1	2	3	4	5	6	7	8	9	10	11	12
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Speaking and Listening Standards: Grade 3

Comprehension and Collaboration

STD SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.																			
STD SL.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.																			
CKLA Goal(s)	Carry on and participate in a conversation with an adult or peer for at least six turns, staying on topic, building on others' ideas, and expressing their own ideas clearly																			
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion																			
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic																			
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	✓	✓	✓						✓	✓									✓
STD SL.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).																			
CKLA Goal(s)	Use agreed-upon rules for group discussions (i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.)																			
STD SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.																			
CKLA Goal(s)	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/informational read-aloud																			
STD SL.3.1d	Explain their own ideas and understanding in light of the discussion.																			
CKLA Goal(s)	During a discussion, explain ideas and understanding in relation to the topic																			
STD SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																			
CKLA Goal(s)	Ask and answer questions to clarify directions, exercises, and/or classroom routines and/or what a speaker says about a topic to gather additional information or deepen understanding of a topic or issue																			

Lesson

Alignment Chart for Colonial America

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

Presentation of Knowledge and Ideas

STD SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
CKLA Goal(s)	Give oral presentations with appropriate facts and relevant descriptive details (using visual displays when appropriate), speaking fluently about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation at an understandable pace	<input checked="" type="checkbox"/>
	Summarize (orally or in writing) read-aloud content and/or oral information presented by others	<input checked="" type="checkbox"/>
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud	<input checked="" type="checkbox"/>
STD SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)	
CKLA Goal(s)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	<input checked="" type="checkbox"/>

Language Standards: Grade 3

Knowledge of Language



STD L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.										
STD L.3.3a	Choose words and phrases for effect.*										
CKLA Goal(s)	Choose words and phrases for effect*	✓	✓	✓	✓						✓

Vocabulary Acquisition and Use

STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.											
STD L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.											
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase	<input checked="" type="checkbox"/>										
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).											
CKLA Goal(s)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>)								✓		✓	✓


Alignment Chart for Colonial America


Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
STD L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).												
CKLA Goal(s)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>)											✓	✓
STD L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.												
STD L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context.												
CKLA Goal(s)	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases			✓		✓		✓					✓
	Distinguish literal language from figurative language as used in a fiction or nonfiction/informational read-aloud			✓	✓	✓		✓					✓
STD L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).												
CKLA Goal(s)	Provide and/or use synonyms and antonyms	✓	✓					✓				✓	✓
	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)												
STD L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).												
CKLA Goal(s)	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>)	✓		✓					✓				✓
STD L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).												
CKLA Goal(s)	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships												

Alignment Chart for Colonial America

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12
Additional CKLA Goals													
CKLA Goal(s)	Listen to and understand a variety of texts, including informational texts, historical documents, and poems												
	Draw illustrations, diagrams, charts, and/or graphic organizers to represent the main ideas and/or details from an informational/explanatory read-aloud, to depict a vocabulary word, or to enhance a piece of writing		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

- * Skills marked with an asterisk (*) in Language Standards 1–3 are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.



Introduction to Colonial America

This introduction includes the necessary background information to be used in teaching the *Colonial America* domain. The *Tell It Again! Read-Aloud Anthology for Colonial America* contains twelve daily lessons, each of which is composed of two distinct parts—the Read-Aloud and the Extension—so that the lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of seventy minutes.

In addition to these lessons, there are two Pausing Points in this domain: one after Lesson 7, and one after Lesson 12. These Pausing Points are designed to allow two total days for reviewing, reinforcing, or extending the material taught thus far. One day is included for the Domain Assessment. **You should spend no more than fifteen days total on this domain.**

Domain Overview

Here is an overview of the domain schedule for *Colonial America*. Please see the Unit 10 Teacher Guide for the corresponding Skills schedule.

Week One						
Time	Day 1	#	Day 2	Day 3	Day 4	Day 5
50	Lesson 1: “The English Colonies”		Lesson 2: “The Founding of Jamestown”	Lesson 3: “Jamestown and the Powhatan”	Lesson 4: “Cash Crops, the Carolinas, and Slavery”	Lesson 5: “The Founding of Maryland and Georgia”
20	Lesson 1B: Extensions		Lesson 2B: Extensions	Lesson 3B: Extensions	Lesson 4B: Extensions	Lesson 5B: Extensions

Week Two					
Time	Day 6	Day 7	Day 8	Day 9	Day 10
50	Lesson 6: “Religious Freedom and the First Thanksgiving”	Lesson 7: “Religious Dissent and the New England Colonies”	Pausing Point 1 (one day only)	Lesson 8: “The Middle Colonies”	Lesson 9: “Pennsylvania and the Quakers”
20	Lesson 6B: Extensions	Lesson 7B: Extensions		Lesson 8B: Extensions	Lesson 9B: Extensions

Week Three									
Time	Day 11	# 10	Day 12	10	Day 13	Day 14	# 10	Day 15	10
50	Lesson 10: “Colonial Life”		Lesson 11: “The Road to Revolution, Part I”		Lesson 12: “The Road to Revolution, Part II”	Pausing Point 2 (one day only)		Domain Assessment; Remediate/Reassess as needed	
20	Lesson 10B: Extensions		Lesson 11B: Extensions		Lesson 12B: Extensions				
30	Domain Writing		Domain Writing		Domain Writing				

10 Lessons include Student Performance Task Assessments.

Lessons require advanced preparation and/or additional materials; please plan ahead.

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or *Tell It Again! Flip Book** for *Colonial America*
- *Tell It Again! Image Cards* for *Colonial America*

*The *Tell It Again! Posters* for *Colonial America* are located at the back of the *Tell It Again! Flip Book*.

You may wish to have one notebook/binder readily available for each student to be used for note-taking and other writing opportunities, such as “domain dictionaries.”

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Writing Opportunities, Student Choice/Domain-Related Trade Book Extensions, Instructional Masters, and Assessments are also listed in the information below.

Why Colonial America Is Important

This domain builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of colonial America, the French and Indian War, and the Revolutionary War.

Note: In this domain, specifically in Lessons 3 and 4, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten, Grade 1, and Grade 2

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *Colonial America*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy.

Columbus and the Pilgrims (Kindergarten)

- Identify the continents of Europe, Africa, Asia, North America, and South America
- Explain why Europeans wanted to travel to Asia
- Identify King Ferdinand and Queen Isabella of Spain
- Recall that 1492 was the year of Columbus's first voyage to America
- Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa Maria*
- Explain why Columbus called the land where he landed the *Indies* and the inhabitants *Indians*
- Explain why Europeans eventually thought Columbus had discovered a New World
- Identify reasons why the Pilgrims left England
- Describe the Pilgrims' voyage on the *Mayflower*
- Explain the significance of Plymouth Rock
- Describe the Pilgrims' first interaction with the Wampanoag
- Describe the Pilgrims' first year in America
- Describe the first Thanksgiving Day celebration

Colonial Towns and Townspeople (Kindergarten)

- Identify the key characteristics and differences between “towns” and “the country” or “countryside” during the colonial period of American history
- Explain that long ago, during the colonial period, families who lived on farms in the country were largely self-sufficient, and all family members had many daily responsibilities and chores
- List similarities and differences between present-day family life and colonial family life
- Identify reasons why people who lived in the country traveled to town
- Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- Explain that tradespeople have an occupation and expertise in a particular job
- Name the different kinds of tradespeople found in a colonial town
- Describe the different kinds of tradespeople in a colonial town
- Identify, and associate with the appropriate trade, the tools used by colonial tradespeople
- Explain how the tradespeople in colonial towns saved farming families time and effort
- Explain that ready-made clothing was not available for sale in colonial shops; clothing was made to order according to the exact measurements of each person
- Explain the essential role of the blacksmith in making tools for other tradespeople

A New Nation: American Independence (Grade 1)

- Identify the early English settlements on Roanoke Island and at Jamestown as colonies established before the Pilgrims landed at Plymouth Rock
- Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves
- Describe how the thirteen English colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies

- Describe the contributions of George Washington as patriot, military commander, and first president of the United States
- Describe the contributions of Benjamin Franklin as patriot, inventor, and writer
- Describe the contributions of Thomas Jefferson as patriot, inventor, writer, the author of the Declaration of Independence, and the third president of the United States
- Explain the significance of the Declaration of Independence
- Identify “We hold these truths to be self-evident, that all men are created equal . . .” as a part of the Declaration of Independence
- Describe the Boston Tea Party
- Explain the significance of Paul Revere’s ride
- Identify “one, if by land, and two, if by sea”
- Identify Minutemen, Redcoats, and “the shot heard round the world”
- Explain the significance of The Fourth of July
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen colonies in America to independence as a nation

Frontier Explorers (Grade 1)

- Explain that there were many, many Native American tribes living in the Louisiana Territory before the Lewis and Clark expedition
- Recall basic facts about Lewis and Clark’s encounters with Native Americans
- Explain why and how Sacagawea helped Lewis and Clark

The War of 1812 (Grade 2)

- Explain that America fought Great Britain for its independence
- Explain that the Founding Fathers wrote the Constitution
- Explain that Thomas Jefferson purchased the Louisiana Territory from the French
- Explain that Great Britain became involved in a series of wars against France
- Demonstrate familiarity with the song “The Star-Spangled Banner”

Westward Expansion (Grade 2)


- Describe family life on the frontier
- Explain the significance of Sequoyah's invention of the Cherokee writing system
- Explain why writing was important to Sequoyah and the Cherokee
- Describe the Cherokee writing system in basic terms
- Explain that western expansion meant displacement of Native Americans
- Identify the Trail of Tears as a forced march of the Cherokee
- Explain that the development of the railroad ushered in a new era of mass exodus of the Native Americans from their land
- Describe the effect of diminishing buffalo on the life of Plains Native Americans

The U.S. Civil War (Grade 2)

- Describe slavery and the controversy over slavery in the United States
- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for slaves in the United States
- Differentiate between the North and the South
- Differentiate between the Union and the Confederacy and the states associated with each
- Describe why the Southern states seceded from the United States
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- Identify the people of the South as "Rebels" and those of the North as "Yankees"
- Define the difference between the Union and the Confederacy
- Explain that the North's victory reunited the North and the South as one country and ended slavery

Core Vocabulary for Colonial America

The following list contains all of the core vocabulary words in *Colonial America* in the forms in which they appear in the text. The vocabulary words used in the Word Work activities are boldfaced. The multiple-meaning vocabulary words that are used as activities in the Pausing Points are marked with a + sign. The inclusion of the words on this list *does not* mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

 **Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

Lesson 1

alarmed*
climate
colony*
established
false starts
plantations*
reliant

Lesson 2

ambition
disputes
laden
moor
perilously
safe haven
seasoned+

Lesson 3

amend
anxiously
consequently
destined*
devoured*
sparingly
squabbling
starving time

Lesson 4

cash crop
flourished
indentured servants
indigo
pivotal
regard
slavery
transformed

Lesson 5

buffer
confirmed
debtors*
inevitable
infamous
interference
laborious
toleration

Lesson 6

battered
boarded
Mayflower Compact
optimistic
pilgrimage*
pure*
self-government

Lesson 7

dissenter
preach*
recant
senior
society

Lesson 8

commercial
concentrated
dependence
diverse
occupation
reclaimed
ultimately

Lesson 9

founding
managed
outrageous
privileges
Quakers*
released
treason
treaty

Lesson 10

compulsory
curable
imitated
manufacture
potential
public

Lesson 11

distressed
influx
outspoken
representation
steeled
taxing+
uninhabited

Lesson 12

boycott
horrified
independence
intolerable
issues
repeal
tension
unjust

*The words or variations of the words marked with an asterisk are included in the Skills Reader and Vocabulary Cards.

Comprehension Questions



In the *Tell It Again! Read-Aloud Anthology for Colonial America*, there are three types of comprehension questions: *literal* questions to assess students' recall of the core content; *inferential* questions to guide students to infer information from the text and think critically; and *evaluative* questions to guide students to build upon what they have learned from the text to use their creative, analytical, and application skills. Many of these questions are also labeled as writing prompts and are discussed in more detail in the Writing Opportunities section in this introduction.

The last comprehension question in each lesson prompts students to ask, answer, and/or research any remaining questions they may have about the content; this question may also be expanded upon as an “Above and Beyond” research and/or writing activity. Many of these comprehension questions may also serve as meaningful take-home topics to discuss with family members.

It is highly recommended that students answer all comprehension questions in complete sentences—whether orally or in writing—using domain-related vocabulary whenever possible. You may wish to have students collect written responses in a notebook or folder.

Writing Opportunities

Everyday writing opportunities are included in the Comprehension Questions and Extensions in Lessons 1–12, as well as in both Pausing Points.

In the Comprehension Questions, shorter writing prompts that assess students' literal recall of the core content and provide practice for the short-answer writing section of the Domain Assessment are indicated by this icon: . Longer writing prompts that encourage students to think critically and expand creatively upon the content are indicated by this icon: . Some of these prompts may serve both purposes and may also be collected in a notebook or folder to provide source information for students to reference moving forward.

For these writing sessions, it is highly recommended that students take 5–10 minutes of Discussing the Read-Aloud time to write a half to a full page in response to one or more of the prompts, during which time you are encouraged to circulate and provide over-the-shoulder conferencing

for a group of students each day. During these daily writing sessions, you may also choose to reinforce what students are learning in the Skills strand by having them practice these skills in their writing. The goal of these extended writing sessions is to provide students with daily, “low-stakes” writing practice and to have them receive immediate feedback on the content, featured skill(s), and/or clarity and depth of their written expression. You may also choose to publish select pieces of students’ writing to reinforce a particular concept or skill. It is highly recommended that students share their writing on a daily basis as time permits.

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology for Colonial America*, Student Choice and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Colonial America Image Cards

There are twenty-five Image Cards in the *Colonial America* domain. These Image Cards include images representing the settlement of each of the thirteen colonies, as well as key events, dates, and figures. These Image Cards will be used to construct a Timeline of the Americas. In the *Tell It Again! Read-Aloud Anthology for Colonial America*, Image Cards are referenced in both Pausing Points and in Lessons 1, 2, 4–9, 11, and 12.

Colonial America Posters

There are two posters for the *Colonial America* domain. Poster 1 is a regional map of the thirteen colonies. Poster 2 is a portrait gallery of the eleven English monarchs involved in the history and establishment of the English colonies. The *Tell It Again! Posters for Colonial America* are located at the back of the *Tell It Again! Flip Book*.

Instructional Masters and Family Take-Home Letters

Blackline Instructional Masters and Family Take-Home Letters are included at the back of the *Tell It Again! Read-Aloud Anthology for Colonial America*. Instructional Masters are referenced in the Domain Assessment, in the Pausing Points, and in Lessons 1–9 and 11. The Family Letters are referenced in Lessons 1 and 8.

Above and Beyond Opportunities

In the *Tell It Again! Read-Aloud Anthology for Colonial America*, there are numerous opportunities in the lessons and Pausing Points to challenge students who are ready to attempt activities that are above grade level.

These activities are identified with this icon: ↗.

These opportunities may be found in the following sections: Comprehension Questions, Extensions, Pausing Point activities, research activities, and writing exercises.

You may also wish to assign some of these and other activities as homework for students who are ready for a challenge outside of the classroom. Many of the comprehension questions also serve as meaningful take-home questions to discuss with family members.

Additionally, you may choose to coordinate with your school's science and/or social studies teacher(s) to further reinforce the content covered in this language arts block.

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology for Colonial America*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities to more formal written assessments and are indicated by this icon: ⑩.

Extension Activities and both Pausing Points provide these assessment opportunities. There is also a cumulative Domain Assessment.

Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose.

The correct answers and corresponding statements have been provided on the back of the Answer Keys for Part I of the Domain Assessment.

You may wish to make a copy of the Answer Keys to send home to family members. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each assessment into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

Recommended Resources for Colonial America

Trade Book List

It is highly recommended that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *1607: A New Look at Jamestown*, by Karen E. Lange (National Geographic, 2007) ISBN 978-1426300127
2. *African-Americans in the Thirteen Colonies (Cornerstones of Freedom)*, by Deborah Kent (Children's Press, 1996) ISBN 978-0516200651
3. *Anne Hutchinson's Way*, by Jeannine Atkins (Farrar, Straus, Giroux, 2007) ISBN 978-1481032155
4. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2000) ISBN 978-0516271941
5. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050027
6. *If You Sailed on the Mayflower in 1620*, by Ann McGovern (Scholastic Inc., 1991) ISBN 978-0590451611
7. *Independence Now*, by Daniel Rosen (National Geographic, 2004) ISBN 978-0792267669
8. *James Towne: Struggle for Survival*, by Marcia Sewall (Atheneum Books for Young Readers, 2001) ISBN 978-0689818141
9. *Life in Colonial Boston (Picture the Past)*, by Jennifer Blizin Gillis (Heinemann Library, 2003) ISBN 978-1403442840
10. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973
11. *The Mary Celeste*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Aladdin Paperbacks, 1999) ISBN 978-0689851223
12. *The New Americans: Colonial Times 1620–1689 (The American Story Series)*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 1998) ISBN 978-0060575724

13. *Our Strange New Land: Elizabeth's Jamestown Colony Diary (Book One)*, by Patricia Hermes (Scholastic Inc., 2000)
ISBN 978-0439368988
14. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 978-0792266754
15. *The Pilgrims of Plymouth*, by Marcia Sewall (Aladdin Paperbacks, 1986) ISBN 978-0689808616
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern (Scholastic Inc., 1973) ISBN 978-0590461887
17. *Roanoke: The Lost Colony*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Scholastic Inc., 2003) ISBN 978-0689823213
18. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters (Scholastic, 1993) ISBN 978-0439812207
19. *Squanto: Friend of the Pilgrims*, by Clyde Robert Bulla (Scholastic Inc., 1982) ISBN 978-0590440554
20. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac (Voyager Books, 2007) ISBN 978-0152060442
21. *The Starving Time: Elizabeth's Jamestown Colony Diary (Book Two)*, by Patricia Hermes (Scholastic Inc., 2001) ISBN 978-0439369022
22. *The Story of Jamestown (Graphic Library)*, by Eric Braun (Capstone Press, 2006) ISBN 978-0736862103
23. *Struggle for a Continent: The French and Indian Wars 1689–1763*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 2000)
ISBN 978-0688134501
24. *Three Ships Come Sailing*, by Gilchrist Waring (The Dietz Press, 2007)
ISBN 978-0875170138
25. *Three Young Pilgrims*, by Cheryl Harness (Aladdin Paperbacks, 1992)
ISBN 978-0689802089
26. *The Thirteen Colonies (We the People)*, by Marc Tyler Nobleman (Compass Point Books, 2002) ISBN 978-0756509347
27. *Two Cultures Meet: Native American and European (Seeds of Change in American History)*, by Ann Rossi (National Geographic, 2002)
ISBN 978-0792286790

Websites

1. **13 Colonies Interactive Map**
<http://www.mrnussbaum.com/13colonies/13int.htm>
2. **13 Colonies Matching Game**
http://www.softschools.com/social_studies/13_colonies_map
3. **17th-Century Games**
<http://www.teachervision.fen.com/sports/activity/5772.html>
4. **America's Story from America's Library**
<http://www.americaslibrary.gov>
5. **American Colonies**
<http://faculty.polytechnic.org/gfeldmeth/colchart.html>
6. **Brain Pop: Social Studies; U.S. History**
<http://www.brainpop.com/socialstudies/ushistory>
7. **Colonial America**
<http://havefunwithhistory.com/HistorySubjects/colonialAmerica.html>
8. **Colonial Choices That Made A Difference**
<http://library.thinkquest.org/J0111080>
9. **Colonial Kids**
<http://library.thinkquest.org/J002611F>
10. **Colonial Maps**
<http://www.libs.uga.edu/darchive/hargrett/maps/colamer.html>
11. **Colonial Williamsburg**
<http://www.history.org/kids>
12. **Early American Music**
<http://www.earlyamerica.com/music>
13. **First Thirteen Colonies Game**
<http://www.mapletreelearning.com/stamphistory/first13colonies.html>
14. **Interactive Game: Sailing to Jamestown**
<http://www.usmint.gov/kids/coinnews/commemoratives/jamestown>



The English Colonies

1

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe the impact Spanish, French, Portuguese, and Dutch exploration and conquest in the Americas had on the English and their decision to settle parts of North America
- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate Roanoke Island in the Southern region, and identify it as a failed English colonization attempt
- ✓ Explain why Roanoke is known as the Lost Colony
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Identify Sir Walter Raleigh and John White as key people in the attempted settlement of Roanoke
- ✓ Describe the industries and other characteristics of the three colonial regions

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the main ideas of “The English Colonies”; recount the key details, and explain how they support the main ideas of the events surrounding Roanoke Island (RI.3.1)
- ✓ Describe images of civilizations relative to the Americas and how they contribute to what is conveyed by the words in “The English Colonies” (RI.3.7)
- ✓ Compare and contrast the characteristics of the three colonial regions in “The English Colonies” (RI.3.9)
- ✓ Make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Choose words and phrases for effect to discuss antonyms and synonyms for the word *established*, and to create acrostics using the letters of the three colonial region names (L.3.3a)
- ✓ Provide and use synonyms and antonyms of the word *establish* (L.3.5b)
- ✓ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*) to discuss what may have happened to the settlers at Roanoke Island (L.3.5c)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

alarmed, *adj.* Shocked; disturbed; frightened

Example: Felicia was alarmed to see a mouse scurry across the floor.

Variation(s): none

climate, *n.* The usual weather conditions of an area over a period of time

Example: The climate in the Arctic is cold and snowy.

Variation(s): climates

colony, *n.* An area settled by a group of people from another country that remains connected to the newly settled area and its people

Example: The people who left England to settle the Roanoke Island colony were not prepared for the difficult times they would experience in the New World.

Variation(s): colonies

established, *v.* Set up, started, or created; put on a firm footing for the long term

Example: The Lorenzonis established their family-run shoe store many years ago, and it is one of the oldest businesses in town.

Variation(s): establish, establishes, establishing

false starts, *n.* Repeated failures at attempting to start something; in a race, starts before the approved time to begin

Example: Jenna was so eager to begin the swimming race that she had two false starts when she dove into her swimming lane before the horn sounded.

Variation(s): false start

plantations, *n.* Large farms or estates in warm climates, usually growing a large, single crop, such as cotton, tobacco, sugar cane, rice, or indigo


Example: After the colonial period and before the U.S. Civil War, plantations in the South exported up to one million tons of cotton each year.

Variation(s): plantation

reliant, *adj.* Dependent upon, or counting on, someone or something for support

Example: Maria is reliant on her mom and dad for lunch money every day.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Do We Know?	Image Cards 1–4	10
	Domain Introduction	Poster 1 (Regional Map of Colonial America); Poster 2 (Royal Portrait Gallery)	
	Essential Background Information or Terms	Poster 1	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The English Colonies	Posters 1, 2; U.S. map	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	U.S. map	15
	Word Work: Established		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline of the Americas	Image Cards 1–5; chart paper (optional) [This exercise requires advance preparation.]	20
	Colonial America Acrostics	chart paper, chalkboard, or whiteboard	
<i>Take-Home Material</i>	Family Letter	Instructional Masters 1B-1, 1B-2	



The English Colonies

1A

Introducing the Read-Aloud

10 minutes

What Do We Know?

Using the images and text below, review with students the various groups of people they have learned about this year, who explored and settled in parts of North, Central, and South America. Tell students they will see and discuss these images again after the read-aloud.

- Show students Image Card 1 (Maya, Aztec, Inca), and ask them to describe what they see. Remind students that these Native American peoples built vast empires that existed for several hundred to thousands of years, long before the Americas and areas of what we now call the United States were inhabited by Europeans.
- Show students Image Card 2 (Native American Groups Across North America), and ask them to describe what they see. Remind students that, like the Maya, Aztec, and Inca, these Native American groups lived across the area that is now known as North America for many years before Europeans arrived.
- Show students Image Card 3 (Viking Explorers), and ask them to describe what they see. Review that Leif Eriksson was a Viking and is the first known European to set foot in North America—in an area now known as Newfoundland in Canada. Remind students that Eriksson encountered the Native American Inuit already living in Newfoundland.
- Show students Image Card 4 (European Explorers), and ask them to describe what they see. Remind students that these European explorers—Christopher Columbus, Juan Ponce de León, Hernando de Soto, Francisco Vasquez Coronado, John Cabot, Henry Hudson, and Samuel de Champlain—came to the Americas after the Native Americans and Vikings. Emphasize that Leif Eriksson, not Christopher Columbus, is the first-known European to have arrived in the Americas. Tell students that some of these explorers and their countries were still exploring and settling in parts of the Americas during the time of colonial America, which is the time period they will be learning about in this domain.

Note: Students may also mention other groups and civilizations they have learned about, such as the Egyptian, Asian, Greek, and Roman. For the purpose of this domain, the focus will be on the groups of people who explored and settled in the Americas. However, you may wish to discuss other groups and their chronological order in relation to these groups. At some point throughout the domain, you may also wish to connect back to the contributions of the ancient Greek and Roman civilizations—the principles of citizenship, democracy, assemblies, and a republic—which later became tenets of the U.S. government.

Domain Introduction

Tell students that over the course of the next few weeks, they will hear about the next phase of North American history: the colonial time period between the late 1500s and middle 1700s when England began attempting to establish, or set up, colonies in the “New World.” Remind students that at the time of the colonial settlement, the Americas were indeed a “New World” to the Europeans, because they had no idea anyone was settled there. Ask students, “Who remembers what a colony is?” (an area settled by a group of people from another country that remains connected to the newly settled area and its people)

Show Poster 1 (Regional Map of Colonial America), and tell students that England eventually established, or set up, these thirteen English colonies along the east coast of North America—between the Spanish settlements to the south and the French settlements to the north. Ask students why they think these colonies were settled on the east coast of North America.

Show Poster 2 (Royal Portrait Gallery), and tell students that, over the course of the next few weeks, they will hear about some of England’s monarchs, or kings and queens, who ruled during the time period the colonies were established. Tell students that, in this domain they will not hear about every monarch depicted, but that these portraits are included to show a chronological context. Point to Queen Elizabeth I, and tell students they will hear about this monarch today.

Essential Background Information or Terms

Point to Poster 1 and the key, and tell students that the thirteen English colonies were divided into three regions: New England region in the north; Middle Atlantic region in the middle; and Southern region in the south. Explain that the geography and climate of each region played a big role in how the regions were categorized and how the colonies' cultures in each of those regions developed.

Tell students that they will hear these two words, *geography* and *climate*, throughout this domain. Explain that the word *geography* describes where a place is located and the type of climate, or weather and temperatures, it experiences. For instance, the climate at the North Pole is cold and icy year-round, but in Florida, the climate is very hot in the summer and mild in the winter. Geography also describes the terrain, or type of physical features found in a specific region. For example, the geography of a region includes whether it is flat, hilly, or mountainous; whether it has trees, marshes, or desert; and whether it is near rivers, lakes, or an ocean. Explain that the geography and climate of a region affect what types of plants and animals live in that area.

Note: You may wish to show students images depicting various terrains, climates, crops, etc., using Internet resources, trade books, and/or images from the Grade 3 domain *Native Americans: Regions and Cultures*.

Explain that, because the development of colonial regions was influenced in many ways by a particular climate, students will hear about the colonies by region rather than according to the dates the colonies were established. Emphasize to students that as a result, they will be traveling back and forth in time as they hear the read-alouds, and that they will be guided by a timeline that they will create together.

Purpose for Listening

Tell students to listen carefully to hear the main ideas, or important points, regarding England's first attempt to establish a colony in North America. Tell students they are going to hear about this first settlement attempt called the Lost Colony. Ask students to predict why this settlement has this name today.



1 [As you read, point to the locations in the image.]

The English Colonies

← Show image 1A-1: Map of European exploration of the Americas¹

By 1542, Spanish explorers had claimed a large part of South America, all of Central America, and parts of North America. This did not go unnoticed by the kings and queens of England, France, Portugal, and the Netherlands. They, too, sent their explorers off to the New World to claim land and riches for their homelands. Spain had already conquered much of Central and South America, so other European nations concentrated on claiming parts of North America. Before long, there was a race to claim land for these European kings and queens. The settlement and eventual colonization of this part of the New World had begun.

Soon, European countries realized that, not only could they explore the land for new riches, but they could trade with the people who were already living there. European traders traveled to North America to exchange goods with Native Americans.² As a result, some Native Americans learned to speak a little French or English. In turn, many Europeans learned to speak native languages, such as Algonquian, as well.

2 [Have a volunteer point to “native peoples” in the key and to their areas of settlement as indicated on the map.] As you have learned, Native Americans lived in areas across the Americas before the Europeans arrived, and continued to live in many of these areas after European settlement.



← Show image 1A-2: Sir Walter Raleigh persuading Queen Elizabeth I

In the late 1500s, England was becoming more and more **alarmed**, or shocked and disturbed, at how much land the Spanish were claiming in what is now called Central and South America. The Spanish were not only gaining land—they were becoming wealthier, too. It was time for the English to take action.

In the 1580s, an English explorer named Sir Walter Raleigh set off to explore parts of North America. During this expedition, he landed on an island called Roanoke Island off the coast of what is now the state of North Carolina.³ Raleigh returned home, eager to claim this land for England. In 1585, he persuaded Queen Elizabeth I to allow him to send a group of settlers to Roanoke Island.⁴

3 [Point to North Carolina on Poster 1 (Regional Map of Colonial America).] In which region was Roanoke Island? (Southern)

4 [Have a volunteer point to Queen Elizabeth I on Poster 2 (Royal Portrait Gallery).]

Queen Elizabeth agreed. However, when the settlers got there, they found it difficult to survive in this new land. This was especially true in the winter because they weren't able to plant crops. When the settlers ran out of food, many people starved to death. As soon as they could, the demoralized settlers returned to England.



← **Show image 1A-3: John White at the baptism of Virginia Dare**

In April 1587, the English made a second attempt to settle on Roanoke Island. This time, a man named John White led more than one hundred men, women, and children—including his own daughter, Eleanor Dare, and her husband—to establish a **colony** in the New World.⁵

Once again the settlers faced the same challenges, and their supplies ran low. However, this time, only John White and a small crew sailed back to England for supplies, while the others remained in the colony. Just nine days before he returned to England, his daughter had a baby and named her Virginia Dare. White's granddaughter was the first English baby born in the New World.⁶

5 A colony is an area settled by a group of people from another country that remains connected to the new settlement.

6 This image is an artist's depiction of the baptism of Virginia Dare.



← **Show image 1A-4: John White and the abandoned Roanoke settlement**

When White and his crew arrived back in England, he learned that the country was at war with Spain and he would not be allowed to return to Roanoke Island. It was not until 1590 that he was able to take a ship and return to the colony.⁷ When White finally arrived back on Roanoke Island, what do you think he found? Sadly, he found nothing. Well, the island was still there, along with some abandoned dwellings, but the colonists were nowhere to be found. White's only clue to where the colonists might have gone was the word *CROATOAN* carved into one tree trunk and the letters *CRO* carved into another. *Croatoan* was believed to be the name of an island about fifty miles south of Roanoke Island. John White thought the carving may have been a message that the settlers relocated to that island.

John White tried to go to Croatoan Island to find the colony, but a huge storm damaged his ship and forced the crew to return to England. White was never able to return to the New World again. The mystery of what happened to these English settlers remains unsolved today. Roanoke Island has become known as the Lost Colony.⁸

7 How many years passed before John White returned to Roanoke Island? (three)

8 Current research indicates that the settlers may have relocated northwest of Roanoke Island. Based on evidence from a very old map, archaeologists plan to explore that area for traces of a settlement.



← **Show image 1A-5: English gentleman trying to adjust to life in the New World**

9 Who remembers what *climate* means? What is the term used to describe all of these characteristics of a place? (*geography*)

10 From this context, what do you think *reliant* means?

One reason many early English settlers struggled to survive was because they weren't prepared for how different their lives would be in this new land. It took several attempts before they figured out how to survive in a place where the **climate**, soil, landscape, plants, animals, and people were quite different from anything they had known before.⁹ Eventually, the colonists learned how to use the natural resources that were available to them, and they became less **reliant** on supplies from England.¹⁰



← **Show image 1A-6: Regional map of Colonial America**

11 or failed attempts

12 What does *established* mean?

And so, after a number of difficult years and **false starts**,¹¹ England eventually **established** small settlements up and down the east coast of North America.¹² Initially, these settlements were nothing more than tiny villages. Over time, the villages became towns. By the 1700s, many of the towns had grown into cities that were centers of trade and industry. In the end, thirteen successful English colonies were established in North America.



← **Show image 1A-7: Regional map with industry icons**

13 [Have a volunteer point to each region. Ask students to name the regions together.]

14 What other groups of people have you learned about who adapted to the climate and resources of different North American regions? (Native Americans)

15 [Point to the industry icons in each region as you read.]

As the thirteen English colonies began to take shape, they were naturally divided into three distinct regions: the New England, Middle Atlantic, and Southern regions.¹³ These regions were different from each other in many ways.¹⁴

For example, in New England, because of the colder climate, rocky terrain, and poor soil, it was difficult for the colonists to farm many crops.¹⁵ Instead, New England became known as a center for fishing, furs, timber, and shipbuilding. In the Middle Atlantic region, a wide variety of crops could be grown because of the milder climate and rich soil. As a result, agriculture—including cattle and wheat farming—became a successful way of life for many. In the warm, sprawling, Southern region, people created large farms called **plantations**, where they could grow large amounts of different crops, such as rice and tobacco.



← **Show image 1A-8: Royal portrait gallery of English monarchs**

People came to North America at different times and for many different reasons. Some came to get rich, whereas others came for religious reasons. Some hoped to escape poverty, and some were simply curious or adventurous.

English monarchs played an important role in the establishment of the colonies, particularly Elizabeth I, James I, Charles I, Charles II, and George II.¹⁶ As we travel on our journey, we will refer to the Regional Map of Colonial America, the Royal Portrait Gallery, and a timeline we will create together.

So, are you ready to go on a journey? Good! We are going to begin next time in Jamestown, Virginia.

16 [Have a volunteer point to these monarchs.]

Discussing the Read-Aloud

20 minutes


Comprehension Questions

15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a Colonial America notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.




← **Show image 1A-4: John White and the abandoned Roanoke Island**

1.  *Evaluative* Were your predictions correct about why Roanoke Island is called the Lost Colony today? Why or why not? Try to use forms of the words *knew*, *believed*, *heard*, *suspected*, and *wondered* in your answer. (Answers may vary; you may have *heard* the story about how John White, the second Englishman to attempt to colonize Roanoke Island, returned to the settlement after being away for three years, and found the island abandoned. White found only the word

CROATOAN carved on a tree. White *suspected* the colonists might have left and gone south to an island *believed* to be called Croatoan. No one *knows* for certain what happened to the settlers; the mystery remains to this day and causes many to *wonder*. New research has led some archeologists today to *suspect* that the colonists may have relocated to a location northwest of Roanoke Island instead. Archaeologists plan to study this northwest location and may find artifacts or remains.)



← **Show image 1A-2: Sir Walter Raleigh persuading Queen Elizabeth I**

2.  *Evaluative* Describe what you see in this image. (Sir Walter Raleigh, the first Englishman to attempt to colonize Roanoke Island, is persuading Queen Elizabeth I of England to allow him to send a group of settlers to Roanoke Island.) What happened next? In other words, what is the main idea of this part of the story? (Queen Elizabeth agreed to send Raleigh and his men to Roanoke Island, and Raleigh made the first unsuccessful attempt to set up a colony, off the coast of what is today North Carolina.) Why was this first colonization attempt of Roanoke Island unsuccessful? (The settlers didn't know how to survive in the winter; they couldn't plant any crops; when they ran out of food, many people starved to death; they returned to England as soon as possible.) Who made a second unsuccessful attempt to colonize Roanoke? (John White)



← **Show image 1A-1: Map of European exploration of the Americas**



3. *Inferential* Which European country had developed settlements in Central America, South America, and in the southern part of North America? (Spain) Which European country explored and settled parts of northern North America, some of which are part of Canada today? (France) What other countries also established settlements in the Americas? (Portugal and the Netherlands) What groups were already living in areas across the Americas before others arrived? (native peoples)
4. *Inferential* How many colonies did the English eventually establish in North America? (thirteen) Into how many regions were those thirteen colonies divided? (three) What were the names given to those three regions? (New England, Middle Atlantic, and Southern) [Have a volunteer point to each region on Poster 1.]

5. *Evaluative* Until the settlers became established and adapted to their new environments, how do you think they survived? (They were reliant on England for help and supplies.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.



Show image 1A-7: Regional map with economic icons

6.  *Evaluative* From what you have heard thus far, how would you compare and contrast the three colonial regions, including their geography, climate, and main industries? (Similarities—All of the regions were colonized by England; the settlers in each region struggled at first to develop a new life in a new place; all of the regions were initially reliant upon England. Differences—In the New England region, the climate is cold for much of the year, the terrain is rocky, and the soil is poor; fishing, lumber, and shipbuilding were the main industries, along with fur trade. In the Middle Atlantic region, the climate is milder and the soil is richer; the main industry was agriculture. In the Southern region, the climate is very hot in the summer and somewhat mild in the winter; large plantations were developed on which many types of crops were grown.)
7. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Established

5 minutes

1. In the read-aloud you heard, “And so, after a number of difficult years and false starts, England eventually *established* small settlements up and down the east coast of North America.”
2. Say the word *established* with me.
3. *Established* means set up or stabilized, and often describes something that has been around for quite some time and that will continue to be in existence. You can establish something concrete, such as a building, or you can establish something abstract, such as an idea or a plan.
4. The Smithsonian Institution was established in Washington, D.C., in 1846.
5. Have you ever heard about something being established? Have you ever established something? Be sure to use the word *established* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ established _____ when . . .” or “I established a plan to . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *established*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *established* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words and phrases such as *founded, started, created, set up, organized, stabilized, made permanent or long-term*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *established*?” Prompt students to provide words and phrases such as *destroyed, canceled, tore down, destabilized, dismantled, abolished*, etc. As students share synonyms and antonyms, make sure they use the word *established* in a complete sentence.



Complete Remainder of the Lesson Later in the Day



The English Colonies

1B

Extensions

20 minutes

Timeline of the Americas

Tell students that together you are going to create a timeline—as you have done in previous domains—to help them better understand the events relative to the English colonies in North America and how they relate to the broader history of the Americas.

Show students Image Cards 1–4 from the earlier review, presenting them out of order. Guide students to place them in chronological order on chart paper or on the classroom wall: Image Card 1 (Maya, Aztec, and Inca), Image Card 2 (Native American Groups Across North America), Image Card 3 (Viking Explorers), and Image Card 4 (European Explorers). Emphasize to students that many other civilizations developed and many other events occurred before, during, and between the events represented by these images, but that you are going to focus on those directly related to the Timeline of the Americas for the historical context of this domain. Tell students that some of the events on the timeline also slightly overlap with each other. For example, European exploration by the Spanish, French, and other countries continued to occur in the Americas at the same time the English colonies were being established in North America.

Show students Image Card 5 (Roanoke Island Colony). Remind students that this was the first attempt by England to form a colony in North America. Say, “If Sir Walter Raleigh and John White tried to establish a colony at Roanoke Island after the Native Americans, Vikings, and European explorers had already explored and settled in the Americas, where should this image be placed?” Have a volunteer place Image Card 5 to the right of Image Card 4 (European Explorers). You may wish to write the date “1587” beneath the card.

Tell students that you will continue to add to this timeline throughout the domain, and that it will span the time period from the first-known peoples of the Americas, through the colonization of the thirteen English colonies, to the beginning of the American Revolution. Tell students that they will not need to know all of these dates; explain that these dates, some of

which are approximate, will help guide the correct placement of the cards representing the events. Tell students that they *will* be responsible for learning four dates in this domain, and you will point them out when they occur.

Note: You will need to provide enough space on chart paper or on the classroom wall for twenty-five cards. These cards need to be detachable, as you may need to adjust some to accommodate others presented out of chronological order. Students will also reaffix the cards onto the timeline as a review in Lesson 10, and may use the cards individually in Pausing Point review activities.

Colonial America Acrostics

In three columns, write the letters of the names of the three colonial regions vertically on chart paper, a chalkboard, or a whiteboard: *SOUTHERN*; *NEW ENGLAND*; *MIDDLE ATLANTIC*. As a class, use the letters of each word to create an acrostic about each region, describing what has been learned thus far about the geography, climate, industries, and/or culture. Each letter of the region may be used to begin a word, phrase, or sentence. You may also wish to list more than one word for each letter. Encourage use of core vocabulary and geography terms. For example, for *SOUTHERN*, you might list the following (and add other words later):

- S—Settlements; (Savannah)
- O—One crop was tobacco; (Oglethorpe)
- U—Unprepared
- T—Tobacco was a main crop in the South; (Tomochichi)
- H—Humid climate
- E—English colonies; (Europeans)
- R—Roanoke Island; (Rolfe)
- N—Native Americans

Note: You may wish to display these acrostics for the duration of the domain and add to them as more information is relayed about each region. You may also wish to create a new acrostic for each lesson if applicable. The acrostics you create will be revisited as part of a review exercise in Pausing Point 1 and Lesson 10.

- ✈ Have students create their own acrostics and keep them in their Colonial America notebook or folder to update and reference throughout the domain. As time allows, have students share their acrostics with the class.

Take-Home Material

Family Letter

Send home Instructional Masters 1B-1 and 1B-2.



The Founding of Jamestown

2

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Describe the impact Spanish, French, Portuguese, and Dutch exploration and conquest in the Americas had on the English and their decision to settle parts of North America
- ✔ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✔ Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607
- ✔ Locate Jamestown, Virginia, in the Southern region
- ✔ Describe some of the reasons people came to North America from England and other countries
- ✔ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✔ Describe the industries and other characteristics of the Southern region
- ✔ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✔ Describe the relationship between the colonists and Native Americans
- ✔ Identify King James, investors in the Virginia Company of London, Captain Christopher Newport, Pocahontas and the Powhatan, and Captain John Smith as key people relative to the settlement of the Jamestown colony
- ✔ Identify the *Discovery*, *Susan Constant*, and *Godspeed* as the three ships that brought the English settlers to Jamestown

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an image of the English disembarking at Jamestown with pomp and circumstance in “The Founding of Jamestown” (RI.3.7)
- ✓ Make personal connections to the experience of setting sail on a voyage in “The Founding of Jamestown” (W.3.8)
- ✓ Make predictions prior to “The Founding of Jamestown” about why the English settlers came to Jamestown, and, during the read-aloud, about the relationship between the English and Native Americans, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Make predictions after “The Founding of Jamestown” about what John Smith’s plan for Jamestown will be, based on the images and text heard thus far, and then compare the actual outcomes to predictions in “Jamestown and the Powhatan” (SL.3.1a)
- ✓ Choose words and phrases for effect to discuss synonyms for the word *laden* (L.3.3a)
- ✓ Provide and use synonyms for the word *laden* (L.3.5b)
- ✓ Draw an illustration to represent the main ideas and/or details about the colony of Jamestown from “The Founding of Jamestown”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

ambition, n. A strong desire or goal for the future

Example: Nicole’s ambition is to be a doctor when she grows up.

Variation(s): ambitions

disputes, n. Arguments; debates; struggles

Example: Because there were not enough soccer balls for the students to use during recess, there were many disputes among the students about whose turn it was to use the equipment.

Variation(s): dispute

laden, adj. Weighed down with many things

Example: The cruise ship was laden with many pieces of luggage.

Variation(s): none

moor, v. To hold a ship in a specific place, usually with cables or anchors

Example: When Captain Newport’s three ships reached the Chesapeake Bay, he had his crews moor the vessels.

Variation(s): moors, moored, mooring

perilously, adv. Very dangerously

Example: Henrietta was known to perilously climb mountains without any equipment.

Variation(s): none

safe haven, n. A safe place

Example: Scott’s house was a safe haven that kept him warm and comfortable while the blizzard raged outside.

Variation(s): safe havens

seasoned, adj. Experienced; skillful

Example: Christopher Columbus was a seasoned explorer even before he journeyed to the New World.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	10
	Essential Background Information or Terms	Poster 2 (Royal Portrait Gallery)	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Founding of Jamestown	Poster 1 (Regional Map of Colonial America); Poster 2; U.S. map	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Poster 1	15
	Word Work: Laden	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline of the Americas	Image Card 6	20
	Thirteen Colonies Organizer	Instructional Master 2B-1; chart paper, chalkboard, or whiteboard (optional)	



The Founding of Jamestown

2_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the previous read-aloud and/or the following riddles:

- I am the location where the English tried to establish the first colony in North America, although both attempts failed. What am I? (Roanoke Island)
- I am the first Englishman to attempt to settle on Roanoke Island. Who am I? (Sir Walter Raleigh)
- I am the second Englishman to attempt to settle on Roanoke Island. Who am I? (John White)
- When John White returned to Roanoke Island from England after a period of three years, he found no colonists, but he found me carved into a tree. What word am I? (*CROATOAN*)
- I am the nickname given to the Roanoke Island colony because of the mysterious disappearance of the settlers. What am I? (the Lost Colony)
- I am the region in North America where the northernmost English colonies were located. What am I? (New England region)
- I am the region in North America where the southernmost English colonies were located. What am I? (Southern region)
- I am the region in North America between the New England colonies and the Southern colonies. What am I? (Middle Atlantic region)

Essential Background Information or Terms

Point to the image of King James I on Poster 2 (Royal Portrait Gallery) and tell students they will hear about this king's role in establishing the first permanent English colony in America. Ask students if they remember which queen was ruling England when an attempt was made to establish Roanoke Island as an English colony. (Queen Elizabeth I) Explain that in a monarchy, when a king or queen dies, his or her child—usually the oldest son—becomes the next ruler. (You may wish to review the term *primogeniture* from the Unit 9 Skills Reader.) Because Queen Elizabeth I was not married and did not have any children, when she died, King James became king as her closest living male relative.

Purpose for Listening

Remind students that in the previous read-aloud, they heard that English colonists came to the New World for many different reasons. Ask students to predict why colonists came to Jamestown in 1607 in what is today the state of Virginia.



The Founding of Jamestown

← Show image 2A-1: European explorers: Columbus, Ponce de León, de Soto, Coronado, Cabot, Hudson, and Champlain¹

1 [You may wish to name and review these explorers, depicted from top left to bottom right.]

Once word got out about Christopher Columbus's successful voyages across the Atlantic, many other adventurers and explorers sailed off in search of this wondrous place. They were all motivated by the possibility of becoming rich, and perhaps even discovering new trade routes to the East Indies. Before long, the explorers were replaced by conquerors who intended to take charge of this new land, its wealth, and its people.

2 As early as 1560, many Spanish explorers were already exploring present-day areas of Florida and Georgia.

For a while, Spain focused most of its energies on getting as much gold and silver from Central and South America as it could, though some Spanish scouting parties even ventured into southern parts of North America and beyond.² This left the seemingly less-appealing North America wide open to the **ambition** and greed of the French, English, Dutch, and others.

3 From this context, what do you think *laden* means? (weighed down with a heavy load)

The people of these countries had heard stories of the vast amounts of gold and silver the Spanish had found in Central and South America. These new explorers and adventurers intended to become rich, too. They not only hoped to claim land, but to bring back ships **laden** with valuable gold and silver for their proud kings and queens.³

4 After which European explorer is the Hudson River named? (Henry Hudson)

In the early 1600s, the French ventured onto land in North America. French explorers, such as Samuel de Champlain, set up fur-trading stations along the St. Lawrence River in what is present-day Canada. The Dutch sailed up what is now known as the Hudson River through present-day New York state.⁴ And the English set sail for Virginia. At this time, all new lands and treasures were usually claimed for the nation that the ship and crew sailed under. In other words, the lands were claimed for the already-wealthy kings and queens of Europe.

However, these three nations soon discovered that, although there was plenty of land, there was very little gold and silver to be found. This certainly was the case for those who set off to explore and possibly settle in Virginia.



← **Show image 2A-2: Would-be settlers on ship**

In 1606, on a cold wintry day in December, three English ships set sail for Virginia. More than one hundred men and a handful of boys were on board the *Discovery*, the *Susan Constant*, and the *Godspeed*, under the command of Captain Christopher Newport.⁵ Some of the men were well-known, daring adventurers. Others were **seasoned**, or very experienced, sailors. There were farmers and skilled craftsmen on the journey, too.

Imagine agreeing to set sail across a vast ocean in a small, not-so-sturdy ship. More than likely, you are not a trained sailor, and, like hundreds of others on board, you're hoping to find a land that very few Europeans have been to before. Perhaps, during the voyage, you suffer from seasickness or become fearful of encountering sea monsters. Oh, and by the way, only men and boys were allowed on most voyages such as this one.

Investors in a company that came to be known as the Virginia Company of London paid for the voyage.⁶ The main purpose of this expedition was to make money by trading. Everyone involved, especially the investors, expected to get a generous share of the profits. They hoped to trade with the native people and to find, among other things, precious metals.⁷

In addition, King James I of England had given the men a charter, or official document, that allowed them to claim a very large area of land in the New World.⁸ This area of land stretched from what is now the state of South Carolina all the way up the east coast to Canada. Clearly, King James had not considered that other people might be living on this land, who might not want him to claim it as his own!⁹

5 Say those names with me: *Discovery*, *Susan Constant*, *Godspeed*. *Godspeed* means "good luck." Why would someone name a ship "Good Luck"?

6 Investors are people who invest, or use their money to try to make more money. Investing can sometimes be risky, meaning it's possible the investors could lose money.

7 Were your predictions correct about why England sent ships to Virginia?

8 [Have a volunteer point to King James I on Poster 2 (Royal Portrait Gallery). Point to Poster 1 (Regional Map of Colonial America) as you read.]

9 Who was already living on this land?



← **Show image 2A-3: Settlers on ship approaching land**

Because the party of English men and boys had set off in December, strong winter storms made their journey even more difficult. They also ran **perilously**¹⁰ low on food and water. However, the passengers and crew survived, and five months later, in May 1607, they finally caught a glimpse of land. They sailed closer to the shoreline into what is now called the Chesapeake Bay area.¹¹ As they approached this new land, they decided to sail up a wide river they had spotted to avoid being seen by the Spanish, some of whom were exploring the present-day areas of Florida and Georgia. Because King James was eager to claim everything the English saw, this river was promptly named the James River in honor of his royal highness.¹²

10 or dangerously

11 [On a U.S. map, point to the Chesapeake Bay.]

12 [On a U.S. map, point to the James River.]

This would be the final part of their journey. As the men sailed up the newly named James River, they were on the lookout for a **safe haven**, a protected place where they could **moor**, or dock, their ships. About sixty miles upriver, they found an area of land with deep water near the shoreline. The land appeared to be unoccupied. It was time to drop anchor.



← **Show image 2A-4: Settlers stepping onto land with pomp and circumstance**

The next day, the would-be settlers ventured ashore. With much pomp and circumstance, they stepped onto Virginia soil.¹³ Trumpets were sounded, prayers were said, and it was proclaimed that this new land was now the property of—can you guess? Let me give you a clue: he wore a crown and his name was James. Yes, that’s right—his majesty, King James I. As you can see, there were many advantages to being a king in those days.

13 What item in this image shows that they ventured ashore with much pomp and circumstance, or celebration?

The Eastern Woodland Indians had lived in this region for many, many years.¹⁴ What they thought of the arrival of these uninvited visitors is not clear. No doubt they kept a careful eye on these strangers from the safety of the shadowy forests. Although some Native Americans had heard about and come in contact with Europeans, they did not know or trust this particular group. One thing was certain: they were not going to hand over their homeland to King James willingly.¹⁵

14 The Eastern Woodlands Indians lived in the northeastern part of North America. They were made up of numerous tribes, including the Iroquois, Mohican, and Powhatan.

15 What kind of relationship do you think the Native Americans and English will have?



← **Show image 2A-5: Jamestown construction**

As it was late spring, it was warm, and there was an abundance of plants and wildlife. The settlers cheerfully set to work. They began to construct a small settlement containing basic homes, a storehouse, and a chapel. To protect their settlement, they built high walls made of logs around it and placed a canon nearby. There was only one possible name for this new settlement, and it was, of course, Jamestown. Jamestown became England's first permanent settlement in America.¹⁶

It wasn't long before a group of Powhatan, led by a chief of the same name, came to watch what these intruders were up to.¹⁷ As the days went by, the Powhatan became angry at the sight of what appeared to be the construction of a permanent settlement. Eventually the Powhatan took action and attacked the settlers.¹⁸

The settlers had not chosen the site of their settlement wisely. So close to the water, the land turned out to be marshy and full of mosquitoes. When they dug down into the earth to find drinking water, they found the water was virtually undrinkable because it was brackish, or salty.¹⁹ To add to the problems, some of the settlers wanted to focus on searching for gold and silver instead of planting seeds for much-needed crops. Away from the safety and familiarity of England, the group began to disagree. It was clear that the settlers of Jamestown needed a leader.

16 Why was Roanoke Island not considered the first permanent English colony in America?

17 Remember, the Powhatan was a tribe of Eastern Woodlands Indians.

18 Were your predictions correct about the relationship between the Native Americans and English?

19 Brackish water is more salty than fresh water, but less salty than seawater. The Powhatan knew that the water in the area was brackish, or somewhat salty, for part of the year due to the tides, and they adapted by moving upstream for fresh water during this time.



← **Show image 2A-6: Settlers seeing Captain Newport and men off**

At some point during the summer, it was decided that Captain Newport and a small group of men would take the *Godspeed* and the *Susan Constant* back to England. Once there, they would spread the news about this new land that King James and England had acquired, and they would load up the ships with much-needed supplies to return to Jamestown.

With this decision made, someone needed to take charge of those staying behind. For a while, several of the men argued about who knew best what to do and how to survive. Then as the weather became warmer—much warmer than they were used to in chilly England—various members of the party became sick with fever and disease that could not be cured. People began to die.



← **Show image 2A-7: Captain John Smith becomes leader**

20 What do you think Captain Smith's plan will be? You will hear more about John Smith and Jamestown in the next read-aloud.

With death, sickness, and **disputes**, or arguments, occurring daily, not enough work was being done to prepare for the cold, winter months. One man in particular realized that this was a big problem. In order to survive, he knew that they would have to come up with a plan. This man's name was Captain John Smith.²⁰


Discussing the Read-Aloud




20 minutes

Comprehension Questions


15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in their Colonial America notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1.  *Inferential* Why did the colonists come to Jamestown from England? (King James I and the investors wanted to make money by bringing back ships laden with gold and other riches.)
2. *Inferential* In late December 1606, three ships sailed from England to the New World under Captain Christopher Newport. What were the names of those ships? (the *Discovery*, the *Susan Constant*, and the *Godspeed*) [Show Poster 1, and ask for a volunteer to point to the Chesapeake Bay area in which these ships landed.] What types of people sailed on these ships? (seasoned sailors, well-known adventurers, farmers, skilled craftsmen, etc.)
3. *Evaluative* Why do you think men and boys were allowed to travel on the *Discovery*, the *Susan Constant*, and the *Godspeed*—and women and girls were not? (Answers may vary.)

4.  *Inferential* The English colonies were divided into three different regions. In which region is Jamestown located? (Southern) Why is this colony so important in America's history? (It was the first permanent English colony settled in North America.) In what year was this first permanent English settlement established? (1607)
5.  *Inferential* After the Jamestown colonists found a safe haven on the land along the James River, where they decided to moor their ships, what challenges did they face in this very different land? (Answers may vary, but may include the following: the land next to the river was marshy and full of mosquitoes; the water was brackish and nearly undrinkable; some of the settlers were more interested in trying to find gold than in growing crops for food; they got into many disputes with one another and with the Native Americans; many people became sick due to the different climate; etc.)
6.  *Inferential* How did the Powhatan, a tribe of Eastern Woodland Indians led by Chief Powhatan, react to the English ambition to construct this new permanent settlement? (They were uneasy, curious, and eventually angry; they probably felt frightened or threatened; they attacked the settlement.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7.  *Evaluative* *Think Pair Share:* Imagine you are a part of the English group sailing to the New World on the *Discovery*, the *Susan Constant*, or the *Godspeed*. You have endured a long voyage in dangerous winter storms and have run perilously low on food and water during this voyage. When you arrive in the New World, your life will not get any easier, and you need to make a plan to be able to survive. What plans will you make for settling the area and surviving in this new environment? To make your plan, you might want to ask yourself these questions: What kind of land will you look for? What kind of rules will you set up to avoid disputes? How will you establish a positive relationship with the Native Americans? How will you get food? What jobs will need to be done by you and your fellow travelers? (Answers may vary.)
8. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?

- ✈ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Laden

5 minutes

1. In the read-aloud you heard, “They not only hoped to claim land, but to bring back ships *laden* with valuable gold and silver for their proud kings and queens.”
2. Say the word *laden* with me.
3. *Laden* means weighed down with a large amount, or load, of things. You can also be laden with a feeling, such as being laden with worry.
4. When my mother comes home from the grocery store, she is usually laden with many bags of fruits and vegetables.
5. Have you ever been laden with things? What were you laden with? Have you ever seen anyone or anything else laden with things? Try to use the word *laden* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I was laden with . . .” or “_____ was laden with . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *laden*?

Use a *Brainstorming* activity for follow-up. Write the word *laden* in an oval on chart paper, a chalkboard, or a whiteboard. Have students say words that come to mind when they think of the word *laden*. Write the students’ words and phrases on spokes coming out from the oval. If necessary, guide students with synonyms and phrases, such as *loaded*, *weighed down*, *bountiful*, *overloaded*, *overwhelmed*, *heavy*, *bursting*, *overflowing*, *in abundance*, *packed*, *occupied*, *crowded*, and *full*. Ask students why they think being laden can be both a good and bad thing. As students share, make sure they use the word *laden* in a complete sentence. As time allows, you may wish to have students illustrate something that is *laden*.



Complete Remainder of the Lesson Later in the Day



The Founding of Jamestown

2_B

Extensions

20 minutes

Timeline of the Americas

Ask students the following questions:

- Which colony did you hear about today? (Jamestown)
- When was Jamestown colony founded? (1607)
- Why is the establishment of Jamestown colony significant? (It was the first permanent English settlement in North America.)
- Did the English successfully settle Jamestown before or after they attempted to settle Roanoke Island? (after) [Have a volunteer place Image Card 6 (Jamestown, Virginia: 1607) on the timeline after Roanoke Island. Write “1607” below the card, and tell students this is the first of four important dates they will need to remember in this domain.]

Note: Below is a list of the thirteen colonies in the order of their establishment to use as a reference throughout the domain. Students will create this list in Lesson 11 as a review. You may wish to create a mnemonic, now or throughout the domain, to help students remember the names and settlement order of the colonies.

- Virginia (Jamestown: 1607)
- Massachusetts (Plymouth: 1620; Massachusetts Bay: 1630)
- Maryland (1632)
- Rhode Island (1636)
- Connecticut (1636)
- North Carolina (1663)
- South Carolina (1663)
- New York (1664)
- New Jersey (1664)
- New Hampshire (1679)
- Pennsylvania (1682)

- Delaware (1704)
- Georgia (1732)

10 Thirteen Colonies Organizer (Instructional Master 2B-1)

Give each student a copy of Instructional Master 2B-1. Tell them they are going to record what they learn about each colony in a graphic organizer to help them think about and remember the information.

Ask students if they recognize the flag on the graphic organizer. Show students image 12A-8, and point to the flag on the right. Then, point to a U.S. flag in your classroom. Ask, “How are these two flags different? How are they similar?” Explain that the first American flag had only thirteen stars to represent the thirteen colonies that students are going to hear about. Tell students that today the U.S. flag has fifty stars, one for each state, but that the thirteen stripes remain to represent the original colonies. Tell students that this flag was not created until many years after the colonies were settled, and that they will hear more about this flag and the events leading to its development in the last lesson.

Have students fill out the categories for Jamestown, Virginia. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not have enough information yet to fill out every category completely, but that by the end of the domain they will have captured the necessary information. Tell students that they will hear more about Jamestown and Virginia in the next read-aloud, and have them leave some room on their worksheets for additional information.

Have students draw a picture on the back of the worksheet to depict one of the main ideas about this colony. Students may also write more information on the back that may not fit on the front. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Master 2B-1 onto chart paper, a chalkboard, or a whiteboard and complete it as a class. You may also wish to have students work with a partner or in a group.



Jamestown and the Powhatan

3

✓ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate Jamestown, Virginia, in the Southern region
- ✓ Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe the industries and other characteristics of the Southern region
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Identify King James, investors in the Virginia Company of London, Captain Christopher Newport, Captain John Smith, Pocahontas—also known as Matoaka [MAH-toe-AH-kah]—and the Powhatan, Lord Delaware, and John Rolfe as key people relative to the settlement of the Jamestown colony
- ✓ Explain the term *starving time* as it relates to the Jamestown colony
- ✓ Identify tobacco as the cash crop that preserved Jamestown

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases such as “beat around the bush” and “change of heart” as used in “Jamestown and the Powhatan” (RI.3.4) (L.3.5a)
- ✓ Distinguish their own point of view from those expressed in “Jamestown and the Powhatan” relative to Pocahontas (RI.3.6)
- ✓ Make personal connections to events and experiences in “Jamestown and the Powhatan” by expressing their own point of view regarding the connection between Pocahontas and Jamestown in (W.3.8)
- ✓ Follow up on predictions made after “The Founding of Jamestown” about what John Smith’s plan for Jamestown will be, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Make predictions during “Jamestown and the Powhatan” about why Captain Newport would transport a ship laden with dirt across the Atlantic Ocean, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*) to discuss the versions of the events that may have occurred among John Smith, John Rolfe, Pocahontas, and the Powhatan (L.3.5c)
- ✓ Draw an illustration to represent the main ideas and/or details about the colony of Jamestown from “Jamestown and the Powhatan”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

amend, v. To change or add to

Example: Maggie decided to amend the rules of the game so they would be fairer to her friend Erin.

Variation(s): amends, amended, amending

anxiously, adv. Nervously; cautiously; excitedly

Example: Ivan anxiously put together the last few pieces of the puzzle, trying to finish it in less than one minute.

Variation(s): none

consequently, adv. Therefore; happening as a result of something else

Example: Sophia did not study for her science test, and, consequently, she received a low grade.

Variation(s): none

destined, adj. Headed for; planned or determined

Example: Because of its design, the *Titanic* was destined to sink as soon as it hit the iceberg.

Variation(s): none

devoured, v. Ate; consumed; taken in or taken over

Example: Miguel devoured the huge egg salad sandwich in just a few bites.

Variation(s): devour, devours, devouring

sparingly, adv. Conservatively; carefully

Example: Because there were very few pencils left, they needed to be used sparingly.

Variation(s): none

squabbling, v. Fighting noisily over something that is not very important


Example: Sara and Laura were squabbling over the use of the computer.

Variation(s): squabble, squabbles, squabbled

starving time, n. A time during history when many colonists at Jamestown died because of lack of food

Example: Because there was no food, and most colonists did not survive, the winter of 1609 to 1610 in Jamestown became known as the starving time.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Jamestown and the Powhatan		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Consequently		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Beat Around the Bush		20
	Thirteen Colonies Organizer	Instructional Master 2B-1; chart paper, chalkboard, or whiteboard (optional)	



Jamestown and the Powhatan

3A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the previous read-alouds and/or the following riddles:

- We are the three ships on which the English sailed to America to start the first permanent English colony. What are we? (the *Discovery*, *Susan Constant*, and *Godspeed*) Which one of us means “Good Luck”? (*Godspeed*)
- I am the king who chartered the colony of Jamestown. Who am I? (King James I)
- I am the investment company that was given permission by King James I to establish the Jamestown colony. What am I? (the Virginia Company of London)
- I am the region in which Jamestown and the present-day state of Virginia are located. What region am I? (the Southern region)
- I am the name given to the river near where the English established the Jamestown colony. What river am I? (the James River)
- We are the Native American tribe that was living in the area the English called Jamestown. Who are we? (the Powhatan)
- When Captain Newport returned to England for much-needed supplies, I quickly realized that I and my fellow settlers needed a plan to prepare for the upcoming cold winter months. Who am I? (Captain John Smith)

Purpose for Listening

Remind students that they made predictions in the previous lesson about what John Smith’s plan may be. Have students listen to see whether their predictions are correct, and to find out more about what happened at the Jamestown colony.



Jamestown and the Powhatan

← Show image 3A-1: John Smith talking to the colonists

Captain John Smith was hardworking and organized. Many historians believe that without him, Jamestown would not have survived. When John Smith finally took charge of the settlement, he did not “beat around the bush.” Smith introduced a very direct rule: only those who worked would eat.¹

As you can imagine, Smith was not very popular with everyone, especially the wealthy, young adventurers who had never worked a day in their lives.

John Smith knew it would be a huge challenge for the settlers to survive the cold winter months. As the weeks went by, Smith urged everyone to work on the construction of Jamestown, to gather fruits and berries, to fish and hunt, and to use **sparingly**, or very carefully, the little food they had stored.²

1 If you “beat around the bush,” you hint at something instead of saying exactly what you are thinking.

2 Were your predictions correct about Smith’s plan? Let’s listen to see if it works.



← Show image 3A-2: John Smith among the Powhatan

There are several different accounts of what happened during this time. One well-known version of the story, which you may have heard, tells how when the cold winter months came, many of Smith’s fellow settlers were sick and starving to death. John Smith set off to hunt, and to persuade the Powhatan to give them food.

According to this account, which some might call a legend, Smith was captured by Powhatan warriors and taken to their chief because they wanted to kill the man who was leading the foreigners.³ Then, as the story goes, just moments away from Smith’s death, the chief’s young daughter Pocahontas, or Matoaka (MAH-toe-AH-kah), begged her father to spare Smith.⁴ The chief agreed to his daughter’s request, and Smith was released.

Many historians today believe that this may be a romanticized version of what happened. They believe that Powhatan did not actually intend to kill John Smith. Instead, he wanted to adopt Smith into the Powhatan tribe. This common ritual in many Native American cultures involves the figurative “killing” of a person’s

3 What is a legend?

4 Chief Powhatan’s daughter is commonly known today as Pocahontas. But her given name was Matoaka [MAH-toe-AH-kah]. She became known by another name later in her life. Listen to find out the other name by which Pocahontas became known.

5 Do you think a young girl such as Pocahontas would have been able to persuade her father, Chief Powhatan, to change his mind if he had really intended to kill Smith?



← **Show image 3A-3: Pocahontas bringing food to colonists**

identity in order to be reborn into a new identity. So, these historians believe the Powhatan were going to figuratively “kill” John Smith’s English identity so he could become a Powhatan.⁵

When Smith returned to the Jamestown settlement, the colonists had abandoned their work schedule. They were **squabbling**, or arguing, among themselves again. Snow was on the ground, and their food supply was very low. Some were even spending their time foolishly, searching for gold. Smith was not pleased. He immediately set to work hunting and fishing, and doing what he could to persuade his cold, hungry, disheartened companions that all was not lost.

Then, one day, a small band of Powhatan, led by Pocahontas, appeared out of the forest. Having taken pity on this bunch of disorganized foreigners, the Powhatan brought with them much-needed food. Pocahontas and members of the Powhatan tribe returned many times with food and general aid, or help. They also taught the English new hunting and farming techniques.

The food the Powhatan provided was enough to keep the English alive until help from their homeland arrived. That help came in January 1608, when Captain Newport’s ship, the *Susan Constant*, arrived laden with food and more than one hundred new settlers.⁶ Needless to say, the Powhatan were not happy to see even more strangers coming to live on the land they inhabited.

Show image 3A-4: Jamestown on fire

For a while, the situation for Smith and his men improved. With more food to eat, they had energy to work. With more men, they had more hands to help construct the much-needed homes. Then, tragedy struck. Somehow—and it is not certain how—a fire broke out. The fierce flames quickly **devoured** many of the buildings, as well as some of the food supply and clothes. You can imagine how devastating, or upsetting, this was for the settlers.

The English had no choice but to start again. Fortunately, by this time, the weather was getting warmer. The Powhatan had

6 What does *laden* mean?



taught them how to grow corn, which they called maize, now that the weather was better. The Native Americans helped them once again by supplying the English with more food. Under John Smith's supervision, the men set to work rebuilding their homes, planting corn, and learning how to live in this new land.

When spring came, Captain Newport set sail again for England. Some historians have written that the colonists who had been wasting their time searching for gold persuaded Captain Newport to load his ship with a large amount of red-colored dirt and bring it with him.⁷ The gold-hungry colonists were certain that tiny pieces of gold would be found once the dirt was properly examined in England. However, no gold was found. It seems that Captain Newport transported nothing more than a shipload of dirt across the Atlantic Ocean!

7 Why do you think they wanted Captain Newport to take the dirt back to England? Let's see if you are right.



← **Show image 3A-5: New settler arrivals with the first women**

Captain Newport returned to Jamestown again in the fall. The English colonists were happy to see him again. This time, Newport brought more supplies, as well as seventy men, and two women. Yes, two women! One woman, Mrs. Thomas Forrest, was the wife of one of the men on board, and the other was her maid, Ann Burras. They were the first two women to live in Jamestown! Some of the other new settlers were from Poland and Germany, and they brought the skill of glassmaking to the colony.

By this time, John Smith had been elected president of the colony, and he had consistently enforced his rule: all must work if they wanted to eat. In fact, these are Captain John Smith's exact words: "He that gathereth not every day as much as I do, the next day shall be set beyond the river and be banished from the fort as a drone till he **amend**⁸ his conditions or starve."⁹

Under John Smith's leadership, the colony began to prosper.¹⁰ Smith continued to establish fairly good relations with the Powhatan Indians. The two communities even began to trade with each other. The settlers traded beads and copper for food.

8 or change

9 The word *drone* is often used to describe someone who is lazy, or who does not work. A drone is a type of bee that does not help gather food and is often fed by worker bees. When food becomes scarce, drones are forced out of the hive to starve.

10 Based on its context in this sentence, what do you think *prosper* means?

However, two years after Jamestown was established, John Smith was injured in a gunpowder explosion. Without medical assistance, his wounds would not heal. Smith was forced to return to England.

The man chosen to lead the colony in Smith's absence was George Percy. Unfortunately, Percy was not as good a leader as Smith had been. However, to be fair, he did have a challenge on his hands from the moment he arrived. After Smith left, the Powhatan seemed to have a change of heart with regard to their new neighbors.¹¹

11 What do you think it means to have "a change of heart"?

Without John Smith there to actively promote friendship and trade between the Native Americans and the colonists, relations began to suffer. The Powhatan no longer had someone they felt they could trust within the colony, and they became wary of the Colonists. They began to raid Jamestown and steal essential supplies, especially food. They fought with the English settlers, killing some of them. In addition, the English settlers—without John Smith there to enforce his rules—did not manage their food supplies as carefully as they should have. Then, once again, part of the settlement caught fire.



← **Show image 3A-6: Great distress in Jamestown**

This time the Powhatan refused to help the English settlers. The settlers waited **anxiously** for a ship that was due to arrive with supplies.¹² But no ship appeared on the horizon. The winter of 1609 to 1610 became known as the "**starving time**" because the colonists ran out of food and many of them died.

12 Why were the settlers anxious, or worried?

Finally, one spring day, two ships were spotted. They were the *Patience* and the *Deliverance*.¹³ The settlers who had survived ran to the banks of the James River in eager anticipation. Both ships had been badly damaged at sea and had just barely made it to Virginia. The ships were low on supplies. The settlers begged to be taken back to England, and the two captains agreed.

13 *Patience* is the ability to wait without complaining; *deliverance* is the state of being saved or set free.

Perhaps the most incredible part of this story is what happened next. Just as the surviving settlers had turned their backs on Jamestown and set sail for England, they spotted an advance party of Englishmen sailing toward them. The retreating settlers were immediately informed that Lord De la Warr was close behind. Lord De la Warr was appointed by King James to serve as governor, or leader, of Jamestown. Lord De la Warr, it seems, had saved the day—well, the entire settlement, actually. He had led three ships across the Atlantic filled to the brim with Englishmen and supplies **destined** for Jamestown.



← **Show image 3A-7: Lord De la Warr takes charge**

The Powhatan must have been horrified to see the settlers return. Even worse, there were more of them! Fortunately for the settlers, Lord De la Warr turned out to be a good leader. He restored a sense of order in Jamestown. Under his leadership, the buildings were repaired, and the food and supplies were efficiently managed. However, Lord De la Warr did not reach out to the Powhatan as John Smith had. Things in England were changing, and the instructions to Jamestown from the Virginia Company of London were to stop trading with and relying upon the nearby Native Americans.

Over the next several years, more and more skilled settlers made their way to Virginia. Eventually, in 1619, the first shipload of women arrived. Colonists began to raise families in this English colony.

Although gold was not discovered, something just as valuable was. In time, a settler named John Rolfe began to establish a relationship with the Powhatan once again. Guided by the Powhatan, and under the supervision of John Rolfe, the settlers began to grow tobacco.¹⁴

14 At about this time, smoking tobacco, an activity that today we know is very bad for you, started to become more common in Europe.



← **Show image 3A-8: House of Burgesses Assembly**

There were other important developments that took place in 1619. Now that things were going quite well in the English colonies, the English government felt comfortable allowing the colonists to make certain rules of their own. That was, as long as the colonists remembered who was really in charge. On July 30, 1619, the first lawmaking assembly gathered in the Virginia House of Burgesses. Members of the House of Burgesses were chosen to represent areas of the colony of Virginia. Of course, only men could be chosen, but the House of Burgesses would eventually pave the way for self-government and, ultimately, independence.



← **Show image 3A-9: John Rolfe and Pocahontas meet King James I**

It was during another period of conflict between the Powhatan and the settlers, that the Powhatan kidnapped some of the settlers and took several firearms, or guns. In response, the settlers kidnapped Pocahontas. Pocahontas's father was willing to return the kidnapped settlers in exchange for his daughter, but not the firearms. In response, the settlers refused to let Pocahontas go. **Consequently**, or as a result, Pocahontas spent quite a bit of time in the English settlement—several years, in fact.

During this time, Pocahontas and John Rolfe were married and had a son named Thomas. During this time, Pocahontas converted to Christianity and took the name Rebecca. She and John Rolfe traveled together to England, where they were guests at the court of King James. Sadly, just as Pocahontas and John Rolfe were preparing to return to Virginia, she became very ill. Pocahontas died on March 21, 1617, at the age of 22, and was buried in England.



Later, in the last years of his life, John Smith spoke of Pocahontas and said that without her help and the help of the Powhatan, Jamestown would never have survived. Perhaps this colony was given the wrong name. What do you think?¹⁵





15 [Have students think about their answers; they will have a chance to share their point of view during the *Think Pair Share*.]

Comprehension Questions

15 minutes



If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in their Colonial America notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Literal* Which colony did you hear more about today? (Jamestown) In which region was this colony? (Southern)
2. *Inferential* Which colonist initially took charge when it seemed that Jamestown would perish? (John Smith) What role did he play in the survival of Jamestown? (He was one of the original English settlers; he didn't beat around the bush; he made a rule that the colonists who didn't work wouldn't get any food until they amended, or changed, their lazy habits. Smith also made sure that the colonists used their food and supplies sparingly and did not waste them.)
3.  *Evaluative* How did the Powhatan and the English relate to one another? (Answers may vary; at times, they were fearful of one another, and at times, they helped one another. For example, the Powhatan helped the English survive by supplying them with food and teaching them how to farm in their new home. But there were also conflicts between the groups involving attacks and kidnapping.) Why do you think that the Powhatan chose to sometimes be helpful and sometimes harmful to the colonists? (Answers may vary.)
4.  *Evaluative* Who was Pocahontas, and what role did she play in helping the Jamestown settlement survive? (She was the daughter of the Powhatan chief; she brought the colonists food; she helped them get food by teaching them hunting and fishing techniques; by some accounts, she helped spare John Smith's life; she was kidnapped by the settlers; she married John Rolfe and had a son named Thomas; she was renamed Rebecca; she died in England; etc.)

5.  *Evaluative* What are some of the various versions of accounts that people retell about the Jamestown colonists and the Powhatan? Try to use forms of the words *know*, *believed*, *heard*, *suspected*, and *wondered* in your answer. Include your own opinion. (Answers may vary; some people *believe* the legend they have *heard* over the years that Pocahontas helped save John Smith from her people, who were going to kill him; other people think Smith may have exaggerated this story, and they *suspect* that the Native Americans were welcoming him into their group through a ceremony. We do not *know* for certain everything that occurred; there are some things we may always *wonder* about.)
6.  *Inferential* What were some additional challenges that the Jamestown colonists faced? (Many didn't know how to farm or hunt in the new land, or some were too lazy to do so; just as they were starting to build the new colony and were getting enough food, fire devoured their buildings and destroyed much of their food and clothing; they had conflicts with the Powhatan; and there was a terrible winter in 1609 to 1610 in which many of the colonists died.)
7.  *Inferential* Describe the starving time. (It was the winter of 1609 to 1610 when the colonists had little food, and many of them died. The Powhatan refused to help them this time.) For those colonists who survived the starving time, what happened in the spring to help save the colony? (While the colonists were anxiously waiting for help, two ships, the *Patience* and the *Deliverance*, arrived from England with much-needed food and supplies. The colonists begged to be taken back to England, and the two captains agreed. As the colonists were leaving, however, they saw another group of English ships, destined for Jamestown, laden with supplies, and bringing the news that Lord De la Warr was coming to the colony to be their new leader.)
8.  *Evaluative* What is the meaning of the names of the two ships—the *Patience* and the *Deliverance*? (Patience is the ability to wait without complaining; deliverance is the state of being saved or set free.) Do you think those are good names for the two ships that brought supplies to Jamestown after the starving time? Why or why not? (Answers may vary.)

9. *Inferential* What did John Rolfe do, with the help of the Powhatan, that not only saved the Jamestown colony, but also made it very prosperous? (He taught the colonists how to grow tobacco.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* You heard in the read-aloud that John Smith said that Jamestown would never have survived without the help of Pocahontas and the Powhatan. Who do you think was more important to the survival of Jamestown: John Smith, or Pocahontas and her people? Why? Do you think this colony received the wrong name? Why or why not? If so, what do you think the colony should have been named? (Answers may vary.)
11. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Consequently

5 minutes

1. In the read-aloud you heard, “*Consequently*, Pocahontas spent quite a bit of time in the English settlement—several years, in fact.”
2. Say the word *consequently* with me.
3. *Consequently* means as a result of, or happening as a result of something else.
4. Bradley did not study for his test; consequently, he received a bad grade.
5. Have you ever seen something happen consequently? Have you ever done something consequently? Has something ever happened to you consequently? What caused the consequence? Try to use the word *consequently* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I consequently . . .” or “_____ consequently happened because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *consequently*?

Use a *First/Then* activity for follow-up. Explain to students that you will read to them a pair of sentences. They should determine which of the two sentences happened first and which happened consequently, or as a result of, the event in the first sentence. Students should use the word *consequently* instead of the word *then* before repeating the second sentence.

- Maya was hungry. (First, . . .)
 - She ate an apple. (Consequently, . . .)
-

- It was a cold and rainy morning. (First, . . .)
 - Steven took his umbrella to school. (Consequently, . . .)
-

- Andre got an A on the test. (Consequently, . . .)
 - Andre did all his math homework and studied very hard for the test. (First, . . .)
-

- Jackson scored the winning goal in the game. (First, . . .)
 - The crowd cheered wildly. (Consequently, . . .)
-

- Eli could not read in the dark room. (Consequently, . . .)
- The storm knocked the power out, and there were no lights on in the house. (First, . . .)



Complete Remainder of the Lesson Later in the Day



Jamestown and the Powhatan

3B

Extensions

20 minutes

Sayings and Phrases: Beat Around the Bush

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say that someone “beat around the bush.” Have students repeat this idiom and guess what it means. Tell students that the literal meaning of this phrase comes from a certain hunting practice carried out years ago. Hunters would have their servants run around the bushes to scare the birds out from hiding, and then the hunters would take “real” action by shooting the birds.

Remind students that they heard that John Smith did not beat around the bush when he told the Jamestown colonists that they had to work if they wanted any food. Explain to students that this figurative use of the idiom means that John Smith took direct action and told the colonists this clearly and honestly, without trying to hide his intentions.

Ask students if there has been a time when they tried to beat around the bush and avoid telling something directly to someone. Ask why they may have wanted to beat around the bush and not talk directly about the subject. Tell students to listen for times when this phrase is appropriate as they continue learning about the English colonies. Ask them to listen for other colonists who, unlike John Smith, may have tried to avoid talking about a difficult situation and, consequently, tried to beat around the bush.

10 Thirteen Colonies Organizer (Instructional Master 2B-1)

Give each student a copy of Instructional Master 2B-1. Tell them they are going to use what they have learned today to add to their graphic organizer about Jamestown and Virginia.

Have students fill out the remaining categories as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not have enough information yet to fill out every category completely, but that by the end of the domain they will have captured the necessary information.

Have students add to their picture on the back of the worksheet to depict one of the main ideas about this colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Master 2B-1 onto chart paper, a chalkboard, or a whiteboard and complete it as a class. You may also wish to have students work with a partner or in a group.



Cash Crops, the Carolinas, and Slavery

4

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✔ Locate Virginia, North Carolina, and South Carolina in the Southern region and identify them as colonies
- ✔ Locate the city of Charleston (Charles Town) and identify it as an important city in colonial America
- ✔ Identify Charles II, indentured servants, and enslaved Africans as key people relative to the settlement of the Carolina colonies
- ✔ Describe some of the reasons people came to North America from England and other countries
- ✔ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✔ Describe the industries and other characteristics of the Southern region
- ✔ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✔ Describe the relationship between the colonists and Native Americans
- ✔ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle colonies and New England colonies
- ✔ Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo
- ✔ Compare and contrast indentured servants and enslaved laborers
- ✔ Identify 1619 as the year the first-known African laborers were brought to the colonies

- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not enslaved laborers
- ✓ Identify the three points of the triangular trading route—Europe, West Africa, and North America—and the leg known as the Middle Passage

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an image of a busy Virginia port scene in “Cash Crops, the Carolinas, and Slavery” (RI.3.7)
- ✓ Compare and contrast the geography, climate, and industries of Virginia and the Carolinas in “Cash Crops, the Carolinas, and Slavery” (RI.3.9)
- ✓ Choose words and phrases for effect to describe slavery (L.3.3a)
- ✓ Draw illustrations to represent the main ideas and/or details about the colonies of North Carolina and South Carolina from “Cash Crops, the Carolinas, and Slavery”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

cash crop, n. A large amount of produce grown to be sold to others to make money rather than to be used or eaten by the people growing it
Example: During the colonial period, tobacco was the largest cash crop in the South; cotton became the largest cash crop during the time after the colonies became states and before the Civil War.

Variation(s): cash crops

flourished, v. Became successful; grew well; prospered; reached excellence

Example: Tiffany’s garden flourished because she watered and weeded it every day.

Variation(s): flourish, flourishes, flourishing

indentured servants, n. People who agreed to work for a time—typically seven years—in exchange for travel to the New World, in addition to lodging, clothing, and food

Example: Lady Norris paid for the travel of several individuals from Europe to Virginia, and they then worked for seven years as indentured servants on her plantation.

Variation(s): indentured servant

indigo, n. A plant that produces a blue-colored dye that was valuable during the colonial period

Example: Indigo plants, and the rich, blue dye they produced, were not native to America, but were brought to North America from the West Indies.

Variation(s): none

pivotal, adj. Critical; very important because other things depend on it; often refers to a turn of events or change of direction

Example: My teacher, Mrs. Piccadilly, played a pivotal role in my education because she is the one who taught me how to read.

Variation(s): none

regard, n. Attention or consideration

Example: Toshina paid no regard to her sister's warning to take an umbrella, and when the rain began falling, she became soaking wet.

Variation(s): regards

slavery, n. The practice of forcing people to work without pay as enslaved people, and denying them the freedom to decide how to live their lives


Example: Slavery was seen by many as unfair, since all people should have the right to be paid for their work, and be free to decide where to work and live.

Variation(s): none

transformed, v. Changed shape, size, appearance, or quality

Example: Because the prince had no love in his heart, the magic spell transformed him into a hideous beast.

Variation(s): transform, transforms, transforming

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Cash Crops, the Carolinas, and Slavery		20
<i>Discussing the Read-Aloud</i>	Comprehension Questions		15
	Word Work: Transformed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline of the Americas	Image Cards 7, 8	
	Thirteen Colonies Organizer	Instructional Masters 4B-1, 4B-2; chart paper, chalkboard, or whiteboard (optional)	20



Cash Crops, the Carolinas, and Slavery

4_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the previous read-alouds and/or the following questions:

- What are the two settlements you have heard about so far? (the “Lost Colony” at Roanoke Island and the Jamestown colony)
- Who was the English colonist largely responsible for the survival of the colonists when they first arrived at Jamestown? (John Smith)
- With which Native American group did the settlers at Jamestown interact? (Powhatan) According to one version, which Powhatan pleaded with her father, Chief Powhatan, to spare John Smith’s life? (Pocahontas, also known as Matoaka [MAH-toe-AH-kah], and later known as Rebecca)
- What types of challenges did the colonists at Jamestown face? (illness, different climate, brackish water, lack of food and supplies, fires, lack of organization, tension with the Native Americans, etc.)
- In the winter of 1609 to 1610, the colonists ran out of food and many died. What is this time called? (the starving time)
- Just when the Jamestown colonists thought all was lost, another man from England came to their rescue with three ships filled with supplies. Who was that man? (Lord De la Warr)
- What crop did the colonists at Jamestown start growing that saved their colony? (tobacco)
- Who helped guide and lead the growing of this crop? (the Powhatan and John Rolfe)

Purpose for Listening

Tell students to listen carefully to hear about the types of crops that helped form the economy of the Southern colonies.



Cash Crops, the Carolinas, and Slavery

← Show image 4A-1: John Rolfe presenting tobacco to King James

As you heard, John Rolfe is well-known for marrying Chief Powhatan’s daughter, Pocahontas—also known as Matoaka [MAH-toe-AH-kah]—and for making Jamestown (and therefore Virginia) an important economic center. John Rolfe did this by growing and exporting tobacco, and then shipping it out of the area to places that wanted to buy it.

You might be thinking—yuck! *Tobacco* means smoking, and we all know that is a very unhealthy habit. Even land-greedy King James thought so. He once said that smoking is “a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs . . .” However, because many people still wanted tobacco, and were willing to pay for it, tobacco became a huge part of the Southern colonies’ economy.

The Spanish were the first to bring tobacco to Europe from the Americas. They had discovered that Native Americans in various parts of Central and South America used tobacco in a variety of ways; it was chewed, smoked, used as medicine, and was an important part of many religious ceremonies. In fact, when Christopher Columbus first set foot in the New World, he was greeted by local natives carrying gifts of fruit, spears, and dried leaves that had a strong fragrance. Those leaves were tobacco.¹

When the English arrived in North America, they, too, found that many Native Americans grew and used tobacco. The English settlers’ get-rich plan had not succeeded when they failed to find gold. Some settlers had also experimented with growing crops such as rice and grapes, but they, too, were unsuccessful. However, John Rolfe, with the guidance of the Powhatan, made a **pivotal** contribution to the doomed Jamestown economy.²

1 [Tobacco was used in peace pipes, which are discussed in the *Native Americans: Regions and Cultures* as sacred objects used by many Native Americans for various purposes.]

2 If something is pivotal, it means that it is a turning point. The word *pivot* means to turn, such as how a soccer player pivots quickly on one foot to change direction.



← **Show image 4A-2: Busy port scene with trade ships and tobacco**

Wealthy Europeans were beginning to develop a taste for tobacco. However, much of the tobacco being shipped to Europe had a bitter taste. John Rolfe introduced a new tobacco plant to the fields around Jamestown. He brought in a less bitter-tasting plant from the West Indies. Well, actually, he brought in the seeds to see if they would grow. It was an experiment, but it worked. The new tobacco plants grew and **flourished** in the red Virginia soil.³ And so the milder-tasting Virginia tobacco became much sought after. Its increased use among the growing number of English smokers **transformed** the colony's economy. Jamestown became a place of wealth and enterprise. Shiploads of Englishmen and women eagerly set off to make their fortune there.

3 From this context, do you think *flourished* is a positive or negative thing?

4 Why do you think it is called a cash crop? A cash crop is a large amount of produce grown to make money rather than to be used or eaten by those growing it.

5 That would be about the same weight as 625 full-grown elephants!

The gold that the early settlers had sought turned out to be in the form of an odorous plant. Many people became wealthy as a result of growing this **cash crop**.⁴ No doubt, if you had been there in Jamestown, you might have heard the sound of gold coins jingling in the colonists' pockets. Tobacco was so popular that by 1619, it had become Virginia's main crop. Within fifty years, the colony exported about fifteen million pounds of it to Europe.⁵ Eventually, tobacco was such a widespread cash crop that the governor had to remind the settlers to grow food crops as well! With the success of the tobacco industry, the future of Jamestown was finally secured.



← **Show image 4A-3: Indentured servants working on tobacco plantation**

However, there was one major drawback to growing tobacco. Back then, a lot of people were needed who were willing to work very, very hard to tend the large plantations. And people like that weren't easy to find.

In the beginning, the new tobacco farmers had mostly **indentured servants** working for them. Indentured servants were people who had agreed to travel to Virginia (and eventually to other parts of North America) to work for a period of time for a specific

6 Indentured servants were not paid money for their work; instead, they worked in exchange for travel to the New World, and for their lodging, clothing, and food.

7 Like other indentured servants, it is said that some of these African men and women had been brought to the colony to work in exchange for travel expenses, lodging, and other necessary things, and would eventually gain their freedom.



8 [Point to Charles I and II on Poster 2 (Royal Portrait Gallery).]

person. The agreed-upon period of time was usually seven years. Often these indentured servants were poor people from England or other parts of Europe whose ship passage was purchased for them by their employer. Then, as soon as they arrived at their new homes, the indentured servants were put to work.⁶ These indentured servants labored long and hard in the tobacco fields. After the agreed-upon time of service was up, and if they were still alive after the hardships many of them endured, they were free to venture out on their own.

In 1619, a Dutch ship arrived in Jamestown with what is believed to have been the first twenty Africans brought to North America. According to some historical accounts, these Africans were brought to North America as indentured servants, and they may have worked alongside white indentured servants.⁷

However, as the colony developed, and there became a serious shortage of workers, colonists believed that the use of **slavery** was the most efficient way to manage plantations. Before long, thousands of Africans were brought to the colonies against their will and forced to work. Why did this terrible transition take place?

← **Show image 4A-4: Charles II showing land to his friends**

Remember, the English had begun to lay claim to large areas of North America. After all, the Spanish were claiming most of Central and South America (and even parts of southern North America) as their own, and the French had claimed much of northern North America. The English thought it was only fair that they claim huge chunks of land, too. As you recall, England's very first attempt to colonize North America on Roanoke Island, off the coast of present-day North Carolina, failed and became known as the Lost Colony.

But in 1663, Charles II, the son of Charles I and grandson of King James I, decided to try again near the same area.⁸ Charles II eagerly gave a charter, or official document, to eight of his friends that stated that the land between Virginia and the Spanish colony of Florida now belonged to him—well, to England, to be precise. Today, this land is North Carolina, South Carolina, and Georgia—

9 *Carolina* means “of Charles.”

although Georgia was not officially colonized until much later. Charles II also named part of this land after himself.⁹ This charter was extended in 1665, and more land was divided up among his friends to manage.

10 Who was living in North America when Charles II was “giving” parts of it away? (Native Americans) Whereas some English thought Charles II was very clever, some people in North America experienced life-changing events because of this and other decisions.

Charles II was particularly generous to those who had helped his family when his father, Charles I, was killed. At that time, Charles II had been forced to flee to another country. When Charles II was eventually allowed to return to England and take the throne, he owed a great deal of money to a great many people. His way out of debt was to “give” them North America—well, parts of it, anyway.¹⁰

11 [Point to Charles Town on Poster 1.] Today, this thriving city is known as Charleston.

Having heard how successful Jamestown was, hundreds and then thousands of English flocked to the South, and to the Carolinas in particular. In 1670, a busy seaport was established called Charles Town. I’m sure you can guess who Charles Town was named after.¹¹



← **Show image 4A-5: Tobacco, rice, and indigo**

12 [Point to the indigo on right.] Indigo is a plant used to make a beautiful blue dye. It was brought to South Carolina from the West Indies by a young woman named Eliza Lucas Pinckney. Similar to how John Rolfe experimented with types of tobacco seeds, Pinckney experimented with types of indigo until she was able to make a superior, valuable dye.

In the beginning, many colonists in the Carolinas established small farms. Before long, large plantations replaced small farms for the purpose of growing cash crops. The top three cash crops in this area during this time were rice, tobacco, and **indigo**.¹²

The warm climate and marshy stretches of land with fewer trees in the Carolinas were perfect for growing rice and indigo, whereas tobacco thrived in certain parts of North Carolina. With drier land and more trees, the geography and climate of Virginia was not conducive to growing rice and indigo; tobacco was the only cash crop in Jamestown.

As in Virginia, it soon became clear that there was a lot of money to be made in the Carolinas by growing crops. Many more workers were needed. Unfortunately, the solution the colonists chose was the extensive use of slavery. As you can imagine, no one volunteers to be enslaved. Unlike indentured servants, enslaved Africans did not come to North America of their own free will as part of an exchange agreement, nor did they have any hope of ever being set free. Instead, they were taken by force.

13 What are some groups of people you have learned about who enslaved others? (ancient Greeks and Romans, Vikings, some European explorers)



14 A network is a system of interconnected things, such as the road systems in ancient Rome and the systems of the human body.

15 [Trace the three sides of the “triangle” connecting Europe, West Africa, and North America.]



16 [Point back to image 4A-6 to this middle “leg” of the triangular route.]

The roots of slavery go deep into the past. Throughout history, powerful people have enslaved less-powerful people.¹³ Although England began trading enslaved Africans later than some other European countries, it soon became one of the biggest slave-trading countries, due to the widespread use of slavery in the English colonies.

← **Show image 4A-6: Triangular trade routes; products and slaves**

For England, the African slave trade was part of a larger trade network among Europe, West Africa, and North America (including the colonies and the West Indies).¹⁴ Some of these trade routes became known as “triangular trade routes.” If you look at the map, you will see why.¹⁵ Through these triangular trade networks, certain goods were traded for other much-needed items. Enslaved Africans were part of the network, too.

← **Show image 4A-7: Captured Africans boarding ship**

English ships laden with iron products, especially guns, arrived in the West African ports to trade their goods for slaves and gold. Africans who became enslaved had previously lived freely in Africa, but became victims of kidnapping by slave raiders. Many of these raiders were Africans armed with guns supplied by European slave traders.¹⁶ Enslaved Africans were considered to be valuable workers.

Captured Africans were loaded onto ships destined for parts of North America. This trade route from West Africa to North America became known as the Middle Passage. If the West Indies was their final destination, enslaved Africans were exchanged for goods, such as molasses and sugar, that were then transported to the Southern colonies. Many others stayed on the ship and were taken to the colonies along with the goods.

Although there were enslaved Africans in all parts of the thirteen English colonies, most enslaved Africans were sent to the South. This was because most farms in the Middle Atlantic and New England regions were smaller and more easily maintained by families. However, some enslaved Africans in the cities worked in houses and shops as servants or as skilled artisans, or craftsmen.



← **Show image 4A-8: Captured Africans on ship**

The business of enslaving and shipping captured African men, women, and children was a gruesome, or terrible, one. Captured Africans were packed like cargo onto ships where there was hardly enough room to move. Many were chained together, or to parts of the ship. Very little food and water was provided, and the conditions were extremely unsanitary. There was usually no medical assistance for those who became sick. The journey itself could take six to ten weeks to complete. The Africans had no idea where they were going, or if they would survive the journey.

Although enslaved Africans were valued for their labor, the traders believed that there was an endless supply of these workers. Therefore, if some died along the way, the traders thought that they could easily be replaced. Many, many captured Africans died before they even reached the Americas. When those who did survive reached shore, they were marched off the ship in chains to be examined by prospective buyers and then sold at auctions. There was little **regard** for the humanity of these African men, women, and children. The main objective was to put them to work on plantations to make a lot of money for the Europeans.¹⁷

¹⁷ Although it would take more than one hundred years, and the very long and difficult U.S. Civil War, eventually slavery came to an end in the United States.


Discussing the Read-Aloud

20 minutes

Comprehension Questions

15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in their Colonial America notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Literal* Which region did you hear about in today’s read-aloud? (Southern) Which colonies did you hear about as part of this region? (North and South Carolina) [Have volunteers point to these locations on Poster 1.]
2. *Inferential* Who was the grandson of King James I who “gave” this land to his friends by a charter? (Charles II) Did this land really belong to him? (no) Which city in South Carolina is named after Charles I? (Charleston, Charles Town) [Have a volunteer point to the city on a map.]
3.  *Evaluative* Do you think it was fair that the Europeans were claiming land for themselves on which people were already living? By doing this, did the Europeans show any regard for the Native Americans? Explain what you think and why you think so. (Answers may vary.)
4. *Inferential* What is a cash crop? (a large crop grown to make money rather than to be eaten by those growing it) Which cash crops became very successful in the Carolinas? (rice, indigo, and tobacco) Which of these three was the only cash crop that would grow in Virginia? (tobacco)
5. *Evaluative* Compare and contrast the geography, climate, and crops of the Carolinas and Virginia. (Similarities—All are in the Southern region, so they are generally warm and good for crops such as tobacco. Differences—It is warmer and swampier in the Carolinas, which is better for growing rice and indigo; there are more trees and fewer swamps in Virginia, and the land is not good for growing indigo or rice.)



← **Show image 4A-2: Busy port scene with trade ships and tobacco**

6. *Inferential* Describe what you see in this image. How was exporting tobacco a pivotal event, or turning point, for the colonists? (The colonists, with guidance from the Powhatan and John Rolfe, were able to grow a very valuable crop that many people wanted. Jamestown transformed from a struggling, failing colony to one that flourished.) What were some of the challenges and negative aspects of growing tobacco? (It took a lot of people, which led to the expansion of slavery; it was very hard work.) What decisions did the colonists make to try to solve these problems? (They used indentured servants for the labor, and then enslaved Africans.)


7. *Literal* What year were the first-known African laborers brought to the English colonies? (1619) Were the first Africans brought to Jamestown believed to have been indentured servants or enslaved laborers? (indentured servants)
8. *Evaluative* Compare and contrast indentured servants and enslaved laborers in the colonial period. (Similarities—Both were doing hard work for someone else; both were paid no money; etc. Differences—Indentured servants came willingly from many countries and had an exchange agreement, whereas enslaved people came from Africa and were forced to come; most indentured servants would one day be free, whereas enslaved Africans did not expect to ever be free; etc.)



◀ **Show image 4A-6: Triangular trade routes; products and slaves**

9. *Literal* Which areas were included in this triangular trade network? (Europe, West Africa, and North America—including the West Indies) [Have student volunteers point to the areas.] Which part of this trade network was the Middle Passage? (the route between West Africa and North America.) [Have a volunteer point to this passage.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* Do you think the Southern colonies could have flourished if plantation owners had not enslaved Africans? Can you think of any other ways plantation owners might have solved their problem of needing more workers to help with the crops? (Answers may vary.)
 11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Transformed

5 minutes

1. In the read-aloud you heard, “[Tobacco’s] increased use among the growing number of English smokers *transformed* the colony’s economy.”
2. Say the word *transformed* with me.
3. *Transformed* means profoundly changed in form, shape, size, appearance, attitude, or in another way.
4. When the princess kissed the frog, it suddenly transformed into a prince.
5. Have you ever seen, or heard of, something that transformed? How did that thing change? Have you ever transformed something? Try to use the word *transformed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ transformed because . . . ” or “I transformed . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *transformed*?

Use a *Discussion* activity for follow-up. Have students discuss different ways that things can transform. Discuss different types of transformations in humans and animals as they grow. For example, students can discuss metamorphosis, or how habitats, like forests, can transform. For example, a fire can burn down a forest and transform it. Make sure that students use the word *transformed* in a complete sentence as they talk about it.

- ✈ You may wish to have students discuss how different abstract things within a person or society may transform. For example, they could discuss how the lives of many Native Americans transformed over time, or how the Internet and mobile phones have transformed the way we communicate and conduct business.



Complete Remainder of the Lesson Later in the Day



Cash Crops, the Carolinas, and Slavery

4B

Extensions

20 minutes

Timeline of the Americas

Ask students the following questions:

- Which colonies did you hear about today? (North Carolina and South Carolina)
- Did the English settle the Carolinas before or after Roanoke and Jamestown? (after) [Have a student place Image Card 7 (North and South Carolina) to the far right of the timeline, leaving space for four cards between Jamestown and the Carolinas. You may wish to write “1663” beneath the card. Emphasize to students that although these two colonies are represented by one card as being settled around the same time, they were two separate colonies that later became two separate states.]
- What year were the first-known African laborers brought to the colonies? (1619) [Have a student place Image Card 8 (First-Known African Laborers Brought to the Colonies by Ship: 1619) on the timeline of the Americas directly after the Jamestown colony. Write “1619” beneath the card, and tell students this is one of the four dates they will need to remember in this domain.]

10 Thirteen Colonies Organizer (Instructional Masters 4B-1 and 4B-2)

Give each student copies of Instructional Masters 4B-1 and 4B-2. Tell them they are going to record what they have learned about North Carolina and South Carolina in these graphic organizers to help them think about and remember the information.

Have students fill out the categories as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not have enough information yet to fill out every category completely, but that by the end of the domain they will have captured the necessary information. (Students learned more about South Carolina in this read-aloud than North Carolina; you may wish to

tell students that, for now, they will have more information recorded for one colony than the other. You may wish to allow students to conduct research during this domain to learn more about North Carolina.)

Have students draw a picture on the back of each worksheet to depict one of the main ideas about each colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Masters 4B-1 and 4B-2 onto chart paper, a chalkboard, or a whiteboard and complete them as a class. You may also wish to have students work with a partner or in a group.



The Founding of Maryland and Georgia

5

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✔ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✔ Locate Maryland and Georgia, and identify them as Southern colonies
- ✔ Describe some of the reasons people came to North America from England and other countries
- ✔ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✔ Describe the industries and other characteristics of the Southern region
- ✔ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✔ Describe the relationship between the colonists and Native Americans
- ✔ Describe the role of slavery in the colonial time period and why the southern colonies relied so much more heavily upon enslaved labor than the Middle colonies and New England colonies
- ✔ Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo
- ✔ Identify King Charles I, Queen Maria, Lord Baltimore, Christians, and Native Americans such as the Piscataway, as key people relative to the settlement of the Maryland colony
- ✔ Identify King George II, James Oglethorpe, debtors, Chief Tomochichi and the Yamacraw, immigrants, and enslaved Africans as key people relative to the settlement of the Georgia colony

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the main ideas of “The Founding of Maryland and Georgia”; recount the key details and explain how they support the main ideas of the key people and motivations relative to the settling of the Maryland and Georgia colonies (RI.3.1)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “beggars can’t be choosers,” as used in “The Founding of Maryland and Georgia” (RI.3.4) (L.3.5a)
- ✓ Compare and contrast the Virginia House of Burgesses and the Maryland General Assembly in “The Founding of Maryland and Georgia” (RI.3.9)
- ✓ Draw an illustration to represent the main ideas and/or details about the colonies of Maryland and Georgia from “The Founding of Maryland and Georgia”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

buffer, n. Something that acts as a shield, often between two things, against harm, annoyance, or interference

Example: Aliyah hung blankets on the walls of her room to act as a buffer between the loud sound of her drum set and the rest of the house.

Variation(s): buffers

confirmed, v. Proved; assured; said that something is definite or definitely going to happen

Example: Ryan confirmed that the mail was going to be delivered today.

Variation(s): confirm, confirms, confirming

debtors, n. People who owe money or favors to others

Example: The debtors celebrated when they finally repaid their loan to the bank.

Variation(s): debtor

inevitable, adj. Unavoidable; unstoppable

Example: When I wash my dog in the backyard, it is inevitable that I get drenched!

Variation(s): none

infamous, adj. Having an extremely bad reputation; well-known for something bad

Example: Mrs. Deville was infamous for being the meanest person in town.

Variation(s): none

interference, n. Interruption; unexpected stop in a plan or action

Example: King Ferdinand and Queen Isabella ordered that there would be no interference with their plan to have Christopher Columbus discover a new trade route for Spain.

Variation(s): interferences

laborious, adj. Requiring a lot of hard work; difficult


Example: Sweeping the classroom floor was the most laborious of all the jobs on the job chart.

Variation(s): none

toleration, n. The act of accepting, allowing, or enduring something

Example: The United States of America is known as a safe haven where there is toleration for all beliefs, backgrounds, and cultures.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	10
	Essential Background Information or Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Founding of Maryland and Georgia	Poster 1 (Regional Map of Colonial America); Poster 2 (Royal Portrait Gallery)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 9, 10	15
	Word Work: Inevitable		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Beggars Can't Be Choosers		20
	Thirteen Colonies Organizer	Instructional Masters 5B-1, 5B-2; chart paper, chalkboard, or whiteboard (optional)	



The Founding of Maryland and Georgia

5A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information covered thus far on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the previous read-aloud and/or the following questions:

- What cash crop saved Jamestown and helped other Southern colonies to prosper? (tobacco)
- What is the name given to the settlers whose passage to North America was paid for by someone else and who, in return, agreed to work for that person for a time, usually seven years? (indentured servants)
- What group of people was forced to come to North America from Africa to work for no pay and denied the freedom to decide how to live their lives? (enslaved Africans)
- What three crops were planted as cash crops in the Carolinas? (tobacco, rice, and indigo)
- What was the name given to the trade route from Europe to Africa to North America? (triangular trade route)
- What was the name given to the part of that route from West Africa to America? (the Middle Passage)

Essential Background Information or Terms

Tell students that today they are going to hear about several lawmaking groups. One they will hear about is called Parliament. Parliament is the lawmaking group in the government of Great Britain (which is made up of the countries of England, Wales, Scotland, and Northern Ireland). Parliament has many members, and the leading member is the British Prime Minister. In today's read-aloud, the words *assembly* and *house* are used to describe lawmaking groups in the colonies. You have already

heard of the House of Burgesses, which was the governing group in the colony of Virginia. Keep in mind that the groups in each colony were distinct and separate, but at the same time each group was influenced by the rules and laws of Parliament in Great Britain. The colonists would consider these laws when they began to make laws for themselves. If certain laws worked for them, they adopted them.

Purpose for Listening

Tell students to listen carefully to the main ideas, or important points, about why people left England and other parts of Europe to become colonists in the southern region of North America. Also, tell students to pay attention to certain problems that seemed to be solved in the colonies, but which were replaced with new problems.



The Founding of Maryland and Georgia

← Show image 5A-1: Pirates taking over a trading ship

1 What do you know about pirates? Pirates are people who steal goods from others at sea.

With so much trade going on, and the abundance of ships laden with valuable cargo, it's **inevitable**, or unavoidable, that pirates would make an appearance in this story.¹ The English colonies, particularly those in the Southern region and the West Indies, became well known as places where pirates hid from the law. These pirates were known as buccaneers.

2 From this context, what do you think *infamous* means? (well known as having a bad reputation)

Buccaneers were a group of men from England, France, and Holland. They terrorized sailors and captured trade ships in this region. Because of the success of these **infamous** pirates, some countries were forced to send naval ships to the New World to accompany their trade ships safely back to port.² This new world was turning out to be a place where all kinds of people had the opportunity to become rich!

Back on land, the English colonies were expanding. Today you will learn about two more colonies—Maryland and Georgia. Both of these colonies have an interesting history. However, the development of Maryland and Georgia was a little different from that of Virginia. Let's begin with Maryland.

3 [Have a volunteer point to Maryland on Poster 1 (Regional Map of Colonial America).]

You learned about the large plantations that were prevalent in the South. Maryland was considered a Southern colony, though it was geographically in the Middle Atlantic region.³ Although there were many small farms in Maryland, there were a fair number of large plantations in the southern portion. Like Virginia, Maryland's economy was based on tobacco agriculture as a cash crop.



← Show image 5A-2: Charles I and Queen Maria; Lord Baltimore⁴

4 [Have a volunteer point to Charles I on Poster 2 and then in the image (on left with Queen Maria).]

Before he was killed, Charles I had given a large section of land north of Virginia to a friend. This time, the lucky recipient of land was Sir George Calvert.

5 Have you heard the word *Baltimore* before in relation to Maryland? (It is the name of the largest city in that state today.)

6 or the head of the Roman Catholic Church who lives in Rome

7 Who controlled Virginia? (the king)

8 What is a safe haven?

9 Trading posts were locations where colonists would trade goods with Native Americans and other colonies.



10 When people experience persecution, they are made to suffer because of what they believe in.

Sir Calvert, who was also known as Lord Baltimore, received this generous gift in 1632.⁵ Sir Calvert was a Roman Catholic. In England at that time, Roman Catholics were not very well-liked because they were not part of the official Church of England. The Church of England—the Anglican Church—had split apart from the Roman Catholic Church. Many people in England at that time believed that Roman Catholics would be more loyal to the Catholic pope⁶ than to the king—and they did not like that. However, because King Charles’s wife, Queen Henrietta Maria, was Catholic, Charles tried to be respectful of Catholics for her sake. Delighted by Charles’s gift, Sir Calvert named his colony “Maryland” in honor of Queen Maria.

Maryland was different from Virginia because it was controlled by Sir Calvert’s family.⁷ Sir Calvert’s son Cecil determined that Maryland would be a safe haven for Catholics.⁸ In the beginning, it was. In fact, in 1634, Cecil’s brother, Leonard Calvert, led the first group of Catholics to this colony. Leonard Calvert later became the first governor of Maryland.

The colonists in Maryland made it a priority to make peace with local Native Americans right away. They did not waste time searching for gold, but instead immediately established farms and trading posts.⁹ They soon settled into organized communities with laws that were clearly defined.

← **Show image 5A-3: Maryland General Assembly passing Act of Toleration**

It wasn’t long before word got out that Maryland was quite a nice place to live. Europeans searching for a better life free of poverty and religious persecution journeyed to this colony.¹⁰ And it wasn’t just Roman Catholics who came. Other Christians who belonged to different churches came to settle in Maryland, too. Before long, Maryland became known as a place that practiced religious freedom—so much so that, in 1649, Lord Baltimore had the Maryland General Assembly pass the Act of **Toleration**. This law stated that all Christians in Maryland would be tolerated, or allowed the freedom to worship. This law **confirmed** that Christians

11 From this context, what do you think *interference* means?



12 [Have a volunteer point to Georgia on Poster 1.]

13 Parliament is the name of the governing body which still exists in Great Britain today.

14 Debtors are people who owe money to other people.

from different churches—Protestants, Catholics, and others—could practice their religion without **interference**.¹¹

← **Show image 5A-4: Family in debtor's prison/James Oglethorpe**

The last Southern colony to be founded was Georgia.¹² One day, a member of Parliament in London, England, named James Oglethorpe had a brainstorm.¹³ Oglethorpe had noticed that English jails were overflowing with **debtors**.¹⁴ In England during this time, people were put in jail, called a debtor's prison, if they were unable to pay their debts. Sometimes these jailed debtors owed a little amount of money, and sometimes they owed a lot. Oglethorpe had noticed that these debtors—even those who owed a relatively small amount of money—were often left to die in jail, without any way of paying back the money they owed.

Oglethorpe's unique idea was to set up a new colony in North America where these debtors would be given a second chance. They would be given land so they could begin a new life. They could work to pay back the money they owed, and then their debt would be forgiven.



← **Show image 5A-5: Oglethorpe receiving charter from King George II**

In 1732, the then-king, George II, liked this idea. He gave Oglethorpe a charter saying that he could take a band of debtors from England to the area of land between South Carolina and Spanish Florida.¹⁵ The British Parliament supported this venture by giving Oglethorpe money and ships to make the journey. Upon reaching this new land, Oglethorpe named it Georgia after his royal majesty. (Kings just expected new lands to be named after them.) Georgia was even larger back then than the state of Georgia is today. It included much of present-day Alabama and Mississippi. So that was quite a nice piece of land King George gave to James Oglethorpe!

However, even though sending debtors to the New World seemed like a brilliant plan to Oglethorpe and the king, it was difficult to persuade many debtors to leave their families and

15 [Have a volunteer point to George II on Poster 2.]

16 You will hear more about this saying, used to describe those who are not in a position to be picky about things that are given to them.

17 From this context, do you think *laborious* describes something that is easy or difficult?



← **Show image 5A-6: Oglethorpe meeting with Chief Tomochichi**

homeland, and sail three thousand miles across the Atlantic Ocean to a place where they might not be welcomed with open arms. Once they arrived, the debtors would have to build their own homes, as well as gather, hunt, and grow their own food. Many debtors preferred to serve their time in jail in England rather than face the unknown in the New World. Some might say “beggars can’t be choosers.”¹⁶ In all, about one hundred debtors agreed to go on the journey to North America. They began the **laborious** task of helping to turn Georgia into a colony.¹⁷

As soon as he arrived in Georgia, Oglethorpe met with the leader of the Yamacraw, a group of Native Americans in the region. Chief Tomochichi [toh-moh-*CHEE*-chee] and the Yamacraw were willing to trade with the English and to allow them to settle there. Oglethorpe worked hard to establish alliances with the Yamacraw and even invited some of them to visit England. Oglethorpe and his band of debtors developed the first settlement in Georgia: Savannah.¹⁸

18 [Point to Savannah on Poster 1.] Savannah remains a thriving and well-known city in the state of Georgia today.



← **Show image 5A-7: Regional Map of Colonial America**

Of course, King George had another motive for sending settlers to Georgia besides helping debtors start a new life.¹⁹ As you can see on the map, Georgia is located between the Carolinas and what was then known as Spanish Florida. At this point, the British had not established any official colonies to the south of South Carolina, so this was the perfect way to protect the colonies from the Spanish. Georgia served as a **buffer** zone to separate English colonies from the Spanish colonies. This would also allow colonists to keep an eye on Spanish ambitions for growth in North America.

19 [Have a volunteer point to Georgia on the map.]

But King George did not realize that the Spanish had already claimed the very area he had in mind. It wasn’t long before there was armed confrontation between the Spanish and the British. As time went by, more and more settlers arrived in Georgia. Some of them did not get along with the native people as well as Oglethorpe and his followers had. The Spanish continued to stake their claim

20 Who remembers what *vital* means from our study of the human body? (necessary for survival)

to the land, and buccaneers often attacked vital trade ships.²⁰ This new colony, the last one to be created, suffered its fair share of problems in its early days.


Whereas few debtors would agree to come and settle in Georgia, many poor Europeans from other countries began to arrive and establish farms in this colony. They came primarily from Ireland and Germany. Georgian farmers liked the idea of plantation farming, as it had proven successful in other Southern colonies. However, the colonists soon found farming to be a backbreaking job and insisted that they needed help. Although it was first decided that Georgia would be a slave-free colony, the introduction of slavery slowly began.



Before long, Georgia became a colony identified with plantation life and the heavy use of enslaved laborers. Within one hundred years of being established, the state of Georgia had more plantations than any other state in the South, and the second largest number of enslaved Africans—second only to Virginia.

Comprehension Questions


15 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in their Colonial America notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1.  *Inferential* What three new reasons did you hear about today that help explain why people left behind their homeland to take a perilous boat ride across the Atlantic? (Christians came to Maryland to escape persecution and to be in a safe haven where they could worship freely; debtors came to Georgia to work to pay back their debts; poor Europeans came to start a new life.)
2. *Inferential* What problem in the colonies seemed to be solved at the time, but soon prompted a terrible new problem? (Farmers needed help with their plantations, and so they brought enslaved Africans to the colonies. This seemed to solve the need for workers, but it also created the terrible problem of slavery.)
3. *Inferential* Before he was killed, to whom did King Charles I give the land that became the Maryland colony? (Lord Baltimore, also known as Sir Calvert) For whom did Lord Baltimore name the colony of Maryland? (Queen Maria) Why did he create the colony? (to be a safe haven for Christians to worship freely)
4. *Inferential* Was Maryland settled before or after the first-known African laborers were brought to North America? (after) [Have a volunteer place Image Card 9 (Maryland) on the timeline after 1619, leaving space between them for two cards. You may wish to write "1632" beneath the card.]

5.  *Inferential* Who had the unique idea to create the colony of Georgia? (James Oglethorpe, a member of Parliament) How did Oglethorpe attempt to establish a positive relationship with the Native Americans in this area? (He talked with them and their chief about trading and sharing the land.) For whom was the colony of Georgia named? (King George II of Great Britain)
6. *Inferential* Was Georgia settled before or after Maryland? (after) [Have a volunteer place Image Card 10 (Georgia) to the far right of the timeline, after Maryland, but leaving enough space for six cards between them. Remind students that Georgia was the last colony to be established. You may wish to write “1732” beneath the card.]
7.  *Inferential* In conclusion, what was Sir Calvert’s main idea for Maryland? (religious freedom for Christians) What was James Oglethorpe’s main idea for Georgia? (to give debtors a chance to pay their debts and start a new life) What was the main idea King George II had for Georgia? (Georgia would be a buffer between the English colonies and the Spanish presence below it in Florida.)
8. *Inferential* The word *interference* means an interruption, opposition, or unexpected stop in a plan or action. Discuss as many examples of interference as you can remember from the read-aloud. Think about the different people you heard about today who had different main goals. Who were they? What were their goals? Who or what was thought to be a possible interference? (Captains of trade ships were worried about interference from pirates on the Atlantic; King George II was worried about interference from the Spanish in Florida near the Southern colonies; Catholics and Protestants were worried about interference from the king regarding their right to religious freedom; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative Think Pair Share:* You heard in the read-aloud that the interference of infamous pirates, known as buccaneers, seemed inevitable, or unavoidable, during colonial times. Explain why this was the case. (There was so much trading going on in the Atlantic Ocean that there were a lot of opportunities for pirates to steal valuable goods; pirates could hide from naval ships in the large Atlantic Ocean.) How would you compare and contrast the actions of these buccaneers and the actions of the English colonists? (Answers may vary, but may include that although both groups were taking things or areas of land that already belonged to or were inhabited by others, the colonists had the authority of the crown, but the buccaneers were considered criminals; both groups were violent at times toward others; etc.)
10. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Inevitable

5 minutes

1. In the read-aloud you heard, “With so much trade going on, and the abundance of ships laden with valuable cargo, it’s *inevitable* that pirates would make an appearance in this story.”
2. Say the word *inevitable* with me.
3. *Inevitable* means unavoidable or unstoppable, and describes something that is going to happen whether you like it or not.
4. When Sherman ate his birthday cupcake, it was inevitable that the icing would disappear before the cake.
5. Has something ever happened to you that you felt was inevitable? What happened? Why do you think it was inevitable? Try to use the word *inevitable* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I thought it was inevitable that . . . ” or “_____ was inevitable because . . . ”]
6. What’s the word we’ve been talking about? What part of speech is the word *inevitable*?

Use a *First/Then* activity for follow-up. Directions: I will read a pair of sentences. Determine which of the two events happened first, and which event was inevitable because of the first event. Add the word *first* before the first sentence and the phrase “It was inevitable that. . .” before the second sentence. (You may wish to complete the first one for students.)

- The baseball was accidentally thrown directly at the glass mirror. (First, . . .)
 - . . . the mirror would break. (It was inevitable that . . .)
-

- A piece of hamburger fell to the floor right under the dog’s nose. (First, . . .)
 - . . . the dog would eat the meat. (It was inevitable that . . .)
-

- . . . the driving rain would soak the books. (It was inevitable that . . .)
 - The window next to the bookshelf was left open when the thunderstorm blew in. (First, . . .)
-

- . . . the cookies would burn. (It was inevitable that . . .)
 - Calloway forgot there were cookies baking in the oven. (First, . . .)
-

- Evie left the chocolate bar in the hot car on a summer day. (First, . . .)
- . . . the chocolate bar would melt. (It was inevitable that . . .)



Complete Remainder of the Lesson Later in the Day



The Founding of Maryland and Georgia

5_B

Extensions

20 minutes

Sayings and Phrases: Beggars Can't Be Choosers

5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “beggars can’t be choosers.” Have students repeat this proverb and predict what it means. Tell students that the literal meaning of this proverb is that a person who is in a position of not having something does not have the option of choosing what he or she wants. The person who is “begging” must take whatever is offered. It means that if you really need something and are getting it for nothing, then you cannot be too picky and should gratefully accept whatever is being offered.

Remind students of the debtors they heard about in the read-aloud who were in prison and didn’t have anything. Some of the debtors didn’t want to take the opportunity that was being given to them and go to the New World because of the distance, risk, change, or other reasons. Some would say in response to this that “beggars can’t be choosers.”

Share other examples with students, or have students share examples of their own. Try to find other opportunities to use this saying in the classroom.

10 Thirteen Colonies Organizer (Instructional Masters 5B-1 and 5B-2)

Give each student copies of Instructional Masters 5B-1 and 5B-2. Tell them they are going to record what they have learned about Maryland and Georgia in these graphic organizers to help them think about and remember the information.

Have students fill out the categories as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not have enough information yet to fill out every category completely, but that by the end of the domain they will have captured the necessary information.

Have students draw a picture on the back of each worksheet to depict one of the main ideas about each colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Masters 5B-1 and 5B-2 onto chart paper, a chalkboard, or a whiteboard and complete them as a class. You may also wish to have students work with a partner or in a group.



Religious Freedom and the First Thanksgiving

6

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✔ Locate Plymouth (Massachusetts), and identify it as a New England colony
- ✔ Describe some of the reasons people came to North America from England and other countries
- ✔ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✔ Describe the industries and other characteristics of the New England region
- ✔ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✔ Describe the relationship between the colonists and Native Americans
- ✔ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✔ Identify some of the industries of New England, such as timber, shipbuilding, and fishing
- ✔ Identify King James, the Pilgrims, the Virginia Company, William Brewster, William Bradford, Samoset, Squanto, Chief Massasoit, and the Wampanoag as key people relative to the settlement of the Plymouth colony
- ✔ Identify 1620 as the year the Pilgrims came to Plymouth on the *Mayflower*

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an image of the Pilgrims preparing to leave England on the *Mayflower* in “Religious Freedom and the First Thanksgiving” (RI.3.7)
- ✓ Make predictions before “Religious Freedom and the First Thanksgiving” about how the New England colonies may be different from the Southern; and about where the Pilgrims ended up after their voyage, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Draw an illustration to represent the main ideas and/or details about the colony of Plymouth from “Religious Freedom and the First Thanksgiving”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

battered, v. Beat with repeated damaging blows; hit; pummeled

Example: The storm battered the boats in the harbor with strong winds and rain.

Variation(s): batter, batters, battering

boarded, v. Stepped onto or entered

Example: Mr. Piedra’s science class boarded the bus at 8 a.m. to go to the New England Aquarium in Boston.

Variation(s): board, boards, boarding

Mayflower Compact, n. An agreement signed in 1620 on the *Mayflower* among the Pilgrims to form a government

Example: The Mayflower Compact was pivotal in starting a government for the Pilgrims who settled in Plymouth, Massachusetts.

Variation(s): none

optimistic, *adj.* Positive; expecting the good rather than the bad; believing that things will turn out well

Example: Carrie has always been optimistic, so she believed her favorite basketball team would win the game.

Variation(s): none

pilgrimage, *n.* A journey taken for religious reasons

Example: *The Canterbury Tales* is a famous story about a pilgrimage that a group takes to the Canterbury Cathedral.

Variation(s): pilgrimages

pure, *adj.* Free from anything harmful or evil


Example: To keep from getting sick, it's best to drink water that is known to be pure.

Variation(s): purer, purest

self-government, *n.* Control of an area—such as a country, state, or town—by the people who live there

Example: The region known as Tibet in the country of China has been fighting for self-government for hundreds and hundreds of years.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Poster 1 (Regional Map of Colonial America); A Timeline of the Americas	10
	Essential Background Information or Terms	Poster 2 (Royal Portrait Gallery); A Timeline of the Americas	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Religious Freedom and the First Thanksgiving	Poster 1; U.S. map; world map or globe	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 11	15
	Word Work: Optimistic		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Thirteen Colonies Organizer	Instructional Master 6B-1; chart paper, chalkboard, or whiteboard (optional)	20



Religious Freedom and the First Thanksgiving

6A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information covered thus far on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the previous read-alouds and/or the following questions:

- In which Southern colony was the first permanent English settlement established? (Jamestown, Virginia)
- In which Southern colony did the English settlers interact with a Native American tribe called the Powhatan and have contact with a Powhatan named Pocahontas? (Jamestown, Virginia)
- Which Southern colony was saved when it was discovered that the cash crop of tobacco could be grown? (Jamestown, Virginia)
- In which Southern colonies were rice, indigo, and tobacco grown as cash crops? (South Carolina and North Carolina)
- Which Southern colony is classified as such because it had plantations in the southern part—even though geographically it is located farther north than the other colonies in the region? (Maryland) [Have a volunteer point to Maryland on Poster 1 (Regional Map of Colonial America).]
- Which Southern colony was started as a safe haven for Catholics? (Maryland)
- Which Southern colony was started as a place for people in debtors' prisons to start a new life? (Georgia)
- Which Southern colony was also established as a buffer between the Spanish settlements to the south and the other English settlements to the north? (Georgia)

Essential Background Information or Terms

Tell students that the king in the read-aloud today, James I, was the father of King Charles I, the king they learned about who gave Maryland as a gift to Sir Calvert. Have a volunteer point to these monarchs on Poster 2 (Royal Portrait Gallery).

Tell students that you are going to be traveling to another region—New England—and will therefore also be traveling back in time to an earlier settlement date.

Purpose for Listening

Ask students to make predictions about how life was different for the people who came to New England compared to the life of the colonists in the Southern region. Tell students to listen carefully to hear if their predictions are correct.



Religious Freedom and the First Thanksgiving

← Show image 6A-1: Pilgrims and others preparing to board the *Mayflower*¹

1 Describe what you see in this image. Who do you think these people are, and where are they going?

2 What are some of the reasons you have heard why people risked their lives to come to North America?

3 You will hear more about the Puritans in the next lesson.

On a September day in 1620, about a hundred or so men, women, and children **boarded** a small wooden ship that was nestled in the English harbor known as Plymouth. This ship, called the *Mayflower*, was bound for North America. You really do have to wonder why people would put their lives at risk to sail across a vast ocean in an overcrowded ship. They must have had very good reasons.²

I'm sure you remember King James; Jamestown was named after him. Well, King James was not just the head of England at this time. He was also the head of the Church of England. And King James took his job as head of the church very seriously. He felt that the Church of England was the only established church in the country, and everyone should be part of it. The king also believed that if you didn't support the Church of England, you might not support the king. So King James did not allow people to follow any other religion. Anyone who broke this law could be severely punished. In fact, many people were imprisoned, killed, or forced to leave the country.

As you can imagine, this law made a lot of people unhappy, especially those people who wanted to be free to worship as they wished. Two groups in particular were angry with the king. They were known as the Puritans and the Separatists. The Puritans actually belonged to the Church of England. However, the Puritans believed that the Church of England, also known as the Anglican Church, was not strict enough. They wanted a stricter way of life based on how they interpreted the Bible.³ The Puritans wanted to stay in the church, but they wanted it to be more **pure**, or free of beliefs they didn't agree with. The Separatists, on the other hand, wanted people to have the freedom to worship as they pleased, even if it meant *separating* from the Church of England. King James refused to listen to either group and viewed them both as nothing more than troublemakers.

4 [Point to the Netherlands on image 1A-1, or on a world map or a globe.]



5 [Have a volunteer point to Virginia on Poster 1 (Regional Map of Colonial America).]



Frustrated and unhappy with the king, a group of Separatists left England in 1608 for the Netherlands.⁴ There they could practice their religion without fear. However, about ten years later, a group of them decided to return to England because they missed their homeland and culture. They had a plan, though. They did not intend to live in England. Instead, they planned to board a ship and move to a new land—a land that would be their own. They had decided to go to Virginia. King James was delighted!

← **Show image 6A-2: William Bradford talking with Virginia Company**

William Bradford was the organizing leader of this group of Separatists. Bradford had persuaded the Virginia Company to allow them to make the trip. He also persuaded the company to give them a small piece of land to settle on when they got there.⁵ If you recall, it was the Virginia Company that had paid for the English settlers to travel to Virginia in 1606.

Before setting off, these Separatists became known as Pilgrims. The word *pilgrim* is a word used to describe a person who goes on a **pilgrimage**, or a journey for religious reasons. It was thought that this word best described what these people were doing.

← **Show image 6A-3: Pilgrims and others preparing to board the *Mayflower***

And so, this is where we begin, in September 1620, as the Pilgrims board the *Mayflower*. It is important to note that not everyone on board the *Mayflower* was a Pilgrim. There were military officers, adventurers, merchants, craftsmen, indentured servants, and would-be farmers, too. Because they were not part of their church, and the Pilgrims were not familiar with them, the Pilgrims called the other travelers on board the ship Strangers. Regardless of what they were called, all of these people hoped for a better life and were willing to put their lives at risk to get it.



← **Show image 6A-4: Mayflower in stormy seas**

The journey to Virginia did not start out well. Very strong winds made the voyage a difficult one. The winds were so strong that they **battered** the ship and blew it off course. It took more than two months to complete the journey. When they finally arrived, they were not in Virginia.⁶

6 Where do you think they were?

At the first sight of land, the captain instructed that they drop anchor. Although those on board were happy to see land after two months on board a ship, it soon became clear that they were not where they were supposed to be. For one thing, the weather was much colder than they were prepared for.



← **Show image 6A-5: Signing the Mayflower Compact**

Because they were far north of the area granted to them by the Virginia Company, the Pilgrim leaders on board drew up a plan outlining how their colony should be governed—even before landing their ship. That’s right. Right there on the ship, they decided what the rules should be and who would make them. The main objective, or goal, of the group—which included both Pilgrims and so-called Strangers—was to work together in peace and fairness to make their colony a success.

This document, written by William Bradford and the Pilgrim’s religious leader, William Brewster, became known as the **Mayflower Compact**.⁷ Most of the men on board the *Mayflower* signed the agreement (forty-one of them to be exact). Once again, women and, of course, children were not included. Today, the Mayflower Compact is a very important document because it was the first document in the English colonies to guarantee **self-government**.⁸

7 The Pilgrim’s religious leader, William Brewster, died soon after they arrived in Plymouth. William Bradford became the governor of Plymouth colony. He remained the governor for many years.

8 What does it mean to self-govern?

The group sent an exploratory party in a rowboat to investigate the coastline while everyone else remained on board the ship. The men in this party encountered Wampanoag Native Americans. The two groups shot at each other with muskets, and bows and arrows. The English party advanced and explored an area that became known as Provincetown, on the very northern tip of Cape Cod, in what is now the state of Massachusetts.⁹

9 [Point to Cape Cod on a U.S. map.] Were your predictions correct about where they landed?



← **Show image 6A-6: Arrival of the Pilgrims**

Based on information provided to them by the exploratory party, the Pilgrims and others did not settle the area that became known as Provincetown. Instead, they sailed farther to a rocky harbor area they named Plymouth, which was fitting because the group had first departed England from the port of Plymouth.¹⁰

Some historians have recorded that the passengers on board the *Mayflower* took their first steps in North America when they alighted onto a large, granite boulder on the shoreline. This boulder is now known as Plymouth Rock. Though some believe the story of the Pilgrims landing on this specific rock, it may be a legend. What we do know is that the date was December 21, 1620. The Pilgrims had arrived in North America.

Sadly, the settlers were not prepared for how bitterly cold the winters could be in New England. In addition, the journey had been so terrible that many of the settlers were sick. Without warm clothing and shelter, and with very little food, one by one the settlers began to die. Almost half of them died during that first winter.



← **Show image 6A-7: Squanto helps the Pilgrims**

Spring could not come quickly enough. When it did arrive, the settlers got to work experimenting with planting seeds for crops and building homes.

One day, a Native American named Samoset appeared in the colony. Surprisingly, Samoset spoke some English. Samoset told the settlers about a Native American named Tisquantum (also called Squanto), who not only spoke English, but had been to England and Spain.

It was clear to Samoset that the English settlers needed help, and he went to get it. Before long Squanto arrived with the Wampanoag chief, Massasoit [mass-uh-so-it]. It appears the settlers had arrived in an area inhabited by the Wampanoag. Squanto was not actually a Wampanoag, but he joined the tribe when the people of his own tribe had died from diseases brought to North America by explorers and traders.

10 [Have a volunteer point to Plymouth on Poster 1.]

Squanto believed the Wampanoag could trade with the settlers. He advised Chief Massasoit to make peace with them. It is believed that Squanto showed the settlers how to grow crops such as corn, squash, and beans in the New England soil. Squanto also showed the settlers where to hunt and fish, and which local plants were good to eat.



← **Show image 6A-8: Harvest feast**

As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more **optimistic**.¹¹ And so, when the first fall came, the settlers had enough food to see them safely through the next winter. They were very grateful. They were grateful to God, and they were grateful to the Wampanoag. It was time to hold a celebration of thanksgiving.¹²

One of the settlers wrote that Chief Massasoit came to the thanksgiving celebration with ninety Wampanoag men. The occasion lasted for several days as the settlers and their guests feasted on deer, duck, lobster, fish, cornbread, pumpkin, squash, and berries. They hunted, played games, and ran races.¹³ This celebration of the Pilgrims and the Wampanoag is often called “the first Thanksgiving.”¹⁴

The friendship and relative peace between the Wampanoag and the settlers lasted for many years—even decades after Squanto’s death. Eventually, however, as more and more new settlers poured into this area of North America, the friendly relations broke down. But for now, in this part of our story, this new land and new life with religious freedom were very much what the Pilgrims had hoped for.

11 From this context, what do you think *optimistic* means?



12 The Wampanoag had been participating in autumn harvest festivals for hundreds and hundreds of years.

13 [Point to the Native Americans practicing their archery, and to others in the background running races and eating.]

14 According to some historical accounts, the Wampanoag and the Pilgrims may have also been making an official agreement to be military allies.


Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about how the life of the Pilgrims in New England compared with the life of the colonists in the Southern colonies? Why or why not? (Answers may vary.)
2.  *Inferential* What were the Pilgrims known as before they left England? (Separatists) Why were they called Separatists? (They wanted to separate from the established church in their homeland, the Church of England, or Anglican Church.)
3. *Literal* What is the name for the kind of religious journey the Separatists took when they boarded the *Mayflower* and came to North America? (a pilgrimage)
4. *Literal* Who was William Bradford? (He was the leader of the group of Separatists; a founder of Plymouth, along with religious leader William Brewster, and he became the governor of Plymouth.)
5. *Inferential* How did the Pilgrims know that they were not near Jamestown? (They had been blown off course when the *Mayflower* had been battered by a storm; the weather was much colder than they expected; etc.)
6.  *Inferential* Describe the significance of the Mayflower Compact. (It was the written plan the Pilgrim leaders set up while still on the *Mayflower* to agree on what rules they would have in their colony and how they would get along; it was the first document on self-government in the colonies.)
7. *Inferential* Why is the year 1620 such an important year in American history? (It's the year the Pilgrims arrived in Plymouth, Massachusetts; it was the year in which the Mayflower Compact was signed, which is the first document in the English colonies to guarantee self-government.) Did the Pilgrims and others settle in Plymouth before or after the colonists in Maryland and Georgia? (before) [Have a volunteer place Image Card 11 (Plymouth, Massachusetts: 1620) on the timeline before Maryland, but after Jamestown. Write "1620" beneath the card, and tell students that this is one of the four dates they will need to remember in this domain.]

8. *Evaluative* Do you think the Pilgrims were optimistic about the future after their first winter in Plymouth? Why or why not? (Answers may vary; there was extreme cold, sickness, and lack of food, and half of the Pilgrims died; there was an established peace with the Wampanoag; they had the religious freedom they were seeking; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative Think Pair Share:* How would you describe the relationship between the Pilgrims and the Wampanoag? (Answers may vary.)
10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Optimistic

5 minutes

1. In the read-aloud you heard, "As their crops grew in the warm New England sunshine, and the men hunted and fished in the woods and rivers, the settlers became more *optimistic*."
2. Say the word *optimistic* with me.
3. *Optimistic* means positive, or expecting good things to happen more than bad things.
4. Eudora is so optimistic that she usually cheers up her friends when they're feeling grumpy.
5. Have you ever been optimistic? Have you ever known someone else who is very optimistic? What is that person like? Try to use the word *optimistic* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I was optimistic . . ." or "Being optimistic is important because . . ."]
6. What's the word we've been talking about? What part of speech is the word *optimistic*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns sharing a time when you wondered how an uncertain situation might turn out, but you felt optimistic about it. Discuss why you think being optimistic is important, and why it can be difficult sometimes. Be sure to use the word *optimistic* in a complete sentence when you talk about it. Then, I will call on one or two of you to share your partner's example with the class.



Complete Remainder of the Lesson Later in the Day



Religious Freedom and the First Thanksgiving

6B

Extensions

20 minutes

10 Thirteen Colonies Organizer (Instructional Master 6B-1)

Give each student a copy of Instructional Master 6B-1. Tell them they are going to record what they have learned about Plymouth colony in the graphic organizer.

Have students fill out the categories as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not yet have enough information to fill out every category completely, but that by the end of the domain they will have captured the necessary information. Tell students that later they will hear about another colony in the same present-day state (Massachusetts Bay Colony), and have them leave some room on their worksheet for additional information.

Have students draw a picture on the back of the worksheet to depict one of the main ideas about this colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Master 6B-1 onto chart paper, a chalkboard, or a whiteboard and complete it as a class. You may also wish to have students work with a partner or in a group.



Religious Dissent and the New England Colonies

7

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate Massachusetts, New Hampshire, Connecticut, and Rhode Island, and identify them as New England colonies
- ✓ Locate the city of Boston, and identify it as an important city in colonial America
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe the industries and other characteristics of the New England region
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Identify some of the industries of New England, such as timber, shipbuilding, and fishing
- ✓ Identify King James, the Puritans, the Massachusetts Bay Company, and John Winthrop as key people relative to the settlement of the Massachusetts Bay colony
- ✓ Identify Roger Williams, the Narragansett, and Anne Hutchinson as key people relative to the settlement of the Rhode Island colony

- ✓ Identify Thomas Hooker as the key person relative to the settlement of Connecticut
- ✓ Identify King James and his friends, John Mason and Ferdinando Gorges, as key people relative to the settlement of the New Hampshire colony, and later to the development of the state of Maine
- ✓ Compare and contrast the Pilgrims and the Puritans
- ✓ Explain why Roger Williams and Anne Hutchinson were considered religious dissenters

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of, and appropriately use common sayings and phrases such as “a city on a hill” as used in “Religious Dissent and the New England Colonies” (RI.3.4) (L.3.5a)
- ✓ Compare and contrast the Pilgrims and Puritans in “Religious Dissent and the New England Colonies” (RI.3.9)
- ✓ Make personal connections to events and experiences in “Religious Dissent and the New England Colonies” by considering what their own colony would be like if they were to establish and/or design one (W.3.8)
- ✓ Make predictions before “Religious Dissent and the New England Colonies” about whether the ideas shaped in the New England colonies would be lasting ideas for the United States, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Choose words and phrases for effect to discuss synonyms and antonyms for the word *dissenter* (L.3.3a)
- ✓ Provide and use synonyms and antonyms for the word *dissenter* (L.3.5b)
- ✓ Draw illustrations to represent the main ideas and/or details about the colonies of Massachusetts Bay, Rhode Island, Connecticut, and New Hampshire from “Religious Dissent and the New England Colonies”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

dissenter, n. Someone who disagrees with the majority, or the people in power; usually someone who disagrees with the government or a church

Example: In order to keep everything in order and avoid chaos, the leaders of the new colony did not allow anyone who became a dissenter to stay in the colony.

Variation(s): dissenters

preach, v. To deliver a religious speech; to share a message; to try to convince someone to accept a specific opinion or action

Example: Matthew went to church to hear the local minister preach about what he and other church members could do to help others.

Variation(s): preaches, preached, preaching

recant, v. To announce publicly that past beliefs are no longer true

Example: Erica’s father agreed to help her set up an aquarium in her room as long as she did not recant her promise to clean the tank weekly.

Variation(s): recants, recanted, recanting

senior, adj. Having a higher position and more power within a group, such as an older member might have


Example: The senior firefighter at the station is the one who rings the alarm when there is a fire.

Variation(s): none

society, n. A group of people organized together

Example: Keisha and Carlos are going for a hike with the bird-watching society to see if they can spot an eagle.

Variation(s): societies

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Poster 1 (Regional Map of Colonial America) (optional)	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Religious Dissent and the New England Colonies	Poster 1; U.S. map	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 12–15	15
	Word Work: Dissenter		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Thirteen Colonies Organizer	Instructional Masters 6B-1, 7B-1, 7B-2, 7B-3; chart paper, chalkboard, or whiteboard (optional)	20



Religious Dissent and the New England Colonies

7A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information covered thus far on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use Poster 1 (Regional Map of Colonial America), images from the read-alouds, and/or the following riddles:

- I am the colony that began after about one hundred people boarded the *Mayflower* and came across the Atlantic Ocean. (Plymouth)
- I am another name for the Separatists who came to Plymouth because they wanted to separate from the Church of England and create a new life where they could freely worship. (Pilgrims)
- I am a journey that is taken for religious reasons. (pilgrimage)
- I am the place where the Pilgrims and Strangers intended to go. (Virginia)
- I am the name of the place where the *Mayflower* landed. (Plymouth)
- I am a Native American who spoke English and had been to England and Spain. (Squanto)
- I am the set of rules that was made to help the Pilgrims self-govern. (Mayflower Compact)
- I am the man who became the governor of Plymouth. (William Bradford)

Purpose for Listening

Tell students to listen carefully to find out how the different colonies in the New England region grew out of differing ideas and beliefs about religion. Also ask them to make a prediction about whether or not the various founders' ideas in this read-aloud would be lasting ideas.



Religious Dissent and the New England Colonies

← Show image 7A-1: John Winthrop addressing Pilgrims

1 How did the Pilgrims solve some of their problems?

2 What does *purify* mean?

3 [Have a volunteer point to Plymouth on Poster 1 (Regional Map of Colonial America).] What state is this in today?

4 Did Winthrop literally mean that the colony should be built on a hill? [Guide students to understand that Winthrop wanted to provide the world with a good example of successful Puritan life.]

The Pilgrims had solved some of their problems, but the Puritans had not.¹ In England, the Puritans were still struggling to worship the way they wanted to. They wanted to change and purify the Church of England.² When the Puritans heard about the Pilgrim’s colony at Plymouth, they decided that they should try to do a similar thing. They came up with a plan to do just that.

In 1628, a number of Puritans, led by a man named John Winthrop, decided that they would establish a colony in New England to the north of Plymouth.³ The Puritans realized that they would have to be very organized. They had heard about the hardships faced by those who had already gone to this New World. They knew that many had died due to lack of food and shelter. The Puritans were determined to avoid these mistakes.

It was decided that a small group of Puritans would go ahead of the others and begin to build a colony. Then, in 1629, a group of English Puritans and merchants formed the Massachusetts Bay Company. The aim of the company was to make money for the Puritan colony by trading furs, as well as by fishing and shipbuilding. (There would be some farming, too, but the settlers knew that the rocky New England soil would never support a large farming economy.)

The company itself would be run according to Puritan principles, or rules. It was also decided that this Puritan colony would be different from other English colonies. In order to live in this colony, people would have to live according to the Bible and strict Christian principles. John Winthrop believed that their colony should be an example to others in terms of how people should live. He once said, “For we . . . shall be as a City upon a hill; the eyes of all people are on us.”⁴



5 [Explain that this image is a cross section that allows one to see the goods stored inside the ship.]

6 [Have a volunteer point to Boston on Poster 1.] Boston, located at the mouth of the Charles River on the Massachusetts Bay, is an important city today.

← **Show image 7A-2: Ship laden with supplies**⁵

Finally, in 1630, John Winthrop set sail for New England with three ships and about seven hundred colonists. They brought a good amount of food with them, as well as cows, horses, and tools. They were more prepared than any of the other English settlers so far. When they arrived, there were already some small buildings in place from the settlement of the first party they had sent. This settlement was called Salem. Other settlements were established in Charlestown, Cambridge, and Boston.⁶ This Puritan colony was named the Massachusetts Bay Colony, and John Winthrop would become its governor.

As planned, the Massachusetts Bay Colony was different from the colonies developing in the South. The strict laws that had been drawn up in England were put in place in the colony, and people had to follow them. For example, everyone had to go to church. Those involved in the government of the colony were **senior** church members, and only male church members could elect their leaders. As you have heard, whereas the Pilgrims were happy to separate from the Church of England, the Puritans wanted to remain a part of it and were determined to change it. They hoped that by their strict example of pure living, the Church of England would become stricter, too, and do away with many rules it still had from its Roman Catholic influence.



← **Show image 7A-3: Puritan town**

The Massachusetts Bay Colony was very successful and grew quite rapidly. Each Puritan town was carefully planned, with each family being given enough land on which to build a home and farm. The most important building in the town was the meetinghouse. This was where religious services and town meetings were held. The Puritans also believed in the power of education. They wanted their children to be able to read so they could read the Bible.



← **Show image 7A-4: Roger Williams statue**

7 This is a statue of Roger Williams that people can visit today. Why do you think people made a statue of him? Listen to find out.

In 1631, Roger Williams, a minister from London, arrived in the Massachusetts Bay Colony in Boston.⁷ Almost from the beginning, Williams did not agree with some of the leaders. He believed that the leaders of the colony had too much control over people's lives. He especially disliked the close connection between the church and the government. Williams felt that what was happening was too much like the English system they had tried to escape. The leaders of the Massachusetts Bay Colony felt threatened by his views.

As more and more people came to the colony, Williams saw more and more land being taken from the Native Americans. He strongly believed that the Native Americans should be paid for this land. Before long, the leaders of the Massachusetts Bay Colony considered him to be a troublemaker. Roger Williams was labeled a religious **dissenter** and was forced to leave the colony.⁸ There were some who wanted to send him back to England!

8 A dissenter is someone who dissents, or disagrees, with the majority of people.



← **Show image 7A-5: Roger Williams**

Before they could send him back, however, in 1636, Roger Williams left the colony in the middle of the night in the dead of winter. A few of his supporters left with him. It was bitterly cold, and he and his followers had nowhere to go. With the help of some Native Americans, they survived in the woods for three months. Eventually, Williams made his way south to what would become Providence, Rhode Island. There he purchased land from the Narragansett, a local Native American tribe. This area became the colony of Rhode Island.

Gradually, others who also found it difficult to follow the strict Puritan way of life followed Williams. Rhode Island became a haven for people who wanted to be free to practice their faith, or religious beliefs, in their own way. Rhode Island became the first English Colony to allow people complete religious freedom and welcomed not only Puritans, but Quakers, Roman Catholics, Jewish people, and others, too.



← Show image 7A-6: Anne Hutchinson

Another Puritan who followed Roger Williams was a woman named Anne Hutchinson. She and her husband and children had arrived in the Massachusetts Bay Colony in 1634. As you have heard, women were not part of the decision-making process in the church, or in **society** in general. Women certainly weren't allowed to **preach**, or deliver a religious speech or message, in church. Because of these restrictions, Anne Hutchinson organized weekly meetings in her home for women who wanted to discuss these sermons, or religious speeches. In these meetings, women also were free to discuss their religious views. These meetings became so popular that men, and even some of the church leaders, began to attend.

Hutchinson openly expressed her view that a person's individual faith was more important than being a member of an organized church. She also said that a person's personal relationship with God was the only thing that really mattered. This was considered by many to be a very dangerous view because the Puritan church had strict rules that were required to be followed. On top of this, Anne Hutchinson was a woman. So, just like Roger Williams, Hutchinson was put on trial for being a dissenter.⁹ During the trial, Hutchinson was ordered to **recant**, or take back, her beliefs and say she changed her mind, but she refused. Like Roger Williams, she, too, was banished.

In 1638, Anne Hutchinson joined Roger Williams in Rhode Island. After her husband died, she moved to New York with her younger children to start a new life. At the time, New York was called New Netherlands and was a Dutch colony. The governor there did not have a good reputation with the Native Americans and had caused many disputes between the native people and the colonists. He had also created tension among various groups of Native Americans.

9 What is a dissenter?



← **Show image 7A-7: Thomas Hooker with settlers in Connecticut**

In 1636, a Puritan minister by the name of Thomas Hooker also left the Massachusetts Bay Colony with a group of supporters. They made their way to an area that is now Connecticut and founded the town of Hartford near a wide river now known as the Connecticut River.¹⁰ Soon, two more settlements, Windsor and Wethersfield, were established in the colony of Connecticut.

One of the things that Thomas Hooker believed was that all men should be allowed to vote, not just those who were members of a church or those who were wealthy. In 1639, Thomas Hooker implemented a system of government in Connecticut called the Fundamental Orders of Connecticut. It was a form of democracy that later helped to inspire the creation of the U.S. Constitution.¹¹

10 [Have a volunteer point to Hartford on a U.S. map.] Today, Hartford is the capital of Connecticut.

11 What is a democracy? (a form of government in which the people have a say in the government)



← **Show image 7A-8: New Hampshire**

We've just talked about the creation of three of the four New England colonies.¹² The last New England colony is New Hampshire. You might be surprised to hear that King James I helped to establish New Hampshire, too! Remember how he gave an area of land to his friends? Well, he had given land in this part of North America to two more of his friends—John Mason and Ferdinando Gorges. Later, the two men divided the land in half, and Mason got the southern part that became the New Hampshire colony in 1679. Many unhappy Puritan settlers also found their way to this colony. Gorges received the northern half that would later become the state of Maine.¹³




As you can see, back in the 17th century, many English people were willing to risk their lives to sail to a faraway land in the hope of a better life. Do you think you would have been willing to do the same?

12 Do you know which one is missing? [Have a volunteer point to New Hampshire in the image.]

13 [On Poster 1, point to the area that is the state of Maine today.] This area was part of the Massachusetts colony until it became a separate state years later. [Point to Vermont on the map.] Another area that is part of New England today is Vermont. This area was not colonized by England, but later became its own state.


Comprehension Questions

15 minutes

1.  *Evaluative* Were your predictions correct about whether or not some of the ideas that shaped New England lasted as ideas for America? Why or why not? (Answers may vary. Some ideas have lasted, such as the law that children must be taught to read; Roger Williams' view that the church and government shouldn't be too closely connected; freedom of religion; Thomas Hooker's Fundamental Orders for Connecticut that helped inspire the U.S. Constitution; etc.)
2. *Inferential* Give examples of how the Puritans were more prepared than other English colonists who had come before them. (Answers may vary, but may include that they brought plenty of food, cows, horses, and tools; they already had buildings built by the small party that came ahead; they knew about the rocky soil and cold winters; etc.)
3.  *Inferential* You heard the following quote in the read-aloud: "For we . . . shall be as a City upon a hill; the eyes of all people are on us." Explain what John Winthrop meant when he said this. (The Puritans and their way of life would be held up as a good example for others to see and follow.)
4. *Inferential* What strict Puritan laws were the most important ones to follow? (Everyone had to go to church; only church members could elect leaders; senior members of the church were the leaders in the government.)
5.  *Evaluative* Compare and contrast the Puritans with the Pilgrims. (Similarities—Both were very serious about what they believed and stood for; both desired freedom to worship differently than the Church of England; both came to the New World; etc. Differences—Whereas the Pilgrims, first known as Separatists, desired total separation from the Church of England, the Puritans wanted to remain a part of it and purify it; Puritans believed in a very strict way of life, much more so than the Pilgrims.)

6. *Inferential* Name two people who were considered religious dissenters in the Massachusetts Bay Colony. (Roger Williams and Anne Hutchinson) Compare and contrast Williams and Hutchinson. (Similarities—They were both labeled as dissenters who disagreed with the majority; they were both forced to leave the colony; etc. Differences—Williams was a man and therefore had more rights and the ability to hold office and speak out; Williams started a new colony; Hutchinson had meetings in her home; etc.)
7. *Inferential* Give some specific reasons why Roger Williams disagreed with the Puritan ways. (There was too much control; it was too much like England; there was too close of a connection between church and government; etc.)
8. *Inferential* Where do the New England colonies fit onto our timeline? Was the Massachusetts Bay Colony established before or after Plymouth? (after) [Have a volunteer place Image Card 12 (Massachusetts Bay Colony) on the timeline directly after Plymouth. You may wish to write “1630” beneath the card.] Who is pictured in this image? (John Winthrop, leader of the Puritans) Were Rhode Island and Connecticut established before or after Massachusetts Bay Colony? (after) [Have a volunteer place Image Cards 13 (Rhode Island) and 14 (Connecticut) on the timeline after Maryland. You may wish to write “1636” beneath these cards since these colonies share the same approximate date.] Was New Hampshire colony established before or after Rhode Island and Connecticut? (after) [Have a volunteer place Image Card 15 (New Hampshire) after Rhode Island and Connecticut, but before Georgia. You may wish to write “1679” beneath the card.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative Think Pair Share:* With a partner, pretend that you are each forming your very own colony, one in the New England region and one in the Southern region. Both of you would like your colony to be an example to all people. Discuss with your partner how you would govern your “city on a hill.” Think about how people in your colony would meet their needs for food and shelter. How would they become educated? What would the rules be about religion? Discuss what would be the same and what would be different. (Answers may vary.)

10. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?

✈ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

Word Work: Dissenter

5 minutes

1. In the read-aloud you heard, “Roger Williams was labeled a religious *dissenter* and was forced to leave the colony.”
2. Say the word *dissenter* with me.
3. A *dissenter* is someone who disagrees with the majority, or splits away from an established church or government.
4. After Margaret was called a dissenter, the council of elders told her to leave and never return.
5. Have you ever heard of someone being called a dissenter? What are some things that made that person a dissenter? Is being a dissenter a bad thing? Why or why not? Try to use the word *dissenter* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ was a dissenter because . . .” or “Being a dissenter can be good/bad because . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *dissenter*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What are some synonyms of *dissenter*, or words that have a similar meaning?” Prompt students to provide words like *rebel*, *protestor*, *separatist*, *nonconformist*, *objector*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *dissenter*?” Prompt students to provide words and phrases like *someone who agrees*, *non-separatist*, *supporter*, *conformist*, etc. As students share synonyms and antonyms, make sure they use the word *dissenter* in a complete sentence.



Complete Remainder of the Lesson Later in the Day



Religious Dissent and the New England Colonies

7B

Extensions

20 minutes

10 Thirteen Colonies Organizer (Instructional Masters 6B-1, 7B-1, 7B-2, and 7B-3)

Give each student a copy of Instructional Master 6B-1. Tell them they will use what they have learned about the Massachusetts Bay colony to add to the graphic organizer.

Give students copies of Instructional Masters 7B-1, 7B-2, and 7B-3. Tell them they are going to record what they have learned about Connecticut, Rhode Island, and New Hampshire in these graphic organizers to help them remember the information.

Have students fill out the categories on each worksheet as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not yet have enough information to fill out every category completely, but that by the end of the domain they will have captured the necessary information. (The colonies of New Hampshire, New Jersey, and Delaware are not emphasized as much in this domain as are the other colonies; you may wish to allow students time to conduct research to learn more about these colonies.)

Have students draw a picture on the back of each worksheet to depict one of the main ideas about each colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Masters 6B-1, 7B-1, 7B-2, and 7B-3 onto chart paper, a chalkboard, or a whiteboard and complete them as a class. You may also wish to have students work with a partner or in a group.



Pausing Point 1

PP₁

Note to Teacher

Your students have now heard several read-alouds in the *Colonial America* domain. Students have heard about the Southern and New England colonies and have learned about the motivations, challenges, failures, and accomplishments of the English colonists who settled in North America. Students have also learned about the unique geography, climate, and industries of each region. It is highly recommended that you pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- ✓ Describe the impact Spanish, French, Portuguese, and Dutch exploration and conquest in the Americas had on the English and their decision to settle parts of North America
- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate the thirteen colonies of colonial America, and identify each by region
- ✓ Locate Roanoke Island in the Southern region, and identify it as a failed English colonization attempt
- ✓ Explain why Roanoke is known as the “Lost Colony”
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America

- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Identify some of the key people relative to the settlement of each colony
- ✓ Describe the industries and other characteristics of the three colonial regions
- ✓ Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607
- ✓ Identify the *Discovery*, *Susan Constant*, and *Godspeed* as the three ships that brought the English settlers to Jamestown
- ✓ Explain the term *starving time* as it relates to the Jamestown colony
- ✓ Locate and identify Charleston and Boston as important colonial cities, and explain why they flourished
- ✓ Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo
- ✓ Compare and contrast indentured servants and enslaved laborers
- ✓ Identify 1619 as the year the first-known African laborers were brought to the colonies
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not enslaved laborers
- ✓ Identify the three points of the triangular trading route—Europe, West Africa, and North America—and the leg known as the Middle Passage
- ✓ Compare and contrast the Pilgrims and the Puritans
- ✓ Identify 1620 as the year the Pilgrims came to Plymouth on the *Mayflower*
- ✓ Explain why Roger Williams and Anne Hutchinson were considered religious dissenters

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–15

In your hand, hold Image Cards 1–15 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for the Pilgrims arriving at Plymouth, a student may say, “Legend has it that we landed on a large rock in Massachusetts.” The rest of the class will guess who is being described. Proceed to another card when the correct answer has been given.

Acrostics Review

Materials: Thirteen Colonies instructional masters; class and/or student acrostics

Have students review the regional acrostics created as a class or individually. Have them use their worksheets about the thirteen colonies to fill in any gaps they may still have in the acrostics. You may wish to have students create new acrostics based on what they have learned thus far about the three regions and particularly the Southern and New England colonies.

10 Draw and Label the Triangular Trade Route and Middle Passage

Materials: Drawing paper, drawing tools

Using image 4A-6, guide students in drawing the triangular trade route, numbering each of the three legs: the first leg of the journey from Europe to West Africa; the second leg from West Africa to North America (the West Indies and the colonies); and the third leg from North America back to Europe. Then guide students in labeling the second leg from West Africa to North America as the “Middle Passage.” Review with students the products that were exported using these routes, and discuss the terrible action taken by the colonists and slave raiders in kidnapping Africans and forcing them to go to North America to work as enslaved people.



Domain-Related Trade Book or Student Choice

Materials: Trade book

Read a trade book to review the events, key figures, and regions relative to the thirteen colonies. Refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *cash crop*. Have them brainstorm everything that comes to mind when they hear the word, such as *rice, indigo, tobacco, large crop, for money, grown on plantations*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

Multiple-Meaning Word Activity: Seasoned

Materials: Chart paper, chalkboard, or whiteboard; images depicting the various meanings of the word *season*

1. In the read-aloud you heard, “Some of the men were well-known, daring adventurers. Others were seasoned sailors.” Here *seasoned* is an adjective that means experienced. The sailors who were seasoned had many years of experience sailing on ships because they had been through many seasons doing so. They knew better than the daring adventurers what to expect at sea. [Write “A—experienced” on the board.]
2. Who can tell me what the noun *season* means? (time of year; winter, spring, summer, fall or autumn) This is the second meaning of the word *season*, such as in this sentence: “My favorite season is fall because of the colorful leaves.” [Write “B—time of year” on the board.] Ask students what the differences are between the two words. (the *-ed* suffix, or ending; the part of speech) Remind students that the noun *season* may also be plural, as in this sentence: “We experience four seasons in New England.”

3. Another meaning of the word *season* is to add flavor to food, such as when you sprinkle salt or pepper on some of your dinner. Who can tell me what part of speech *season* is in the following example: “My dad likes to season fish with lemon and garlic.” (verb) This verb can also have these forms: *seasons*, *seasoned*, and *seasoning*. Another example is “My sister is always over-seasoning her food with tons of salt!” [Write “C—to flavor food” on the board.]
4. I am going to read some sentences. After I finish each sentence, tell me if the word *season* has meaning A, B, or C. Use the key words on the board to explain why.
 - In the season we call summer in the Northern Hemisphere, it gets very hot outside. (B—time of year)
 - Darcy was a seasoned swimmer after being on the swim team for five years. (A—experienced)
 - The soup needed to be seasoned with some onion and celery. (C—to flavor food)
5. With your neighbor, take turns coming up with sentences that include the word *season*. You may also use the other forms you have heard: *seasons*, *seasoned*, and *seasoning*. For example your neighbor might say, “Winter is my favorite season.” And you would respond, “Winter is a time of the year. The word *season* has meaning B.” I will call on some of you to share your sentences. [You may wish to have some students also identify the part of speech.]
6. [You may wish to show students images depicting the various meanings of the word *season*.]

10 Riddles for Core Content

Ask students riddles such as the following to review core content:

- I am the location known as the “Lost Colony,” where the English tried to establish the first colony in North America, although both attempts failed. What am I? (Roanoke Island)
- We are two Englishmen who attempted to settle on Roanoke Island. Who are we? (Sir Walter Raleigh and John White)
- We are the three colonial regions that each have unique geography, climate, industries, and cultures. What are we? (New England, Middle Atlantic, Southern)

- We are the three ships on which the English sailed to America to start the first permanent English colony. What are we? (the *Discovery*, *Susan Constant*, and *Godspeed*) Which one of us means “Good Luck”? (*Godspeed*)
- I am the king who chartered the colony of Jamestown. Who am I? (King James I)
- We are the Native American chiefdom that was living in the area the English called Jamestown. Who are we? (the Powhatan)
- I didn’t beat around the bush, but instead came up with a plan to help save Jamestown. Who am I? (John Smith)
- My passage to North America was paid for by someone else, and now I must work for them for seven years. What am I? (an indentured servant)
- I was forced to come to North America from Africa to work for free and denied the freedom to decide how to live my life. What am I? (an enslaved African)
- We are the three cash crops grown in the Southern colonies. What are we? (rice, tobacco, indigo)

10 Venn Diagram

Materials: Instructional Master PP1-1; chart paper, chalkboard, or whiteboard


Tell students that together you are going to compare and contrast two things or people they have learned about during *Colonial America* by asking how they are similar and how they are different.

Copy Instructional Master PP1-1 onto chart paper, a chalkboard, or a whiteboard. List two things at the top of the diagram, and then capture information provided by students. Choose from the following list, or create a pair of your own:

- the Southern and New England regions
- Roanoke and Jamestown
- Virginia and the Carolinas
- Maryland and Georgia
- indentured servants and enslaved laborers
- tobacco and indigo

- Pilgrims and Puritans
- the baptism of Virginia Dare and the first Thanksgiving
- Roger Williams and Anne Hutchinson
- the Powhatan and the Wampanoag

You may wish to create several copies of the Venn diagram to compare and contrast several things. You may also wish to have students use these diagrams as brainstorming information for further writing.

 You may wish to have some students use Instructional Master PP1-1 to complete this activity independently. You may also wish to have some students create a three-way Venn diagram to compare and contrast three people or items, such as three colonies or three colonists learned about thus far.

Class Book: Colonial America

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have students brainstorm important information about the regions and colonies they have studied thus far. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again. You may choose to add more pages upon completion of the entire domain before binding the book.

Writing Prompts

Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is _____ because . . .
- If I could choose to live in one of the Southern or New England colonies, I would choose _____ because . . .
- The saying "beat around the bush" relates to John Smith and the Jamestown colony because . . .
- The saying "beggars can't be choosers" relates to British debtors and the colony of Georgia because . . .
- Some of the challenges the colonists faced in the New World were . . .

Researching the Colonies

Materials: Internet access; trade books or other resources

Have students complete research about the thirteen colonies to expand upon what they have heard in this domain. You may wish to specifically focus upon the colonies which do not receive as much of an emphasis, such as North Carolina, New Hampshire, Connecticut, New Jersey, and Delaware. You may also wish to have students research a colony that is either the present-day state in which they live, or a colony which they would like to know more about. Finally, you may wish to have students research information about the present-day states of Maine and Vermont, and how these two areas took a different path to statehood. Have students add to their Thirteen Colonies graphic organizers, or write a separate paragraph in their Colonial America notebook or folder.

Classroom Compact

Materials: Chart paper, chalkboard, or whiteboard; parchment paper (optional)

Ask for a volunteer to describe the Mayflower Compact. After students have shared, tell them that they are now going to make a “Classroom Compact” together. Divide students into three groups. Each group will select a scribe to write down what the group agrees are the two most important rules the class needs to be able to get along with one another. (Take five minutes.)

Once each group has its two rules written down, gather all students together again, and have a speaker (not the scribe) from each group share the rules with everyone. If there are repeated rules, point out that they have already started in the spirit of agreement, similar to the Pilgrims and others on the *Mayflower*.

Once the class has decided upon the necessary rules, write out the “Classroom Compact” on chart paper, a chalkboard, or a whiteboard. You may also wish to write it on parchment paper, or have each student copy the rules individually onto parchment paper and then roll up the document into a scroll.

Colony Travel Brochure

Materials: Drawing paper, drawing tools

Have students choose a colony and write a travel brochure to describe it. Have students include information about the geography, climate, foliage, activities, industries, sights to see, etc. Encourage students to be as descriptive as possible, and to remember that the purpose of a travel brochure is to entice visitors to come experience a place for themselves. Have students add a descriptive illustration to their brochure.

Rereading and Retelling the Read-Aloud

Materials: Index cards

Reread excerpts from the read-aloud in Lesson 7, “Religious Dissent and the New England Colonies.” Have students retell the read-aloud from the point of view of three key people: John Winthrop, Roger Williams, and Anne Hutchinson. Place students in three groups to discuss the following about each key person:

- Why did this person come to the “New World”?
- To which colony did s/he go?
- What happened in his/her life?
- What contributions did s/he make?
- What other facts do you know about him/her?

After discussion, have each student in the group write one different clue about their key person on an index card, and then write the name of the key person lightly on the bottom of the card. Collect and shuffle the cards. Then one at a time, draw a card and read the clue to the class. You may wish to keep score for each group as they guess the key person according to the clues.

You may wish to complete this exercise with other read-alouds.



The Middle Colonies

8

✔ **Lesson Objectives**

Core Content Objectives

Students will:

- ✔ Recall that John Cabot and Henry Hudson had previously explored North America for England and the Netherlands, respectively
- ✔ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✔ Locate New York and New Jersey and identify them as Middle colonies
- ✔ Locate New York City and identify it as an important city in colonial America
- ✔ Describe some of the reasons people came to North America from England and other countries
- ✔ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✔ Describe the industries and other characteristics of the Middle Atlantic region
- ✔ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✔ Describe the relationship between the colonists and Native Americans
- ✔ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✔ Identify John Cabot, Henry Hudson, the Dutch, Peter Stuyvesant, the Munsee, Charles II, the Duke of York, and immigrants as key people relative to the settlement of the New York colony
- ✔ Identify Charles II, the Duke of York, George Carteret, John Berkeley, and immigrants as key people relative to the settlement of the New Jersey colony

- ✓ Explain why the Middle colonies were called “the breadbasket”
- ✓ Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast the Middle colonies and the New England and Southern colonies in “The Middle Colonies” (RI.3.9)
- ✓ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*) to discuss the events surrounding the “purchase” of Manhattan Island from the Munsee Native Americans (L.3.5c)
- ✓ Draw illustrations to represent the main ideas and/or details about the colonies of New York and New Jersey from “The Middle Colonies”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

commercial, *adj.* Related to business; prepared for being sold; used for profit or to become successful

Example: Emma wanted to make a profit, so she prepared some commercial goods to sell.

Variation(s): none

concentrated, *v.* Focused on something; gave full attention to

Example: Ray and Erica concentrated on their chores so they could finish them quickly.

Variation(s): concentrate, concentrates, concentrating

dependence, n. Reliance on someone or something for support or help
Example: Aaron’s parents provide him support; his dependence on them will gradually decrease as he gets older.

Variation(s): none

diverse, adj. Various; made up of things that are different from one another
Example: Eduardo lives in a very diverse neighborhood with people from Europe, Africa, and Asia.

Variation(s): none

occupation, n. An activity in which a person is involved, especially as a way to earn money; a job; a role a person has in life

Example: When people ask José if he likes his occupation, he tells them that he loves being a teacher!

Variation(s): occupations

reclaimed, v. Took something back that originally belonged to you; claimed again


Example: Todd reclaimed the toys that Meg took from his room yesterday.

Variation(s): reclaim, reclaims, reclaiming

ultimately, adv. In the end; as a result; finally

Example: Isaac kept counting sheep last night until he ultimately became so tired that he fell asleep.

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Timeline of the Americas; Poster 1 (Regional Map of Colonial America)	10
	Where Are We?	Poster 1; any Image Card	
	Purpose for Listening		
Presenting the Read-Aloud	The Middle Colonies	Poster 1; Poster 2 (Royal Portrait Gallery)	20
Discussing the Read-Aloud	Comprehension Questions	Image Cards 16, 17; Timeline of the Americas	15
	Word Work: Dependence		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Thirteen Colonies Organizer	Instructional Masters 8B-1, 8B-2; chart paper, chalkboard, or whiteboard (optional)	20
Take-Home Material	Family Letter	Instructional Master 8B-3	



The Middle Colonies

8A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information covered thus far on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in previous read-alouds. To guide the review, you may wish to use images from the read-alouds.

Using Poster 1 (Regional Map of Colonial America), have students identify the two colonial regions covered so far in this domain. (Southern colonies and New England colonies) Have students name the colonies that fall within the regions covered thus far. (Southern colonies: Virginia—Jamestown, Maryland, North Carolina, South Carolina, and Georgia; New England colonies: Massachusetts—Plymouth and Massachusetts Bay Colony, Connecticut, Rhode Island, and New Hampshire)

Where Are We?

Ask students to point to the region they have not yet learned about. (Middle colonies) Ask students to name any colonies they can that are in the Middle Atlantic region. Point out any they missed, so that all the Middle colonies are identified on Poster 1: Delaware, New Jersey, Pennsylvania, and New York. Emphasize to students that having “New” in its name does not mean a colony or state is part of New England.

Show students the icon on the back of any Image Card, and count the number of outlined areas. Ask, “Why are there fifteen areas shown here when you have learned that there were only thirteen colonies?” Guide students to recall that Maine was once a part of the Massachusetts colony, and present-day Vermont was not a colony, although it is now a New England state.

Purpose for Listening

Tell students to listen to find out more about the Middle colonies and to find out whether their predictions are correct.



The Middle Colonies

← Show image 8A-1: English warships sailing into New Amsterdam

The English had now successfully established a number of colonies in North America. They were determined to claim more land, which is why in 1664 a fleet of English warships sailed into New Amsterdam Harbor, which is now the New York Harbor in New York City.¹ England promptly claimed the harbor as its own. While they were at it, the English claimed the city and all the land around it, too. This was particularly bold because, not only were these areas already Dutch colonies, but Native Americans were living there as well. How and why did this happen? Let's go back in time to find out.

1 This area was once named after the capital city of Amsterdam in the Netherlands. The adjective *Dutch* is used to refer to the people from the Netherlands.



← Show image 8A-2: Map of Henry Hudson's route/Henry Hudson

In 1609, Henry Hudson, an Englishman exploring for the Netherlands, set sail across the Atlantic Ocean on behalf of the Dutch East India Company. His destination was North America. Hudson, like many other explorers of the time, was searching for a northwestern water route to Asia, or what they called the Northwest Passage.

Although Hudson did not find that route, he did find an area that is now part of the greater New York City area. When he arrived in this harbor, Hudson claimed it for the Netherlands. The harbor area was named New Amsterdam, and the colony was named New Netherlands. Hudson did, however, name the Hudson River after himself. And so, a Dutch colony in North America was established.

Before long, this Dutch colony began to develop as an important fur-trading center. Beaver fur was very popular in Europe, and Henry Hudson had noted that there was an abundance in the area.



← Show image 8A-3: "Purchase" of Manhattan

It is believed by many historians that in 1624, Peter Minuit, the governor of this Dutch colony, purchased the island of Manhattan from a group of local Native Americans known as the Munsee in exchange for trade goods worth sixty guilders at the time. A

guilder was a unit of Dutch money, and sixty guilders was very little compared to the value of the land in Manhattan today. Because Native Americans did not share the Europeans' concept of private land ownership, historians are not sure whether the Native Americans understood what the Dutch thought they were purchasing. Nor are historians sure that the Dutch realized that it was the custom of some Native Americans to negotiate for trade goods in return for allowing others to pass through or temporarily inhabit the land upon which the natives were settled. Rather than create boundaries between the Native Americans and the colonists, these exchanges were meant to be the basis for continuing social connections between the groups.

So, it seems likely that both parties misunderstood the nature of the exchange. As a result, conflicts arose and continued between the colonists and Native Americans in this region just as they had in other regions.

As the Dutch colony continued to expand, it began to attract more Europeans. The colony allowed for certain religious freedom, so people who were not very happy with the leaders of their churches began to leave their homes and arrive in the New World. This colony had excellent land for farming and a growing fur trade. The English had set their sights on this area, too. For quite some time they had **concentrated**, or focused, on establishing colonies to the north and south of what is now New York, but in 1664 they turned their attention to this area.

2 [Have a volunteer point to Charles II on Poster 2.]

At this time in England, Charles II was king.² His father, Charles I, had been killed because he was not well liked by the people, and Charles II had been forced to leave England. Later, in 1660, Charles II was invited to return and become king. If you remember, King Charles II had acquired, or built up, a great deal of debt. This happened during the ten years that he had been living in exile.³ During this time, Charles II had borrowed an enormous amount of money from friends. It's not easy to live like a king when you are not actually recognized as one.

3 If the king was living in exile, that means he was forced to live outside of his homeland.

When Charles II **reclaimed**⁴ his throne, he looked to North America to solve his debt problems. As you know, he had already given land that did not belong to him in the South to several of his loyal friends. You might ask: “Why didn’t he give away parts of England?” Well, because that was against English law. There was no such law in place to protect the land in North America, and Charles believed he was entitled to claim this land. Charles II based this belief on the fact that John Cabot had explored North America for England back in the late 1400s, well before Henry Hudson had done so for the Dutch in the early 1600s.



← **Show image 8A-4: Peter Stuyvesant surrenders to the English**

King Charles II put his brother James in charge of coming up with a plan to take New Netherlands from the Dutch. In 1664, James, also known as the Duke of York, sent a number of warships to New Amsterdam Harbor. The Dutch had been taken by surprise. Not only was New Amsterdam poorly defended, but the townspeople did not particularly like their overbearing governor at the time, Peter Stuyvesant (*STIE-vuh-sant*). They were unwilling to risk their lives for him against the English, so Peter Stuyvesant had no choice but to surrender.

And so, the Duke of York had carried out his mission without firing a single shot. King Charles II was very pleased indeed. Although the Dutch did try to take their colony back several times, they were **ultimately** unsuccessful, and by 1669, the area was officially deemed an English colony.⁵ In honor of the Duke of York, New Amsterdam became known as New York City, and New Netherlands was now the colony of New York.⁶

5 The word *ultimately* means finally, or in the end.

6 [Have a volunteer point to New York City on Poster 1.]



← **Show image 8A-5: New Jersey**

Not wanting to be too greedy, and ever grateful to loyal supporters of the monarchy, the Duke of York gave the southern part of the colony of New York to two of his good friends. These friends were George Carteret and John Berkeley. This area later became known as New Jersey, named after the Isle of Jersey in the English Channel.

Soon after, the English took an area, known as Delaware, away from the Dutch, too. So, the English had now established colonies in three distinct regions: the Southern colonies, which were made up of Maryland, Virginia, North and South Carolina, and Georgia; the New England colonies, made up of Connecticut, Massachusetts, Rhode Island, and New Hampshire; and the Middle colonies, made up of New York, New Jersey, and the soon-to-be Pennsylvania, and Delaware.

The population in the Middle colonies grew rapidly. These colonies attracted not only English people, but people from many other European countries, too. In fact, the population in all of the English colonies grew, and within one hundred years after King Charles II reclaimed his throne, the population would grow to be two million! Two of the most populous cities in North America at this time were located in the Middle Atlantic region: New York City and Philadelphia. These cities grew into bustling **commercial** centers with large populations.⁷

7 If something is commercial it is used to make money.



← **Show image 8A-6: Newly arriving settlers**

People who moved to the Middle colonies from another country brought with them their own individual languages, culture, and range of skills. The people who settled in the Middle colonies were particularly **diverse**, or varied. You can imagine hundreds of new arrivals speaking different languages, wearing different kinds of clothing, building different types of homes, and eating many different kinds of food. Despite their differences, however, the people who moved to North America all had one thing in common: they wanted a better life.

There were also many different reasons people chose to come to the Middle colonies. One was that this region had good harbor areas and long, wide rivers. The English knew that this region would be good for trade. Another reason some people were drawn to the Middle colonies was that the people in charge of governing those colonies were generally tolerant of people's religions. For the most part, the day-to-day decisions were made by elected officials in

town and county assemblies in the Middle colonies; however, the Duke of York, George Carteret, and John Berkeley were ultimately in charge.



← **Show image 8A-7: Colonists working in fields**

Another reason people moved to the Middle colonies was because it was a good area in which to farm. The climate and soil in the Middle colonies, compared to the North and South, were perfect for farming. In terms of climate, it was neither too hot nor too cold.

Wheat grew well in these conditions. As a result, these Middle colonies earned the name “the breadbasket” because they could grow a lot of wheat and supply large amounts of flour to England, as well as to other English colonies—particularly in the West Indies. Many mills were built in this region to grind the wheat into flour. The flour was packaged and exported. Other crops, such as rye, potatoes, peas, and flax, also thrived. Farming became the main **occupation**, or job. There were other occupations, too. There was also a need for sailors, trappers, lumbermen, merchants, and craftsmen. Shipbuilding became an important industry, too.

There were some enslaved Africans in the Middle colonies, just as there were in the Southern colonies. Unlike the Southern colonies, people in the Middle colonies used the rapidly growing population as their main source of workers, and they paid them wages. As a result, there was less **dependence** on slavery than in the South.⁸


Builders were needed in the Middle colonies, too. People built houses of different styles, often reflecting the culture of their homeland. Networks of roads, though very basic, were slowly developing. The Great Wagon Road became an important “highway,” stretching from Pennsylvania, south through Maryland, Virginia, and North Carolina. Workshops, stores, and coffee shops were opening. Thanks to an English king who needed money, a vibrant new culture was emerging three thousand miles away.

8 Dependence is reliance on someone or something for support or help.



Comprehension Questions

15 minutes

1. *Literal* Which two Middle colonies did you hear about today? (New York and New Jersey)
2. *Inferential* How did the Dutch acquire Manhattan Island, which is part of New York City today? (In 1624, Peter Minuit thought he “purchased” the land from the Munsee Native Americans.) Were the Native Americans in agreement about the nature of this exchange? (Historians believe that the Native Americans may have been intending to build a long-term exchange relationship with the Dutch, rather than handing over the land to them for so few goods. Historians suspect that both groups misunderstood the nature of the exchange.)
3. *Inferential* How did the English acquire the Dutch colony of New Netherlands and all of its settlements, including New Amsterdam? (Charles II put his brother, James, the Duke of York, in charge of taking New Netherlands from the Dutch. In 1664, the Duke of York sent a number of warships, and the Dutch surrendered.) What did the English ultimately rename the colony? (In honor of the Duke of York, New Netherlands became the colony of New York, and New Amsterdam became New York City.)
4. *Inferential* Aside from farming, what were some of the other occupations in the Middle colonies? Why was slavery not as concentrated in the Middle colonies as in the Southern colonies? (Other occupations were sailor, trapper, lumberman, merchant, craftsman, and shipbuilder. Unlike the Southern colonies, the population grew more rapidly in the Middle colonies, and the people in the Middle colonies hired paid workers rather than using enslaved laborers.)
5.  *Inferential* What were some of the reasons the Dutch, as well as the English, wanted colonies in the New World? (to exercise religious freedom; to take advantage of rich farmland; to pursue commercial opportunities in the fur trade; etc.)
6.  *Inferential* Describe other factors that shaped life in the Middle colonies. (Fertile soil and a temperate climate allowed for plentiful agriculture; good harbors and long, wide rivers facilitated immigration and trade; religious tolerance attracted people from many countries and resulted in a diverse culture; etc.)

7. *Inferential* How was the colony of New Jersey founded? (The Duke of York gave the southern part of the colony of New York to his two good friends, George Carteret and John Berkeley. They named this area New Jersey after the Isle of Jersey in the English Channel.)
8.  *Literal* Why were the Middle colonies called “the breadbasket”? (Because of the Middle colonies’ favorable climate, they grew a lot of wheat and were able to supply flour to England, as well as to other English colonies, including the West Indies.)
9. *Literal* Were the colonies of New York and New Jersey founded before or after New Hampshire? (before) [Have a volunteer place Image Cards 16 (New York) and 17 (New Jersey) on the timeline before New Hampshire and directly after North and South Carolina. You may wish to write “1664” beneath the two cards, as they were founded at approximately the same time.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* Do you think the English were justified in claiming the land that became New York, New Jersey, and, later, Delaware? Why or why not? (Answers may vary; the English believed that they had a claim on the land because John Cabot had explored this part of the world in the 1400s for the English well in advance of Henry Hudson’s exploration for the Dutch in the 1600s. Others may argue that the Dutch had a claim, and yet others may argue that the Native Americans had a claim.)
11. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
 You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Dependence

5 minutes

1. In the read-aloud, you heard that because of the rapidly growing population in the Middle colonies, there were many available workers and, consequently, much less *dependence* on slavery than in the South.
2. Say the word *dependence* with me.
3. *Dependence* means reliance on someone or something for support or help, or a need for someone or something.
4. Children have a dependence on adults to take care of them. Human beings have a dependence on food, water, and air in order to live. Crops have a dependence on good soil, sunlight, and water in order to thrive. The colonies had a dependence on goods imported from England. The English had a dependence on timber and wheat from the colonies.
5. What are some examples of people or things you have dependence on? What things in nature have a dependence on something else? What other things that you can think of have a dependence on other things? Try to use the word *dependence* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I have a dependence on . . ." or "A puppy has dependence on . . ." or "A plant has a dependence on . . ." or "A car has a dependence on . . ."]
6. What's the word we've been talking about? What part of speech is the word *dependence*?

Use a *Word Relationship* activity for follow-up. Directions: I am going to say two words in a word pair. If there is dependence between the objects or people, say, “That is an example of dependence.” If there is not dependence between the objects or people, say, “That is not an example of dependence.”

1. plants—rain (That is an example of dependence.)
2. car—gas (That is an example of dependence.)
3. successful restaurant—good food (That is an example of dependence.)
4. Cinderella—Fairy Godmother (That is an example of dependence.)
5. winning an Olympic Gold medal—years of hard work and practice (That is an example of dependence.)
6. infant—cheeseburger (That is not an example of dependence.)
7. human being—sleep (That is an example of dependence.)
8. thunderstorm—homework (That is not an example of dependence.)
9. fish—water (That is an example of dependence.)
10. television — banana (That is not an example of dependence.)



Complete Remainder of the Lesson Later in the Day



The Middle Colonies

8_B

Extensions

20 minutes

10 Thirteen Colonies Organizer (Instructional Masters 8B-1 and 8B-2)

Give each student copies of Instructional Masters 8B-1 and 8B-2. Tell them they are going to record what they have learned about New York and New Jersey in these graphic organizers to help them think about and remember the information.

Have students fill out the categories on each worksheet as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not yet have enough information to fill out every category completely, but that by the end of the domain they will have captured the necessary information. (The colonies of Connecticut, New Hampshire, New Jersey, and Delaware are not emphasized as much in this domain as are the other colonies; you may wish to allow students to conduct research during this domain to learn more about these colonies.)

Have students draw a picture on the back of each worksheet to depict one of the main ideas about each colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Masters 8B-1 and 8B-2 onto chart paper, a chalkboard, or a whiteboard and complete them as a class. You may also wish to have students work with a partner or in a group.

Take-Home Material

Family Letter

Send home Instructional Master 8B-3.



Pennsylvania and the Quakers

9

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate the colony of Pennsylvania and identify it as a Middle colony
- ✓ Locate the city of Philadelphia and identify it as an important city in colonial America
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe the industries and other characteristics of the Middle Atlantic region
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Identify Charles II, Admiral Penn, William Penn, the Quakers, the Lenni-Lenape, and immigrants as key people relative to the settlement of the Pennsylvania colony
- ✓ Identify William Penn and the Dutch as key people relative to the settlement of the Delaware colony
- ✓ Explain that the Lower Counties of Pennsylvania became the colony of Delaware
- ✓ Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast the Quakers, Pilgrims, and Puritans in “Pennsylvania and the Quakers” (RI.3.9)
- ✓ Make personal connections to events and experiences in “Pennsylvania and the Quakers” by considering what their own city would be like if they were to establish and/or design one (W.3.8)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *-sylvania*, *phile-*, and *-adelphos* (L.3.4b)
- ✓ Draw illustrations to represent the main ideas and/or details about the colonies of Pennsylvania and Delaware, and to accompany a piece of writing about a city from “Pennsylvania and the Quakers”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

founding, *n.* The act of starting something or creating something new

Example: The founding of the new hospital was an historical event for the town.

Variation(s): foundings

managed, *v.* Directed, handled, or controlled

Example: The restaurant owner managed all of the workers in the diner: the servers, hosts, dishwashers, and cooks.

Variation(s): manage, manages, managing

outrageous, *adj.* Shocking; unthinkable; extreme or illogical

Example: Josephine thought her brother’s idea for a story was outrageous because the main character was a fire-breathing unicorn.

Variation(s): none

privileges, n. Rights that only certain people have because of the position they are in

Example: Because they are the oldest students in our school, the fifth-grade students have many extra privileges, including the right to the best seats in the cafeteria and on the bus.

Variation(s): privilege

Quakers, n. Members of a Christian Protestant religion, also known as the Religious Society of Friends, which was started in England in the 1600s and exists today

Example: William Penn established the colony of Pennsylvania as one in which Quakers and people of different religions, races, and genders could live together equally, without fear of persecution.

Variation(s): Quaker

released, v. Let out; let loose; freed

Example: The wolf was released into the forest so that it might live freely in the wild.

Variation(s): release, releases, releasing

treason, n. An act that causes harm to one's country while aiding the enemies of that country; an act of disloyalty


Example: The American general Benedict Arnold committed treason when he plotted with the British to surrender West Point to the British during the Revolutionary War.

Variation(s): none

treaty, n. A formal agreement between two or more countries or people

Example: To make sure there would not be another war, the countries made a treaty agreeing to never fight each other ever again.

Variation(s): treaties

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	10
	Where Are We?	Poster 1 (Regional Map of Colonial America)	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Pennsylvania and the Quakers	Poster 1; Poster 2 (Royal Portrait Gallery)	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 18, 19	15
	Word Work: Founding		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Thirteen Colonies Organizer	Instructional Masters 9B-1, 9B-2; chart paper, chalkboard, or whiteboard (optional)	20
	City Planner	drawing paper, drawing tools	



Pennsylvania and the Quakers

9_A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review the information covered thus far on the Timeline of the Americas, highlighting the sequence of events. Briefly review with students the information they heard in the previous read-aloud. To guide the review, you may wish to use images from the read-alouds and/or the following questions:

- What groups of people had already settled in the area of Manhattan Island before the English colonized that area? (the Native Americans and the Dutch)
- How did the Dutch acquire Manhattan Island, which is part of New York City today? (In 1624, Peter Minuit thought he purchased the land from the Munsee Native Americans.) Were the Native Americans in agreement about the nature of this exchange? (Historians believe that the Native Americans were intending to build a long-term exchange relationship with the Dutch, rather than handing over the land to them for so few goods. Historians suspect that both groups misunderstood the nature of the exchange.)
- How was the colony of New York founded? (Charles II put his brother, James, the Duke of York, in charge of taking New Netherlands from the Dutch. In 1664, the Duke of York sent a number of warships, and the Dutch surrendered.)
- How was the colony of New Jersey founded? (The Duke of York gave the southern part of the colony of New York to his two good friends, George Carteret and John Berkeley. They named this area New Jersey after the Isle of Jersey in the English Channel.)
- Why were the Middle colonies called “the breadbasket”? (The colonists there grew a lot of wheat because of the favorable land and climate, and they were able to supply flour to England and other areas.)

Where Are We?

Have students list the three colonial regions. (Southern, New England, and Middle Atlantic) Using Poster 1 (Regional Map of Colonial America), choose three students to individually locate and point to each of these regions. Next, have students identify the colonies within the Middle Atlantic region. (New York, New Jersey, Delaware, and Pennsylvania)

Have a volunteer point to the colony of Pennsylvania. Tell students that Pennsylvania is the main topic of today's read-aloud.

Purpose for Listening

Tell students to listen to learn more about the Middle colonies of Delaware and Pennsylvania, and to predict how Pennsylvania received its name.



Pennsylvania and the Quakers

← Show image 9A-1: Admiral Sir William Penn; William Penn, the son

1 [Point to Admiral Penn on the bottom left.] An admiral is the most senior captain of a fleet of ships. [Point to Charles II on Poster 2 (Royal Portrait Gallery) as you continue reading.]

2 [Point to the statue of William Penn, the son. Listen to find out why William Penn has many statues dedicated to him today.]

3 The word *sylvania* comes from the Latin word meaning forest land. Were your predictions correct about how this colony received its name?

4 Who else have you learned about believed, against the majority in her colony, that women should speak their minds? (Anne Hutchinson)

In 1681, King Charles II paid back another overdue debt. The man he owed money to this time was Admiral Sir William Penn.¹ Admiral Penn had given Charles II a great deal of money during the time Charles was banished from England. However, Admiral Penn died before Charles had the chance to pay him back the money he owed him. Feeling guilty about this, Charles decided to repay Admiral Penn's son instead. And so, the younger William Penn woke up one day to discover that he had received the gift of an area of land that today is known as the state of Pennsylvania.²

It wasn't an unexpected gift. William Penn had actually asked for this particular area of land. He had a plan for it, and fortunately for him, the king had agreed. The king even named this gifted land Pennsylvania, which means "Penn's Woods," in honor of William Penn's father.³ The young William Penn was very happy indeed. Why did he want this land? Well, he wanted this land for religious reasons.

Admiral Sir William Penn had been a Puritan, but his son was a member of a Protestant group known as the Society of Friends, more commonly known as **Quakers**. Quakers believe that all people of every race, religion, and gender are equal. They do not believe in war. Quakers do not think that it is necessary to go to church to worship God; they believe that people can pray to God directly and therefore do not need priests or pastors to help them do this. And perhaps what was considered the most **outrageous**, or shocking, thing by many people back then was that Quakers encouraged women to speak up.⁴

Because of their religious views, Quakers refused to support the Church of England, to swear oaths in court, or to fight in wars. These beliefs not only challenged the Church of England, but some of the laws of the land, too. As a result, the Quakers were seen as

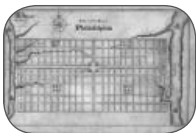
5 What were some other groups in England who were persecuted for their religious beliefs? (Pilgrims, Puritans, Roman Catholics)



disloyal and troublesome, and they were persecuted, or treated unfairly, in England. Many English people, including the king, thought it would be better if Quakers would simply leave England, but even some of the first English colonies in North America did not welcome Quakers.⁵

← **Show image 9A-2: Penn and Quakers in jail**

Over the years, William Penn was arrested and placed in jail many times for his religious views, as were other Quakers. When he received the gift of land from the king, he knew exactly what he wanted to do with it—he planned to create a colony that would be a “holy experiment.” As the sole owner of this land, like Roger Williams of Rhode Island, Penn planned to welcome people of all faiths and those from different countries. Prior to this, a small group of Quakers had already settled in what is now New Jersey. However, unlike some other colonists, William Penn intended to pay for the land he had been given. He wrote to the Lenni-Lenape [LEN-ee-LEN-ah-pee] Native Americans of Pennsylvania and told them he would do so. He also told them that he hoped they could be good neighbors to each other.



← **Show image 9A-3: Penn’s plan for Philadelphia**

William Penn had a clear idea of how he wanted his colony to be governed. He also had a clear idea of what the main settlement in his colony should look like. A plan for this future city was drawn up before it was built. The main settlement would be on a piece of land between two rivers, the Schuylkill [SKOO-kull] and the Delaware, near one of the largest freshwater harbors in the world.

The settlement would be called Philadelphia—the City of Brotherly Love.⁶ Penn wanted Philadelphia to have a grid pattern of wide, tree-lined streets.⁷ He wanted there to be open areas where people could walk. Philadelphia was the very first English settlement to be planned before it was built.

6 The word *phile* means love and *adelphos* means brother.

7 [Point to the grid in the image.]



8 or assistant

← Show image 9A-4: Penn at his desk

In April 1681, Penn asked his cousin William Markham to be the deputy⁸ governor of Pennsylvania. His cousin accepted the position and set off right away. William Penn stayed behind in England to create a document that would outline the laws of this new colony. This document was called the First Frame of Government.

William Penn had decided that his colony would be governed by elected leaders, not purely by the rich and powerful, as was the case in England. However, these elected leaders did have to be Protestants. People of other religions could settle in this colony and practice their faith, but they could not vote or hold office. Public education would be available to all children. There would be the right to trial by jury.

In addition, William Penn believed that the purpose of jail was to reform, or change, prisoners rather than punish them. And so, in William Penn's jails, rather than being locked inside tiny cells, many prisoners were held in large workhouses where they could spend their time doing something useful.



← Show image 9A-5: Penn speaking with the Lenni-Lenape

In October, 1682, William Penn sailed across the Atlantic Ocean to his new home on a ship called the *Welcome*. As soon as he arrived, he met with the native people, the Lenni-Lenape, who are known today as the Delaware Native Americans, and together they drew up a **treaty**.⁹ Penn also arranged to buy the land he had been given by King Charles II, rather than just take it.

Before long, Philadelphia became an important center of commerce.¹⁰ Many people of different religions and nationalities made their homes there. In the early days, people came to this colony from England, Scotland, Ireland, and Wales. Later they came from other parts of Europe, including Germany, France, Poland, and the Netherlands.

People even moved to Philadelphia from other English colonies for multiple reasons, including the many employment opportunities,

9 A treaty is a formal agreement between two or more countries.

10 Based on what *commercial* means, what do you think *commerce* means?

11 Who can tell us something about Benjamin Franklin? (U.S. Founding Father; author; scientist; inventor) You will hear more about Benjamin Franklin later.



12 Treason is an act of disloyalty that causes harm to one's country. Do you think William Penn should have been accused of treason?



13 Privileges are freedoms allowed to certain people because of their position.

the spirit of religious tolerance, and the available farmland and accessible harbor. As a matter of fact, a few years after Philadelphia's **founding**, or establishment, the young Benjamin Franklin moved to the city to become an apprentice printer.¹¹ Like New York, Philadelphia grew into an important city and center of commerce.

Because Quakers were strongly opposed to slavery, they established small farms that could be more easily **managed**, or controlled, by fewer people. This is not to say that there weren't any enslaved Africans in Pennsylvania—there were. In fact, by 1730, there were four thousand enslaved Africans in this colony. But that was much fewer than in the Southern colonies. Ultimately, because Quakers felt that slavery was wrong, they actively fought to abolish, or end, slavery.

← **Show image 9A-6: William Penn being arrested**

William Penn worked hard in the first two years to establish this Middle colony. Then, in 1684, for a number of reasons—including a land dispute with the powerful Lord Baltimore—he decided to return to England. William left his cousin and another man in charge. Incredibly, when Penn returned to England, he was arrested for **treason**, and his rights and access to the colony were taken away from him.¹²

← **Show image 9A-7: William Penn in governing chamber**

In the end, William Penn was found to be innocent of the treason charges against him. However, he did not return to Pennsylvania until fifteen years later. When he did return in 1699, he found that many things had changed. During that time, thousands of people had moved to Pennsylvania. With more people came more problems. Being a reasonable man, William Penn listened carefully to the concerns of the people he had left in charge, and even to those people he had never met before. He recognized the need for an even more open form of government. In 1701, William Penn signed the Charter of **Privileges**. This document allowed elected members of the government to not only vote on laws, but to create new laws as well.¹³



14 [Have a volunteer point to Delaware on Poster 1.]



← Show image 9A-8: Delaware

A few years later, in 1704, an area in the southern part of Pennsylvania, known as the Lower Counties, was allowed to establish its own government. This area would eventually become the colony of Delaware.¹⁴

← Show image 9A-9: William Penn's grave; Philadelphia today

Soon after, William Penn set sail for England again. He never returned to Pennsylvania. In 1708, he was once again arrested. This time he was accused of not paying his debts. Although he was **released** within a year with his debts cleared, Penn's health had started to decline.

William Penn continued to fight for the things he believed in. Throughout his life, he found himself on the opposing side of popular opinion. William Penn died in England in 1718, and he was buried next to his wife in a tiny village called Jordans. He is remembered as the man who founded the great City of Brotherly Love.




Discussing the Read-Aloud


20 minutes

Comprehension Questions



15 minutes

1. *Literal* Which colonies did you hear about in today's read-aloud? (Pennsylvania and Delaware) In which region were they located? (Middle Atlantic) [Using Poster 1 (Regional Map of Colonial America), have a volunteer point to the Middle Atlantic region, and then locate the colony of Pennsylvania. Then have another volunteer point to Delaware.]
2. *Inferential* How was the colony of Pennsylvania founded? (King Charles II gave William Penn, the son of Admiral Sir William Penn, the land of Pennsylvania to repay his debts to the Penn family.) What does *Pennsylvania* mean? (Penn's woods)
3. *Literal* What city in Pennsylvania is called "the City of Brotherly Love"? (Philadelphia) [Using Poster 1, have a volunteer locate Philadelphia.]
4. *Inferential* What were William Penn's goals for founding Pennsylvania? (Penn wanted to create a colony that would be a "holy experiment." He planned to welcome people of all faiths and from all countries.)

5.  *Inferential* **Recount some of the important things that William Penn did in Pennsylvania.** (Penn planned the city of Philadelphia, the first English settlement to be planned before it was built; made a treaty with the Lenni-Lenape, also known today as the Delaware Native Americans to purchase land in Pennsylvania; drafted some of the colony's first laws, such as the First Frame of Government and the Charter of Privileges; promoted religious tolerance in Pennsylvania; made it possible for Protestant men who were not wealthy to be elected to government; made public education available to all children; instituted trial by jury; reformed prisons by building workhouses instead; was accused of treason in England; went to jail twice—once for treason and once for unpaid debts; was released both times; died in England.)
6. *Inferential* **How did Philadelphia become an important center of commerce, leading Pennsylvania to become one of the fastest-growing colonies?** (Many people of different religions and nationalities made their homes there because of religious tolerance. People even moved from other English colonies to Philadelphia. Because there were many employment opportunities there, as well as available land and access to a harbor, the city of Philadelphia grew quickly.)
7.  *Inferential* **Who are the Quakers, and what influences did they have on the colony of Pennsylvania?** (Quakers are a Protestant group that still exists today. They believe that people of all races, religions, and genders are equal. They allowed women to speak up in Quaker meetings, which during the colonial era was considered outrageous by many. Quakers do not believe in war and refuse to fight in a war. Quakers believe it is not necessary to go to church to worship God, and they believe that people can pray to God directly and therefore do not need priests or pastors to help them. The Quakers opposed slavery and later fought against it.)
8.  *Evaluative* **How would you compare and contrast the Pilgrims, Puritans, and Quakers?** (Answers may vary, but may include that all three groups were seeking religious freedom. The Pilgrims and Puritans were both initially a part of the Anglican Church of England. The Pilgrims separated from it, whereas the Puritans sought to stay in it and purify it. Quakers believed that all people are equal, can pray to God directly, refused to support the Church of England; their religious views were considered shocking at the time.)

9. *Literal* Was Pennsylvania settled before or after New York and New Jersey? (after) [Have a volunteer place Image Card 18 (Pennsylvania) on the timeline between New Hampshire and Georgia. You may wish to write “1682” beneath the card.]
10.  *Inferential* How was the colony of Delaware founded? (The southern part of then-Pennsylvania, called the Lower Counties, were allowed, in 1704, to have an independent government. Eventually, the Lower Counties became the English colony of Delaware.) Did Delaware become an official English colony before or after Pennsylvania? (after) [Have a volunteer place Image Card 19 (Delaware) on the timeline after Pennsylvania. You may wish to write “1704” beneath the card. Count the Colony Image cards together with students, and tell them you have now placed all thirteen colonies on the timeline; keep in mind that North and South Carolina are included on one card, but Massachusetts is shown on two cards.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative Think Pair Share:* If you could design your own city like William Penn did for Philadelphia, what would be similar to or different from how he planned the “City of Brotherly Love”? What would it look like, and what would you want the people who lived there to do? What would you name your city? Does the name have a special meaning? (Answers may vary.) [Students will have the opportunity to write about this in the Extension, as well as draw a plan for their city.]
12. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
 You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Founding

5 minutes

1. In the read-aloud, you heard that a few years after the *founding* of Philadelphia, young Benjamin Franklin moved to the city to become an apprentice printer.
2. Say the word *founding* with me.
3. *Founding* means the act of starting something or creating something new. In this read-aloud, the word *founding* was used to describe the creation of the city of Philadelphia. But there can be a founding of many different types of things, such as organizations (like clubs), businesses, charities, or other institutions. A *founding* is different from a *finding*. A *finding* is a discovery of something, such as a medical finding of a cure; a founding is the creation of something from the bottom up, or from its foundation.
4. Clara Barton, the famous Civil War nurse, is credited with the founding of the Red Cross.
5. Organizations or groups are always founded by a person or group of people, and they are founded for different reasons. For example, Clara Barton founded the Red Cross to help people who were injured or in need of help. Try to think of another organization or group, and talk about some possible reasons for the founding of that organization or group. Try to use the word *founding* when you tell about it. [Ask two or three students. If necessary, guide or rephrase students' responses to make complete sentences: "The founding of _____ came about because . . . "]
6. What's the word we've been talking about? What part of speech is the word *founding*?

Complete a *Making Choices* activity as a follow-up. Directions: I am going to read several examples to you. If the example I read is a correct use of the word *founding*, say, “Yes, that is a founding.” If the example is not a correct use of *founding*, say, “No, that is not a founding.”

1. founding a library (Yes, that is a founding.)
2. founding a puppy (No, that is not a founding.)
3. founding a skiing club (Yes, that is a founding.)
4. founding dinosaur bones (No, that is not a founding.)
5. founding a colony (Yes, that is a founding.)
6. founding a city (Yes, that is a founding.)
7. founding a country (Yes, that is a founding.)
8. founding an ocean (No, that is not a founding.)
9. founding the tradition of the Olympics (Yes, that is a founding.)

Complete a *Discussion* activity as another follow-up. Ask, “How are the *yes* examples different from the *no* examples?” (The *yes* examples are things that could be started or created, and therefore could be founded. The *no* examples are things that people may find, but that are not started or created by people.)



Complete Remainder of the Lesson Later in the Day



Pennsylvania and the Quakers

9_B

Extensions

20 minutes

10 Thirteen Colonies Organizer (Instructional Masters 9B-1 and 9B-2)

Give each student copies of Instructional Masters 9B-1 and 9B-2. Tell them they are going to record what they have learned about Pennsylvania and Delaware on these graphic organizers.

Have students fill out the categories on each worksheet as they apply. Remind them that many of these factors together make up the culture of a place. Emphasize that students may not yet have enough information to fill out every category completely, but that by the end of the domain they will have captured the necessary information. (The colonies of Connecticut, New Hampshire, New Jersey, and Delaware are not emphasized as much in this domain as are the other colonies; you may wish to allow students to conduct research to learn more about these colonies.)

Have students draw a picture on the back of the worksheet to depict one of the main ideas about each colony. Students may also write more information on the back. Ask a few students to share their writing and drawings with the class. Have students keep their worksheets in their Colonial America notebook or folder to update and reference throughout the domain.

Note: You may wish to copy Instructional Masters 9B-1 and 9B-2 onto chart paper, a chalkboard, or a whiteboard and complete them as a class. You may also wish to have students work with a partner or in a group.



City Planner

Have students think about the *Think Pair Share* discussion from earlier. Ask them again, “If you could design your own city like William Penn did for Philadelphia, what would be similar to or different from how he planned the “City of Brotherly Love”? Would it be similar to John Winthrop’s “city on a hill”? Would it be like Roger Williams’ safe haven? Why or why not? Which region would it be in? What would it look like, and what would you want the people who lived there to do? What would you name your city? Does the name have a special meaning?”

Have each student write a paragraph about his/her city and draw a map showing how it would look. Allow a few students to share their work with the class.

Note: You may wish to complete this activity as a class, or have students work with a partner or in a group.



Colonial Life

10

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Locate the thirteen colonies of colonial America, and identify each by region
- ✓ Locate and identify Charleston, Boston, New York, and Philadelphia as important colonial cities, and explain why they flourished
- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Describe the industries and other characteristics of the three colonial regions
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe everyday life in the colonies
- ✓ Compare and contrast colonial life with the present day

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Compare and contrast the colonial education of boys and girls, and colonial everyday life with present-day life in “Colonial Life” (RI.3.9)
- ✓ Make personal connections to events and experiences in “Colonial Life” by discussing games and how their everyday life is similar to and different from everyday colonial life (W.3.8)
- ✓ Make predictions before “Colonial Life” about what everyday colonial life was like, based on the images and text heard thus far, and then compare the actual outcomes to predictions (SL.3.1a)

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

compulsory, *adj.* Required by a law or a rule

Example: Mrs. Hill told her students the homework was compulsory and must be done.

Variation(s): none

curable, *adj.* Able to be fixed or healed

Example: Stephanie was happy to learn that she would get well soon because her illness was curable.

Variation(s): none

imitated, *v.* Copied; duplicated; mimicked

Example: The parrot heard the whistle and imitated the sound to make the same noise.

Variation(s): imitate, imitates, imitating

manufacture, *v.* To build, construct, create, or produce

Example: Early settlers were limited in what they could bring to America, forcing them to manufacture many of the items they needed.

Variation(s): manufactures, manufactured, manufacturing

potential, n. Possibility, capability, promise, or ability


Example: At a very early age, Mozart showed great potential as a musician.

Variation(s): none.

public, adj. Supported by and available to the community; free, out in the open, or relating to the people at large

Example: On the Fourth of July, the town’s citizens picnicked in the public park to celebrate America’s independence.

Variation(s): none

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Timeline of the Americas [This exercise requires advanced preparation.]	10
	Where Are We?	Poster 1 (Regional Map of Colonial America); sticky notes [This exercise requires advance preparation.]	
	Making Predictions About the Read-Aloud	chart paper, chalkboard, or whiteboard	
	Purpose for Listening		
Presenting the Read-Aloud	Colonial Life		20
Discussing the Read-Aloud	Comprehension Questions	index cards; Poster 1 [This exercise requires advance preparation.]	15
	Word Work: Compulsory		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Thirteen Colonies and Colonial America Acrostics Review	Poster 1; classroom/student copies of acrostics and Thirteen Colonies graphic organizer	20
	Colonial Pen Pals		



Colonial Life

10_A

Introducing the Read-Aloud

10 minutes

10 What Have We Already Learned?

Note: You will need to remove the Image Cards from the Timeline of the Americas in preparation for this exercise.

Display the nineteen Image Cards you have removed from the timeline on a large table. Have students help to arrange them in the correct order. Select a volunteer to affix each Image Card onto the timeline you created as a class.

Review the events, key people, and important dates relative to each colony as you recreate the timeline. You may wish to review the mnemonic for remembering the order of colonial settlement if you created one in Lesson 2.

10 Where Are We?

Use sticky notes, or something similar, to cover the names of the regions, colonies, and cities on Poster 1 (Regional Map of Colonial America). Have students uncover the notes as they locate each of the three colonial regions, the thirteen colonies, and the important cities.

Making Predictions About the Read-Aloud

Have students draw conclusions from what they have heard so far and make predictions about how people lived in the 1600s and 1700s in each of the colonial regions. Have students think about the following questions:

- How did the people of the colonial era support themselves? What did they manufacture, or make?
- Where did they live, and what were their houses like?
- How did they dress?
- What did they eat?
- What were their schools like? How else were children educated?
- How did they travel and communicate with others?

- What did people do in their free time?
- What was medical care like?

Have students make predictions based on what they have heard and what they may already know about colonial life. Capture students' ideas on chart paper, a chalkboard, or whiteboard, and tell students that you will revisit their ideas after the read-aloud.

Purpose for Listening

Tell students to listen to learn more about everyday colonial life, especially to hear about specific colonies and cities so they can add information to their worksheets. Also tell students to also listen to find out whether their predictions are correct.



Colonial Life

← Show image 10A-1: Regional map with industry icons

You have learned about the many reasons people from all over Europe traveled thousands of miles across the Atlantic Ocean to establish and live in the thirteen colonies. Kings, trading companies, and influential Englishmen all realized that North America had enormous **potential**. In other words, they all thought they could get rich there. Others wanted to start a new life, free of religious intolerance and persecution.

People from England and other parts of Europe traveled to different regions for different reasons. Slowly, these regions—and the colonies within them—began to take shape. The Southern colonies had warm weather and adequate rainfall. Small farms and large plantations began to dot the landscape. The large plantations had many enslaved Africans working on them. The economy in the South was based on farming cash crops such as tobacco, rice, and indigo. Tobacco, rice, and indigo were exported to England and the West Indies and sold by merchants there. Trade among the thirteen colonies also began to grow.

The soil in the New England colonies was not as suitable for farming. There were some small farms, but due to the abundance of forests, timber became an important trade good. Over in England, many of the forests had been cut down by the time the colonies were established, so timber to make ships and homes was exported to England. Other colonies also needed timber to build fishing and trading ships, homes, and barrels.¹

Farming was a main source of income in the Middle colonies. Wheat was grown so abundantly that this region had a special name.² Mills were built, and the wheat produced was ground into flour and sold to other colonies. Large amounts of flour were also sold to England and its colonies in the West Indies. Settlers from around the world came to this region, resulting in a wide variety of cultures within the Middle colonies.

1 Barrels were used in the colonies to store all kinds of things, especially food, beer, and wine.

2 What was this name? (“the breadbasket”)



← **Show image 10A-2: One-room schoolhouse**

Can you imagine what it was like to grow up back then? Let's find out what life was like in the English colonies. In the early days, only boys who lived in Massachusetts had to go to school. The first schools were one-room schoolhouses. Boys of different ages learned reading, writing, and math. Sometimes the older boys helped to teach the younger ones. In 1647, a law was passed in Massachusetts that required every town with fifty or more families to support an elementary school. Towns with more than one hundred families had to support a grammar school, where boys would learn Latin to prepare for college. This was the beginning of **public** education in America.³ Over time, every colony began to provide a basic public education. The very first college, Harvard, was founded in New England in 1636. In 1693, the College of William and Mary was founded in Virginia. The second college created, William and Mary was named after King William III and Queen Mary II of England.

- 3 Public education is education that is supported by and available to the community. [You may wish to specifically discuss your school and provide examples of other types of schools as they apply.]



← **Show image 10A-3: Skills boys and girls learned**⁴

Some boys attended private schools, and others were educated at home. Puritan girls were taught to read so they could read the Bible. For many children, the main part of their education was learning a skill so that they could grow up and support a family. For girls, that meant learning household skills such as cooking, keeping a vegetable garden, sewing, making candles, and raising children.⁵ Some girls might learn to become dressmakers.

- 4 [Point to each skill as you read.]

- 5 Why do you think the colonists needed to know how to make candles?

For boys, farming was one of the main occupations. There were many different kinds of apprenticeships, too. Boys as young as eleven years old would serve as apprentices and learn a skill from an experienced artisan. They could learn to be shoemakers, blacksmiths, carpenters, shipbuilders, printers, surveyors, millers, merchants, and glassmakers, among other things.⁶ Boys could also train to become lawyers, doctors, or teachers.

- 6 The skill of glassblowing was brought to the colonies by settlers from Poland and Germany. Glass factories were very prominent in the Middle colonies.



← **Show image 10A-4: Boy apprentice learning to be a cooper**

Boys would often leave home at the age of eleven and go to live as apprentices with the skilled artisans who were training them. Their work day was usually about twelve hours long. Apprentices were provided with food and a place to live, but they were not paid. Apprenticeships usually lasted for several years. At the end of their apprenticeship, they would join an existing business or start their own.



← **Show image 10A-5: Daily chores**

Even young children had lots of chores to do. If you lived on a farm—and many people did—you would gather firewood, tend to the farm animals, milk the cows, collect eggs from the chickens, make candles, plant and harvest vegetables, and carry water from the well. Almost all of your food came from your farm. All of this had to be accomplished without the luxuries of electricity, indoor plumbing, or central heating or air conditioning.



← **Show image 10A-6: Corn husk dolls**

Life in the colonies was not all work and no play. Because children spent a large part of their day doing chores, they often found ways to make a game out of their work. For instance, if they were gardening, they might have a game of hide-and-seek after they finished weeding the garden or picking the vegetables. If they were carding wool,⁷ carrying firewood, or churning butter, siblings might race one another to see who would finish first. Children might also sing songs, or exchange stories and riddles as they worked. When their chores were finished, they played games like blind man's bluff, hopscotch, tag, and a form of jacks using rocks.⁸

There were no toy stores, so colonists made toys from things they had in their homes or farms, such as dolls from corn husks or rags. If they had some wood, leather, or string left over, they might make a toy out of it, such as a top or spinner, or a game like the familiar cup-and-ball game. Colonists made board games they could play, too. One favorite toy might be a hoop left over from barrel making. Children would turn the hoops on their sides and roll them with a stick through the streets.

7 or separating wool fibers in preparation for spinning the wool

8 Have any of you played these games?



← **Show image 10A-7: Puritan service**

Religion played a key role in the development of many of the colonies. Christians often read the Bible to their children, and children were required to memorize Bible passages. For Christians in New England, attending church was the most important thing they did. In fact, if you were a Puritan, it was **compulsory**.⁹ Puritans worshiped in a meetinghouse. Sermons could last for several hours. If you fell asleep during the service, there was sometimes someone assigned to wake you up. That person had a long pole with feathers on one end. If someone fell asleep, he tickled their chin with the feathers.

As you learned, in the early days of the colonies, most people produced the food they ate. Corn was a very important crop to the colonists, as it was with many Native Americans.¹⁰ Colonists used corn in a variety of ways: there was corn bread, corn cake, boiled and fried corn, corn soup, and corn on the cob. Besides farming, some colonists also hunted and fished. The colonists learned to harvest regional fruits and berries, and they used them in their cooking for seasoning and pies. Apparently colonists had a very sweet tooth! Historians have recorded stories about how colonists loved hard candies, pies, and puddings.¹¹

9 or required

10 What did Native Americans call corn? (maize)

11 Having a sweet tooth didn't come without a cost. Many colonists had to have their teeth pulled because they didn't have the advanced dentistry we have today. George Washington lost all of his teeth and had dentures made of ivory!



← **Show image 10A-8: Colonial architecture: New England, Middle Atlantic, Southern**¹²

As the colonies grew in size, towns became large cities. Boston, New York, Philadelphia, and Charleston became the largest.¹³ The architectural style of each region often **imitated**, or copied, the European countries where many of the colonists originated. There were many red brick, English-style homes in New England; Dutch-style wooden houses with sloping roofs in the Middle Atlantic; and French-style farmhouses with wide porches and French doors in the Southern region. In addition, Charleston architecture has a Caribbean influence because many settlers arrived there from the English island of Barbados in the Caribbean Sea.

The streets of these towns and cities became busy with horses, wagons, and people. Not everyone worked as a farmer, artisan, or apprentice. There were many wealthy people who lived in very

12 [Point to the three types of houses as you read, from top left to right to bottom.]

13 [Have volunteers locate these cities on Poster 1.] Why did these locations become thriving cities?

14 Some colonists would also rely on trade with the Native Americans to obtain some of the food or items they needed.



fine houses in these large cities. Their homes contained only the best furniture, silver, china, and fabrics shipped from England. In the early days of the colonies, people relied heavily on imported goods from England. As the years went by, the colonists began to **manufacture**, or produce, some of these things themselves.¹⁴ However, the English Parliament still controlled how much manufacturing the colonists were allowed to do. The English did not want to lose the money they made by selling their goods to the colonists.

← **Show image 10A-9: Fancy period clothing**

The wealthy colonists paid attention to English fashions and, even on the hottest days, could be seen wearing the most elaborate clothing made of the finest materials. Men wore lace stockings and ruffles. They carried swords and powdered their hair. Women wore big, puffy, many-layered dresses, and towering hair designs when they were in fashion.

Those less affluent colonists who did physical work wore clothes that were made from simpler materials. They often made their own clothes, or wore clothes given to them by others.

← **Show image 10A-10: Colonial town**





Communication between the colonies was difficult. Most roads were nothing more than wagon trails, although in the larger cities there were a few established “highways.” Ships traveled up and down rivers and along the coast to bring goods and news from far away. Written communication was one of the only ways of sending and receiving messages, but letters could take weeks—if not months—to arrive. Frequently, letters would go missing.


Medicine then was basic, and people died of diseases that are quite **curable** today. Women gave birth at home with the help of midwives. Because they did not have the medical care we do today, sometimes women died in childbirth, and many babies died before reaching their first birthday. However, life away from the crowded European towns and cities was somewhat healthier.¹⁵

15 So, what do you think? Would you have liked to have been a colonial child exploring this new land with your family, or would you have missed the familiarity of your homeland?

Comprehension Questions

15 minutes


1. *Evaluative* Were your predictions correct about everyday life in colonial America? Why or why not? (Answers may vary.) [You may wish to revisit the list created earlier to adjust and/or add to it.]
2.  *Inferential* [Show Poster 1 (Regional Map of Colonial America).] Who can locate the major cities of Philadelphia, Boston, New York, and Charles Town? [Have a volunteer point to these cities.] Why did these areas develop into important cities in colonial America? (These cities are located on good harbors and in proximity to agricultural areas. As a result, they developed into market centers and ultimately into thriving cities. There was potential to do well in these cities. These large, thriving cities still exist today.) Who can locate three other important locations—Jamestown, Plymouth, and Savannah? [Have a volunteer point to these locations on Poster 1.]
3.  *Evaluative* Compare and contrast the different ways boys and girls were educated—both in their studies and in their occupations—in colonial America and today. (Answers may vary. In colonial days, children were taught at home, in private schools, in public schools, in apprenticeships, and later, in colleges. In the beginning, only boys went to school. All children, however, were taught how to read. Children learned the skills they would need when they grew up and had to support their own families. Boys were taught as apprentices to be shoemakers, blacksmiths, carpenters, shipbuilders, printers, surveyors, millers, glassmakers, and merchants. Boys could also become lawyers, doctors, and teachers. Girls were more limited; some were allowed to learn dressmaking. Most girls had to learn household skills such as cooking, keeping a vegetable garden, sewing, making candles, and raising children. Today, most children attend compulsory K–12 private and public schools. Both boys and girls are provided the same education. Some children are homeschooled or are privately tutored. Many students finish elementary and secondary schooling to attend a college or university. Some learn a trade instead. Many men and women also obtain post-graduate professional or academic degrees.)

4.  *Inferential* What role did religion play in many of the colonies? (The people who went to Massachusetts, Rhode Island, and New Hampshire were Pilgrims, Puritans, and others who wanted to establish either a “city on a hill”—the ideal religious community—or a place for religious freedom. In some of these communities, attending church was compulsory. Pennsylvania and Maryland were also established for religious reasons, namely for religious tolerance; Roman Catholics established Maryland, and Quakers established Pennsylvania.)
5. *Inferential* What did the colonists like to eat? (Colonists grew fruits and vegetables. Corn, also known as maize, was used in a lot of different ways, such as in corn bread, corn cake, boiled and fried corn, corn soup, and corn on the cob. The colonists also hunted and fished. Colonists had a sweet tooth. They loved to eat hard candy, pies, and puddings.)
6. *Inferential* What could you tell by looking at the way someone was dressed during the colonial era? (People who were wealthy dressed in fancy, impractical clothing to show that they did not need to work; they also wore high wigs and other adornment. People who were middle class or poor often wore clothing from simpler materials; they often made their own clothes or wore clothes given to them by others.)
7. *Inferential* What did the children in the colonies have to do every day? (chores around the house and farm) How did they entertain themselves? (They often made their chores into games, such as a competition to see who could finish something first. They sometimes made toys out of common, everyday objects, such as dolls made from corn husks.)





← **Show image 10A-8: Colonial architecture**

8. *Inferential* What does this picture tell us about colonial life? (Colonists and immigrants imitated the architectural styles of their homelands. There are examples of red brick English-style homes in New England; Dutch-style wooden houses with sloping roofs in the Middle Atlantic; and French-style houses with wide porches and French doors in the Southern region.)

9.  *Inferential* How did the colonists obtain the things they needed when they first settled? (In the beginning, they obtained some things through cooperation with the Native Americans, and they also imported goods from England. Over time they began to manufacture and grow many of these things themselves.)
10. *Inferential* How did colonists communicate with colonists in other colonies, or in England and other countries? (Written communication was the only way to send and receive messages. Letters were delivered by hand. Because roads were no more than wagon trails, and traveling over the ocean was long and dangerous, it took a long time for letters to arrive at their final destination, and many letters were lost altogether. Communication was difficult.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative* *Think Pair Share:* How would you compare and contrast your everyday life now with everyday life in the colonial period? [Give student pairs an index card on which you have written one aspect to compare and contrast: housing, food, clothing, education, professional life, communication, leisure, etc.] Discuss similarities and differences of the assigned aspect with your partner. Which colony do you think you would have settled in, and why? Which industry do you think you would have enjoyed learning? (Answers may vary.)
12. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Compulsory

5 minutes

1. In the read-aloud, you heard that for some Christians in New England, attending church was the most important thing they did. But beyond that, attending church was *compulsory*, or required, for Puritans.
2. Say the word *compulsory* with me.
3. *Compulsory* means that something is required, by law or by a rule.
4. In this read-aloud, the word *compulsory* was used to describe that the Puritans were required to attend church. Other things can be compulsory, too. For instance, receiving an education is compulsory, or required by law, for school-aged children. A degree and the appropriate training are compulsory requirements for a doctor or lawyer to enter practice.
5. Give examples of other things that you can think of that are *compulsory*. Does your family have certain compulsory rules you have to follow? Does your school or classroom have compulsory rules? Try to use the word *compulsory* when you tell about these examples. [Ask two or three students. If necessary, guide or rephrase students' responses to make complete sentences: "_____ is compulsory in my home because . . ." or "_____ is compulsory in my school because . . ."]
6. What's the word we've been talking about? What part of speech is the word *compulsory*?

For follow-up, complete a *Making Choices* activity. Directions: The antonym, or opposite, of *compulsory* is *voluntary*. If something is compulsory, then it is required, or you have no choice but to do this thing, or be willing to face the consequences of not doing that thing. If something is voluntary, then you have a choice about whether or not you will do this thing. I am going to read several examples to you. If the example I read is an example of something that is compulsory, say "That is compulsory." If the example I read is an example of something that is voluntary, say "That is not compulsory; it is voluntary."

Note: You may wish to explain to students that people who treat compulsory things as if they were voluntary often suffer consequences. You may wish to discuss some of the possible consequences. You may also wish to discuss that some things that are considered compulsory for some may be considered voluntary for others.

1. doing homework (That is compulsory.) [What are the consequences of not completing homework?]
2. having a driver's license to drive a car (That is compulsory.) [What are the consequences of driving without a license?]
3. donating money to charity (That is not compulsory; it is voluntary.)
4. paying road tolls (That is compulsory.) [What are consequences of driving through a toll without paying it?]
5. attending college (That is not compulsory; it is voluntary.) [In some families, this may be considered compulsory.]
6. attending school (That is compulsory.) [What are the consequences of not attending school?]
7. feeding your dog or cat (That is compulsory.) [What are the consequences of not feeding a pet?]
8. always doing your best work (That is not compulsory; it is voluntary.)
9. voting in elections (That is not compulsory; it is voluntary.) [You may wish to discuss the responsibilities of citizenship.]
10. recycling (Answers may vary.) [This depends on the community; however, you may wish to discuss an individual's ability to recycle, and the consequences of not recycling.]

In summary, if something is compulsory, then you have no choice and must do that thing or be willing to face the consequences. If something is voluntary, even if it is a good thing, you still have a choice about whether to do that thing.



Complete Remainder of the Lesson Later in the Day



Colonial Life

10_B

Extensions

20 minutes

10 Thirteen Colonies and Colonial America Acrostics Review

As you conduct this review of what students have learned about the thirteen colonies and their regions, have students reference and add to the graphic organizers for each colony in their Colonial America notebook or folder as applicable. Have them also review and/or add to the Colonial America Acrostics you started in Lesson 1, using words, phrases, and/or sentences from their worksheets. You may wish to do this as a class, or have students work in groups or with a partner.

For any categories that are still not complete on the graphic organizers, you may wish to assign certain students or groups a question to research and share with the class. This may also be done during the Pausing Point.

Using Poster 1 (Regional Map of Colonial America), point to each region, and have students identify some of the unique characteristics of the Southern, New England, and Middle Atlantic colonies. For each region, have students describe the geography, climate, and culture of that region (e.g., the ways colonists supported themselves, the crops colonists grew, reasons why colonists settled in the specific region, etc.). Possible discussion points are listed below.

- The Southern colonies had a warm climate and were primarily agricultural. Southern colonies had many small farms and large plantations. Their main crops were tobacco, rice, and indigo. These were called cash crops. The Southern colonies were reliant on slavery to support their labor needs. Colonists moved to Maryland for religious reasons, but most others settled in the Southern colonies for economic reasons. Important cities in the South included Jamestown, Savannah, and Charleston (Charles Town).
- The New England colonies were colder and had a shorter growing season than the Southern colonies. Also, the soil was rockier and therefore not as good for farming. Because the New England colonies had a lot of trees, they exported timber to England, the West Indies,

and to other colonial regions. Shipbuilding and fishing were big industries, as was fur trading. The colonists who first settled in the New England colonies did so primarily for religious reasons. Pilgrims and Puritans were the first settlers of the New England colonies. The colonists in New England did not depend heavily on slavery, although there were enslaved Africans working in some towns. Important cities in New England included Boston and Plymouth.

- The Middle colonies had a somewhat mild climate and were primarily agricultural. Their main crop was wheat. They became “the breadbasket” of the colonies because of the large amount of flour they were able to produce in mills and export to England and the West Indies. Because of high immigration to the Middle colonies, Quaker opposition, and smaller farms, slavery did not develop there to the same extent as it did in the Southern colonies. Colonists moved to the Middle colonies for both religious and economic reasons. The Dutch were the first settlers of New York, once called New Amsterdam, but this area was eventually taken over by the English. Quakers were the first large group of settlers in Pennsylvania. Important cities in the Middle colonies included Philadelphia and New York City.



Colonial Pen Pals

Divide the class into three groups. Assign one colonial region to each group: Southern, New England, and Middle Atlantic. Within each region, allow students to choose a colony. Next, have students from different regions/colonies pair up and exchange pen pal letters as if they were living in those colonies. In their letters, have students describe their everyday life in the colony, including their name and age, where they live, whether or not they have a trade, if he or she goes to school, etc. Have students ask each other questions about his or her colony. You may wish to have students reference the index cards they discussed in the *Think Pair Share*. As time allows, have students write responses to each other. This may also be done during the Pausing Point.

Note: The additional thirty minutes for Domain Writing begins in this lesson. In addition to the writing activities in the Extensions, there are also several writing opportunities in the Pausing Points. Time may also be devoted to researching more information about certain colonies. Refer to the schedule in the Introduction to help guide the remaining five days of this domain.



The Road to Revolution, Part I

11

✔ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the impact Spanish, French, Portuguese, and Dutch exploration and conquest in the Americas had on the English and their decision to settle parts of North America
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the many conflicts among the French, English, and Native Americans
- ✓ Describe why the colonists began to feel less and less like Europeans
- ✓ Describe some of the events that led to the American Revolution
- ✓ Explain the statement “no taxation without representation”

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe an image of the French and Indian War and how it contributes to what is conveyed by the words in “The Road to Revolution, Part I” (RI.3.7)
- ✓ Compare and contrast the three tax acts imposed upon the colonists by the British in “The Road to Revolution, Part I” (RI.3.9)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *inhabited* and *uninhabited* (L.3.4b)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *inhabited* and *uninhabited* (L.3.4c)

- ✓ Provide and use antonyms of the word *uninhabited* and other words with the *un-* prefix (L.3.5b)
- ✓ Draw illustrations to represent the core vocabulary word *uninhabited*, and to accompany a piece of writing about a ship from “The Road to Revolution, Part I”

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

distressed, *adj.* Upset; concerned; worried

Example: The princess was distressed as she watched the prince fight the dangerous dragon.

Variation(s): none

influx, *n.* An arrival; invasion; flood; entry

Example: When the movie started, there was an influx of people coming into the theater.

Variation(s): influxes

outspoken, *adj.* Refers to someone that speaks in an honest or open way; blunt; direct

Example: The teacher was very outspoken when she talked about bullying at the school; she didn’t beat around the bush.

Variation(s): none

representation, *n.* The action of having someone do something for, or on behalf of, someone else or a group of people

Example: The United States’ democracy is based on the idea that all citizens are entitled to representation in our government.

Variation(s): representations

steeled, *v.* Prepared for something difficult; made strong or brave; braced

Example: Angela steeled herself before she stood up to give her speech because she always feels nervous about talking in front of the class.

Variation(s): steel, steels, steeling

taxing, *v.* Demanding a payment be made to the government, usually to support services provided by the government


Example: The people of Owensville became upset when the town began taxing food purchased at the grocery store.

Variation(s): tax, taxes, taxed

uninhabited, *adj.* Not having anyone living in a place; abandoned; deserted

Example: The old and dark ruins of the uninhabited castle made Marty believe that no one had lived there for many years.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas; Instructional Master 11A-1; red, white, and blue colored pencils (optional)	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Road to Revolution, Part I	U.S. map	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 20	15
	Word Work: Uninhabited	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	A Ship by Any Other Name	drawing paper, drawing tools (optional)	20
	American Revolution Acrostic	chart paper, chalkboard, or whiteboard	



The Road to Revolution, Part I

11A

Introducing the Read-Aloud

10 minutes

10 What Have We Already Learned? (Instructional Master 11A-1)

Give each student a copy of Instructional Master 11A-1. Tell students that they are going to use the Timeline of the Americas and what they have learned to list the thirteen colonies in order of settlement on the stripes of the colonial flag. Have students write the dates of establishment beside Jamestown (Virginia) and Plymouth (Massachusetts) colonies. If you have written dates for all colonies on the timeline, you may wish to have students transcribe dates for all.

As time allows, you may also wish to have students color the colonial flag with white stars on a blue background, with alternating red and white stripes (beginning with red at the top). This may also be done during the Pausing Point.

Note: The list of colonies and dates is provided in the Lesson 2 Extension. You may also wish to review the mnemonic for remembering the order of colonial settlement if you created one.

Purpose for Listening

Tell students to listen carefully to hear about many conflicts that arose among the British, French, Spanish, and Native Americans after the establishment of the thirteen colonies. Tell them to listen to find out more about the trail of events that led the colonists to feel less and less like Europeans and to eventually fight for their freedom from Britain.



The Road to Revolution, Part I

← Show image 11A-1: English, Spanish, and French soldiers

You have learned about how the English colonies were established, and how the colonists lived their lives. Throughout this time, the English, Spanish, and French fought each other over land in North America. They were land hungry and clashed over the areas of North America they wanted for themselves. The Spanish had forced the French out of what is present-day Florida and gained control of it. The Spanish also moved into the areas of North America now known as New Mexico, Arizona, California, and Texas.¹ The French were colonizing parts of present-day Canada and had also claimed the Mississippi River valley for France. Whereas some of these land claims resulted in wars on European soil, other clashes were beginning to take place in North America.

At the same time, more and more Europeans were coming to the English colonies and searching for new land to settle. They began to move further west, away from the coastal areas where people had first settled. Over time, the Native Americans began to realize that there would be no end to the **influx**² of people.

← Show image 11A-2: Wampanoag approaching English settlement

In 1675, war broke out in New England. It was time for the Wampanoag to take a stand.³ Chief Metacom, the son of Chief Massasoit [mass-uh-so-it], led a war party against some English settlers.⁴ This attack turned into an all-out conflict. Eventually the English settlers won, essentially destroying the Wampanoag tribe, and taking even more of their land.⁵

As the colonies grew, English explorers continued west across the Appalachian Mountains to what is now the Ohio River Valley. However this land was not **uninhabited** either.⁶ Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions to escape the influx of settlers. The French had also claimed a few areas

1 [Show these areas on a U.S. map.]

2 or incoming arrival



3 Remember, we learned about the Wampanoag and the first Thanksgiving.

4 Who was Massasoit? (the Wampanoag chief who helped the Pilgrims at Plymouth)

5 The British called Chief Metacom, or Metacombet, King Philip. This war is sometimes called King Philip's War.

6 [Show area on a U.S. map.] If an area is uninhabited, it does not have anyone living in it. Who was already inhabiting this area? Listen to see if you are right.

of the Ohio Valley. The French had established a good trading partnership with various native tribes in the area. They didn't want the English settlers to interfere with this business relationship.

7 By this time, England, together with Scotland and Wales, had officially become known as Great Britain, also known as the United Kingdom or U.K.

8 What do you suppose that response means? Does it sound like the French are going to cooperate?

9 or made themselves strong and ready



10 Why do you think this war had this name? Let's listen to see if you are right.

11 Were your predictions correct about the name *French and Indian War*? Why were Native Americans called Indians by the colonists? (When Columbus encountered native peoples in the Bahamas, he thought he had landed in the East Indies off the coast of India.)

Neither the Native Americans nor the French wanted English settlers to build homes upon this land. However, members of the British Parliament wrote to the French and told them that it was a well-known fact that the land belonged to Great Britain and they should go away.⁷

The French considered this request and then replied: "Non!"⁸

Hmm. This was a bad sign! Conflict was brewing. The Native Americans, **distressed** by how much land they had already lost, **steeled** themselves⁹ for a fight. And so did the French.

← **Show image 11A-3: French and Indian War battle scene**

Yet another war broke out in 1754. This war is known as the French and Indian War.¹⁰ Fought in the forests of North America, this war went on for a very long time—almost nine years in all. Colonists in North America were asked to fight for this land. Britain also sent thousands of soldiers across the Atlantic Ocean to fight. Many Native Americans in the region, such as the Huron, fought with the French in this war. Others, such as the Iroquois, sided with the British.¹¹

Two years later the war over the colonial territory in North America spread to other parts of the world where France and Great Britain competed for land, such as Europe, the West Indies, and India. This phase of the war is known as the Seven Years War in Great Britain.

Eventually, after much conflict, the British captured the French-controlled city of Quebec, Canada. The capture of Quebec in 1759 was a turning point for the British, who eventually won the war. In 1763, the war was over, but this was the beginning of the end for French fortune in North America.

Although the French and the British signed a peace treaty, the Native Americans did not.



← **Show image 11A-4: King George III before Parliament; Proclamation being read**

Organized attacks on British settlers continued under the leadership of Chief Pontiac of the Ottawa tribe. These assaults, commonly known as Pontiac's Rebellion, actually involved a vast network of at least thirteen Native American tribes which united together. The British soon realized that it would be impossible to defend this land, or the settlers on it. As a result, the British Parliament and King George III decided that settlers could not live on land west of the Appalachian Mountains. In 1763, King George issued a proclamation forbidding it. Can you imagine? Having just fought a war for ownership of this land, colonists were now told to stay away from it.

Fighting a war for many years is a very expensive thing to do. When it was over, the British Parliament realized that they had spent a great deal of money. Britain was in financial trouble, and someone had to help get them out of it. That someone was the thirteen colonies.

The prime minister of Great Britain¹² at the end of the French and Indian War was a man named George Grenville. Grenville was asked to come up with a plan to pay off Britain's debt. He thought long and hard about this and did indeed come up with a plan. "How about **taxing** the colonists?" he thought to himself. "After all, Great Britain fought the war to defend the colonists against the French and the Native Americans!"¹³ Grenville presented his plan to King George III and Parliament. Everyone in Britain agreed. It was a great plan.¹⁴

In 1764, the British Parliament passed the Sugar Act. This law placed a tax on foreign sugar and molasses. By making foreign sugar and molasses more expensive, the colonists were being forced to buy these goods from the British producers in the West Indies. However, this act did not just include sugar; it also included wine, cloth, coffee, and silk. The colonists were now taxed if they chose to buy less expensive products from other nations.

12 or leader in Parliament, the governing body in Great Britain

13 If the prime minister wanted to tax the colonists, what does that mean? (He wanted them to pay a fee to Great Britain.)

14 Does this sound fair to you? Why or why not?



← Show image 11A-5: British Stamps

Then in 1765, the British Parliament passed the Stamp Act. The Stamp Act stated that all printed materials produced in the colonies would be taxed. Newspapers, magazines, legal documents, and—believe it or not—even cards, would cost more. People were required to buy a stamp and place it on the paper item they had purchased.¹⁵

15 This is not to be confused with a postage stamp, which is purchased and attached to a letter to mail it.

In the same year, the Quartering Act was passed by the British Parliament. This meant that colonists had to help provide quarters, or temporary places to live, for the British soldiers stationed in the colonies. The colonists also had to provide supplies, such as food, bedding, candles, and firewood.

For many years, the colonists had handled their own affairs. Now, members of a government three thousand miles away had voted to tax the colonists. The colonists were not allowed to vote for these British leaders, so they felt their views and thoughts were not represented in the British government. Many colonists believed that it was unfair that they had to pay taxes, but did not have **representation**¹⁶ in the British Parliament. The British responded that members of Parliament considered the interests of the entire empire, and not simply the areas they represented.



16 or someone to speak for them

Although most people had accepted the Sugar Act and the Quartering Act, they were not prepared to accept the Stamp Act without a fight. Some **outspoken** colonists began to suggest that they should not pay it. They cried, “No taxation without representation!”¹⁷

17 These colonists didn’t beat around the bush; they said what they meant! You will hear more in the next read-aloud about these outspoken colonists and the events that continued to lead to the American Revolution.

Comprehension Questions



15 minutes

1.  *Inferential* Why were conflicts increasing among the Spanish, French, and English? (They each had settlements in the Americas and were land hungry; they clashed over the areas of North America they wanted for themselves; however, these areas were not uninhabited.) How were the Native Americans involved? (They were distressed; many of them had moved westward to escape the influx of colonists, and now the English were beginning to enter that area as well.)
2.  *Inferential* What war broke out in 1675 between the Native Americans and the English in New England? (King Philip's War, led by Chief Metacom of the Wampanoag, son of Chief Massasoit) What was the result? (The English won, and destroyed even more of the Wampanoag homes.)





← **Show image 11A-3: French and Indian War battle scene**

3. *Inferential* Describe what you see in this image. What was the name of this war between the French and English, which involved Native Americans fighting on both sides? (French and Indian War) Where was this war fought? (in the forests of North America) Where was another war occurring between France and England? (in other parts of the world where the French and the British competed for land, such as Europe, the West Indies, and India) How did the French and Indian War end? (The British captured Quebec, the French capital, and won the war. The French and English signed a peace treaty.) Did the Native Americans sign a peace treaty? (no)
4. *Literal* Did the French and Indian War occur before or after the thirteen colonies were established? (after) [Have a volunteer place Image Card 20 (French and Indian War) on the timeline after the colony of Georgia. You may wish to write “1754” beneath the card.]
5. *Inferential* Because the Native Americans did not sign a peace treaty, which conflict occurred next between the British and Chief Pontiac of the Ottawa tribe, who led about thirteen united groups against the British? (Pontiac's Rebellion) What was the result? (The British realized it would be impossible to defend this land, or the settlers on it. King George III issued a proclamation stating that settlers could not live on land west of the Appalachian Mountains.)

6.  *Inferential* How did all of these battles affect colonial life? (To recover from the cost of these battles, the Parliament of Britain decided that taxing the colonists was a good way to help pay for the wars.) Do you think this was a just or unjust decision? Why? (Answers may vary.)
7.  *Evaluative* What were the three acts passed by Parliament that taxed the colonists? (Sugar Act, Stamp Act, and Quartering Act) Compare and contrast these three taxes. In other words, how were they similar, and how were they different? (Similarities—They were all imposed by Britain on the colonists without representation; they all cost the colonists money; they were created to help pay for the war debt; etc. Differences—the Sugar and Stamp Acts were taxes on products the colonists used every day, but the Sugar Act was on food and other household goods, whereas the Stamp Act was on printed reading materials, such as newspapers and cards. The Quartering Act was very different as it required colonists to provide supplies and lodging to British soldiers.) How did the outspoken colonists react to all of these taxes? What was the saying used to describe how they felt? (They felt distressed and that it was unjust; they said, “No taxation without representation!” They steeled themselves for a fight against Britain.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8.  *Evaluative* *Think Pair Share:* Why do you think the colonists began to feel less and less like Europeans? (Answers may vary, but may include that the colonists did not feel recognized by Britain, and some felt that no one cared about their interests, etc.)
 9. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Uninhabited

5 minutes

1. In the read-aloud you heard, “. . . this land was not *uninhabited*, either. Native Americans had been living in this region for a long time, some of them having been forced to move west away from the eastern regions in order to escape the influx of settlers.”
2. Say the word *uninhabited* with me.
3. *Uninhabited* refers to a place where there are no people living there.
4. The ruins of the uninhabited town were so eerily quiet that you could hear a pin drop.
5. Have you ever visited or seen a place that was uninhabited? Where was it? What was it like? Try to use the word *uninhabited* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “_____ was uninhabited . . .” or “I went to an uninhabited place that was . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *uninhabited*?

Use a *Drawing/Writing* activity for follow-up. Ask students to identify the prefix *un-* in the word *uninhabited*, and to explain how the meaning of the word changes when the prefix is removed. Review the antonym *inhabited*. Have students draw a place that is uninhabited. After drawing, have students write a couple of sentences about the place, why it is uninhabited, and how it would be different if it was inhabited. Allow a few students to share their work. Make sure they use the word *uninhabited* in a complete sentence as they write and tell about it.



Complete Remainder of the Lesson Later in the Day



The Road to Revolution, Part I

11B

Extensions

20 minutes



A Ship by Any Other Name

← Show image 7A-2: Ship laden with supplies

Ask students to describe what they see in the image. Ask them what role ships played in the establishment of the English colonies. Guide students to discuss the importance of ships in allowing people to journey across the Atlantic Ocean to the New World—not only the English colonists, but also the European explorers they have heard about. Discuss others whose lives were influenced by ships, such as the pirate buccaneers, trade merchants, English navy, fishermen, and shipbuilders. Remind students that shipbuilding was a crucial part of the economy of the New England colonies.

Ask students to list some of the names of the ships they have heard about in the read-alouds. Review the people, events, and significant dates surrounding the ships. (Captain Newport and his men sailed to Jamestown in 1606 on the *Discovery*, *Susan Constant*, and *Godspeed*, and arrived about five months later in 1607. Later, the *Patience* and *Deliverance* were sent to Jamestown colony laden with supplies, but by the time they arrived—and they barely made it—the ships were almost out of supplies. The Pilgrims and others sailed to Plymouth in 1620 on the *Mayflower*. William Penn sailed to Pennsylvania on the *Welcome*.)

Ask students to think about what type of ship they would like to design and/or command as a captain. Have them write a paragraph about their ship, including its name and the reason for its name, its purpose and/or destination, what it looks like, and what types of people would travel on it. Have students illustrate their ship. Allow a few students to share their writing and drawings with the class.

You may also wish to show others images of ships from the domain, such as image 6A-4 of the *Mayflower* in a turbulent storm, and have students respond to the image in a writing prompt to describe the setting and event depicted. As students work, model and encourage students to use domain-related vocabulary.

American Revolution Acrostic

In two columns, write the letters of the words *American Revolution* vertically on chart paper, a chalkboard, or a whiteboard. As a class, use the letters of both words to create words, phrases, and/or sentences about key events and people involved in this time. Encourage use of core vocabulary and geography terms. Some examples follow (with examples to add later in Lesson 12). You may also wish to complete/update this activity in the Pausing Point.

- A—Acts were imposed on colonists by British; (Attucks)
- M—Metacom, Massasoit’s son, led King Philip’s war; (massacre; Minutemen)
- E—England had become known as Great Britain, or the United Kingdom; (“endowed by their Creator with certain unalienable rights”)
- R—rivals fought in the French and Indian War; (Revere’s ride)
- I—influx of settlers to North America; (issues to resolve; independence)
- C—Colonists felt less and less like Europeans; (Continental Congress; Concord)
- A—Appalachian Mountains; (Adams)
- N—Native American groups fought for both French and English
- R—rebellion led by Pontiac; (repealed Sugar Act)
- E—English had become known as British
- V—Virginia House of Burgesses; (very well-known speech)
- O—Ohio River Valley
- L—land disputes (Lexington)
- U—United groups of Native Americans attacked colonists; (unjust acts; United States)
- T—taxes; (tea thrown into sea; “the shot heard round the world”)
- I—interests of colonists not represented in Parliament (Intolerable Acts)
- O—outspoken colonists; (“One, if by land, and two, if by sea”)
- N—“No taxation without representation!” (new nation forming)

- ✈ Have students create their own acrostics. You may also wish to assign groups to create acrostics based on the many names given to this war: American War for Independence; American Revolution; and American Revolutionary War, or Revolutionary War.



The Road to Revolution, Part II

12

☑ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe why the colonists began to feel less and less like Europeans
- ✓ Explain the statements “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; and “give me liberty, or give me death!”
- ✓ Describe some of the events that led to the American Revolution
- ✓ Identify some of the colonial leaders, and explain why they became known as the Founding Fathers of the United States
- ✓ Identify July 4, 1776, as the date the Founding Fathers agreed to the Declaration of Independence

Language Arts Objectives

The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases such as “actions speak louder than words” as used in “The Road to Revolution, Part II” (RI.3.4) (L.3.5a)
- ✓ Describe images of the Boston Massacre and Boston Tea Party and how they contribute to what is conveyed by the words in “The Road to Revolution, Part II” (RI.3.7)
- ✓ Compare and contrast the present-day U.S. flag and the colonial flag “Stars and Stripes” in “The Road to Revolution, Part II” (RI.3.9)

- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *dependence* and *independence* (L.3.4b)
- ✓ Choose words and phrases for effect to discuss antonyms of the word *independence* and other words with the *in-* prefix (L.3.3a)
- ✓ Use a known root word as a clue to the meaning of an unknown word with the same root, such as *dependence* and *independence* (L.3.4c)
- ✓ Provide and use antonyms of the word *independence* and other words with the *in-* prefix (L.3.5b)
- ✓ Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*) to discuss people and events relative to the Boston Massacre and Boston Tea Party (L.3.5c)
- ✓ Listen to and understand a variety of texts, including poems and historical documents

Core Vocabulary

Note: You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

boycott, v. To refuse to buy; to reject or prohibit

Example: Because Lynn and Charlie were having a fight, Lynn persuaded all of her friends to boycott the lemonade from Charlie’s lemonade stand.

Variation(s): boycotts, boycotted, boycotting

horrified, adj. Frightened; shocked

Example: After feeling horrified by a nightmare she had, Georgia fell back asleep after her mother talked with her for a time.


Variation(s): none

independence, n. Freedom; the state of not being controlled by or dependent upon another entity or person

Example: Maria was so excited to see the fireworks with her family on the Fourth of July—the day America celebrates its independence from England.

Variation(s): none

- intolerable, *adj.*** Not able to be tolerated, endured, or experienced
Example: The heat was intolerable in the Sahara Desert during the day, so the party traveled during the night.
Variation(s): none
- issues, *n.*** Problems; difficulties; obstacles; disagreements
Example: There were many different issues that kept the people from rebuilding their new town hall.
Variation(s): issue
- repeal, *v.*** To cancel or take back; to get rid of
Example: Because so many people protested the law that no bicycles were allowed on the streets, the town decided to repeal it.
Variation(s): repeals, repealed, repealing
- tension, *n.*** Pressure; worry; stress; nervousness
Example: On the day of our big math test, there was a lot of tension in the classroom.
Variation(s): tensions
- unjust, *adj.*** Unfair; not right
Example: Jared felt that it was unjust when the whole class lost their recess time because of the misbehavior of a small group,
Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	Timeline of the Americas	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Road to Revolution, Part II	U.S. map	20
<i>Discussing the Read-Aloud</i>	Comprehension Questions	U.S. flag	15
	Word Work: Independence	chart paper, chalkboard, or whiteboard	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Actions Speak Louder Than Words		20
	Timeline of the Americas	Image Cards 21–25	
	Revolutionary Sayings; American Revolution Acrostic	American Revolution Acrostics from Lesson 11; chart paper, chalkboard, or whiteboard	



The Road to Revolution, Part II

12^A

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Review with students what was learned in the previous lesson. You may wish to show images from the read-aloud and/or ask the following questions:

- What were the three conflicts called between the Native Americans and colonists over land? (King Philip's War, Pontiac's Rebellion, and French & Indian War)
- Who won these conflicts? (The English won the first war against the Wampanoag; the Native Americans managed to keep the colonists away from their land for a time after the thirteen united groups fought them in the second war.)
- [Point to the Timeline of the Americas.] Did the French and Indian War occur before or after the thirteen colonies were established? (after)
- Who fought in the French and Indian War? (the English, French, and Native American groups on both sides)
- What were the three acts passed by Parliament that taxed the colonists? (Sugar Act, Stamp Act, and Quartering Act)
- Why were these acts passed? (Britain was trying to find ways to raise money to help pay their war debts.)

Purpose for Listening

Tell students to listen carefully to hear more about the trail of events that led the colonists to feel less and less like Europeans and to fight for their freedom from Britain.



The Road to Revolution, Part II

← Show image 12A-1: Patrick Henry before House of Burgesses speaking against tax

As you have heard, the colonists were in strong opposition to the taxes Great Britain kept heaping on them. Their famous words were, “No taxation without representation!”¹

One man in particular, Patrick Henry, began to speak up. Patrick Henry was a Virginia lawyer. In Williamsburg, Virginia, he stood before the House of Burgesses and spoke out against the king and the new tax. Patrick Henry stated that only colonial governments should have the power to introduce new taxes in the colonies.

In 1765, the twenty-seven elected leaders of nine colonies made their way to New York.² They met to discuss what could be done about the Stamp Act. This meeting became known as the Stamp Act Congress. Members of the Congress informed the British Parliament that this tax was **unjust**.³

1 Who remembers what this saying means?

2 Virginia, New Hampshire, North Carolina, and Georgia did not send delegates, or representatives.

3 From this context, what do you think *unjust* means? (unfair)



← Show image 12A-2: Sons of Liberty protesting

Another outspoken leader at this time was a man named Samuel Adams from Massachusetts. He organized a group of people who became known as the Sons of Liberty. These men protested in the streets, burned the stamps, and threatened the agents whose job it was to collect the taxes. It soon became impossible to impose the Stamp Act. And so in 1766, the British Parliament was forced to **repeal**⁴ it. When the colonists heard this news, they celebrated their victory.

Members of Parliament were not happy. King George insisted that it was Britain’s right to tax the colonies. A new plan was needed. This time a man named Charles Townshend had another idea. They would put a tax on items that they knew the colonists really needed. These items—which were used daily in colonial times to make many things—included paint, paper, glass, lead, tea, wool, and silk.

4 or withdraw

5 or refuse to buy

In response, the colonists decided to **boycott**⁵ these items from Britain. They began to make their own products. Colonists purchased tea from other sources, or drank “liberty tea” made from herbs and berries. Many women even began making their own cloth. This hurt British manufacturers, and before long, this tax⁶ was also removed—that is, all except for the tax on tea. So, the colonists’ boycott of British tea continued.

6 named the Townshend Revenue Act after Charlie Townshend

7 or strong feelings of distress

Alarmed by the level of protests, Britain sent troops to the colonies. They arrived in Boston Harbor in 1768. The colonists did not like the presence of British soldiers, especially because the soldiers had been sent to control them. **Tension**⁷ between the colonists and Britain continued to grow.



← **Show image 12A-3: Boston Massacre; Crispus Attucks**

In 1770, a scuffle, or brief fight, broke out in Boston between British soldiers and a group of colonists. In the confusion, British soldiers fired their guns into the crowd and killed five colonists, injuring six others. The first to die was a man named Crispus Attucks.⁸ People were **horrified**.⁹ The soldiers were immediately arrested. This terrible event became known as the Boston Massacre. The relationship between the colonists and Britain was becoming much worse.

8 Some historians believe Crispus Attucks was an escaped slave. After his death, Attucks became a hero for standing up for what he believed in.

9 From this context, what do you think *horrified* means?

It would not be fair to say that tea caused the American Revolution, but it played a part. The colonists were still refusing to buy tea from Britain. And King George and his government were refusing to listen to the colonists. In 1773, the British Parliament introduced a new law called the Tea Act. This time they said that only the British East India Company could sell tea to the colonies—and the tea would still be taxed.

The colonists responded that, not only did they not want this tea, they didn’t want trade ships bringing it into the colonies, either. In other words, they would give up drinking British tea altogether.



← **Show image 12A-4: Boston Tea Party**

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water!¹⁰ This event became known as The Boston Tea Party.

10 It is important to point out that colonists didn't intend to disguise themselves as Native Americans. Historians believe the colonists were inspired by the tradition of Native American pride and were dressed in Indian-style regalia to make a statement.

Now the king was really mad. You could say the colonists' "actions spoke louder than their words." The British government decided to punish this colony. A British general was placed in control of Massachusetts. Boston Harbor was closed, and more British soldiers were sent to Boston. With the port closed, many colonial businesses began to suffer. The colonists called these recent British decisions the **Intolerable** Acts because they were not willing to put up with them.¹¹

11 If something is intolerable, it means it is not accepted.

Rather than back down, the colonists began to join together. Many colonists were even more convinced now that the British did not understand them or care about them. Colonists were now daring to think about, and talk about, establishing their **independence** from England and becoming their own nation.¹² Those who wanted to become independent, or free, of England were called Patriots. People still loyal to England and the king were known as Loyalists.

12 What is independence? (freedom from the control of or reliance upon someone or something)



← **Show image 12A-5: Founding Fathers: Washington, Adams, Jefferson, Madison, Franklin, Hancock**¹³

It was clear that the colonists' relationship with Britain was changing, and elected leaders of the colonies had to decide what to do. George Washington, John Adams, Thomas Jefferson, James Madison, Benjamin Franklin, John Hancock, and other leaders came together for a gathering in Philadelphia known as the First Continental Congress.¹⁴

13 [Point to each figure, from top left to bottom right, as you read.]

In this meeting, the leaders voted to end all trade with Britain until Britain repealed the Intolerable Acts. Most people still hoped that these **issues** could be resolved peacefully. However, it was decided that each colony should begin to store weapons and train men for war.

14 Do you recognize any of these men? The first four were the first U.S. presidents. They are all known today as "Founding Fathers" for their part in establishing America's independence.



← **Show image 12A-6: “Paul Revere’s Ride”**

On April 18, 1775, British soldiers were given information about colonial weapons that had been secretly stored in a town called Concord, about twenty miles from Boston. The soldiers were ordered to seize the weapons and destroy them. The British soldiers began to march towards Concord. A colonist named Paul Revere rode through the night to inform his fellow Patriots that the British were coming.

Perhaps you are familiar with this first part of a famous poem called “Paul Revere’s Ride,” by Henry Wadsworth Longfellow, based on this historic event:

*Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five:
Hardly a man is now alive
Who remembers that famous day and year.*

*He said to his friend, “If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal-light,
One, if by land, and two, if by sea;
And I on the opposite shore will be . . .”*

Paul Revere saw the signal of two lanterns lit by his friend in the church tower. That meant the British were coming by sea, so he rode all night to Concord to warn the colonists. Although Paul Revere was captured, the colonial soldiers, called Minutemen, were warned and prepared for the arrival of the British.

15 This was later called “the shot heard round the world” in a famous poem written by Ralph Waldo Emerson. Why do you think it was called that? (its far-reaching impact around the world; as the start of the American Revolution)

The very first shots of the American Revolution were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord.¹⁵ Historians are not certain who fired the first shot. Several Minutemen died in this exchange of fire. The British soldiers continued their march toward Concord. However, when they got there, the weapons were nowhere to be found.

Paul Revere’s heroic ride had warned the colonists in time for them to move their weapons. The British began to retreat. As they did, they were fired upon by Minutemen. Many British soldiers were killed.



← **Show image 12A-7: Founding Fathers: Washington, Adams, Jefferson, Madison, Franklin, Hancock**

16 What is the capital of the United States today? (Washington, D.C.)

A second gathering of leaders from each colony was called in the city of Philadelphia, which would later become the first capital of the United States.¹⁶ Shortly before this meeting, Patrick Henry had uttered these famous words: “I know not what course others may take, but as for me, give me liberty or give me death!”

17 Washington would not become president until many years later. Today, the role of Commander-in-Chief is always fulfilled by the U.S. president.

At this Second Continental Congress, George Washington was chosen to be the Commander-in-Chief in charge of an army that did not yet fully exist, but which the leaders anticipated they would soon need.¹⁷



← **Show image 12A-8: Declaration of Independence; the Stars and Stripes colonial flag**



During this time, many letters and petitions were sent to King George. Among them was the Declaration of Independence, primarily penned by Thomas Jefferson and approved by the Founding Fathers on July 4, 1776.

King George responded by ignoring the colonists’ requests and sending more British soldiers to the colonies. The long and difficult battle for American independence had begun.¹⁸

18 [Point to the flag in the image.] The first American flag, known as the Stars and Stripes, was adopted in 1777. The colonists no longer wanted to fly the British flag.


Comprehension Questions

15 minutes

1.  *Inferential* Which outspoken Patriot did you hear about who was a lawyer from Virginia? (Patrick Henry) What did he do, and what famous quote is he known for today? (He spoke out against what many colonists felt were Britain’s unjust and intolerable acts by standing behind the saying “no taxation without representation!” Henry is known for the saying “give me liberty, or give me death!”) You heard about another Patriot, Samuel Adams. What was the name of the group of Patriots he organized? (the Sons of Liberty)
2.  *Inferential* Why did the colonists boycott products from Britain, such as tea, wool, paper, and silk? (Because Britain was taxing the colonists on these items, the colonists refused to buy them.) How did the colonists replace these items? (They started producing their own products, such as “liberty tea.”)




← **Show image 12A-3: Boston Massacre; Crispus Attucks**

3.  *Inferential* Describe what is happening in this image. (In the Boston Massacre, a fight broke out between the colonists and British soldiers. The soldiers fired their guns into the crowd and killed five colonists. The colonists were horrified, and tensions grew between them and Britain. Crispus Attucks was the first one killed and became a hero to the colonists for standing up for what he believed in.)




← **Show image 12A-4: Boston Tea Party**

4.  *Inferential* Describe what is happening in this image. (The Sons of Liberty dressed up in part like Native Americans and dumped British tea into the Boston harbor, an event known today as the Boston Tea Party.) Why did they do this? (These Patriots were not only boycotting the tea, they were also sending a message with their act of destroying the tea that they would not tolerate the injustice of the British taxes.)



← **Show image 12A-6: “Paul Revere’s Ride”**


5.  *Evaluative* Describe what is happening in this image, and explain how the saying “one, if by land, and two, if by sea” is related. (Paul Revere rode through the night to warn colonists at Concord that the British were coming to seize their weapons. Later, this line became part of a famous poem based on this event called “Paul Revere’s Ride.”) What was the significance of Paul Revere’s ride? (Although Revere was captured, he was first able to warn the colonists, who then moved their weapons and kept the British from taking them.)
6. *Inferential* Explain the meaning of the saying “the shot heard round the world.” (This was a line from a poem written years later about this event; the first shot that was fired that started the American Revolution had far-reaching impacts upon all of history and the world.)
7. *Inferential* Who were some of the colonial leaders who met in the Continental Congress, and who are known today as Founding Fathers? (George Washington, John Adams, Thomas Jefferson, James Madison, Patrick Henry, Benjamin Franklin, John Hancock) Which of these was appointed Commander-in-Chief of the colonial army and later became the first U.S. president? (George Washington)
8. On what date did the Founding Fathers approve the Declaration of Independence? (July 4, 1776) What did this document signify? (It stated that the colonists wanted to be free of Britain to create their own country.)



← **Show image 12A-8: Declaration of Independence; the Stars and Stripes colonial flag**

9. Compare and contrast the present-day U.S. flag and the Stars and Stripes flag from the colonial period. (Similarities—Both flags have thirteen red and white stripes; both flags represent the independent United States; etc. Differences—The colonial flag only had thirteen white stars in the corner to represent the thirteen colonies, whereas the present-day U.S. flag has fifty stars to represent the fifty states; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10.  *Evaluative Think Pair Share:* Do you think the colonists were justified in their actions of boycotting and then declaring their independence from Britain? Would you have done the same as a Patriot, or would you have been a Loyalist? Why or why not? (Answers may vary.)
 11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
- You may wish to allow time for individual, group, or class research of the text and/or other resources to answer any remaining questions.

Word Work: Independence

5 minutes

1. In the read-aloud, you heard, "Colonists were now daring to think about, and talk about, establishing their *independence* from England and becoming their own nation."
2. Say the word *independence* with me.
3. Independence is the freedom from the control of or reliance upon someone or something.
4. When children grow up and move out of their childhood home, they establish a certain level of independence from their parents or guardians as they learn how to provide for themselves.
5. What are some examples of independence that you have observed or experienced? Try to use the word *independence* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I have seen _____ establish independence . . ." or "The independence of the United States occurred because . . ."]
6. What's the word we've been talking about? What part of speech is the word *independence*?

Use a *Word Parts* activity for follow-up. Write the word *independence* on chart paper, a chalkboard, or a whiteboard. Have a volunteer circle the prefix *in-*. Then, cover the prefix with your hand, and ask students what word is formed when the prefix is removed. (*dependence*) Ask students what the difference is between the words *dependence* and *independence*. Encourage them to use the words in complete sentences. You may wish to review examples from the domain as time allows. Remind students that an antonym, or opposite, is often formed when the prefix *in-* is added to a word, similar to the prefix *un-*. Have students name some words, including domain vocabulary, that begin with the prefix *in-*, and have them also identify their opposites. (*intolerable/tolerable; indescribable/describable; incredible/credible; inexplicable/explicable, inability/ability; etc.*)



Complete Remainder of the Lesson Later in the Day



The Road to Revolution, Part II

12_B

Extensions

20 minutes

Sayings and Phrases: Actions Speak Louder Than Words 5 minutes

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say “actions speak louder than words.” (If students have heard the Grade 3 *Light and Sound* domain, you may wish to review the use of the saying in that story.)

Reread the following excerpts from the read-aloud:

In 1773, three British trade ships loaded with tea appeared in the Boston Harbor. The Sons of Liberty took action. Wearing elements of Native American war clothing, they threw all of the tea into the water!

The very first shots of the American Revolution [or the shot heard round the world] were fired in Lexington on April 19, 1775, as the British soldiers were on their way to Concord.

Ask students what actions performed in these excerpts “spoke” or delivered a message. (First action—The colonists threw the tea into the water to send the message to England that they would not tolerate unjust taxes. This action was more effective in getting the king’s attention than their words of protest had been. Second action—The “shot heard round the world” was the first shot fired that started the American Revolution. It sent the message to the world that there would be war between England and America, and it has had far-reaching impacts around the world and throughout history.)

Ask students if they ever faced a situation in which someone’s actions made an impression on them more powerfully than any words that could have been said. You may wish to discuss the effects of certain actions in

a classroom that “speak” loudly. Give students an opportunity to share their experiences, and encourage them to use the saying. Try to find other opportunities to use this saying in the classroom.

Timeline of the Americas

Ask students the following, and have them place the correct cards on the timeline:

- Did the Boston Massacre and Boston Tea Party occur before or after the French and Indian War?” (after) [Have a volunteer place Image Cards 21 (Boston Massacre) and 22 (Boston Tea Party) on the timeline after the French and Indian War. You may wish to write “1770” and “1773” beneath the cards, respectively.]
- Did the Continental Congress meet before or after the Boston Massacre and Boston Tea Party?” (after) [Have a volunteer place Image Card 23 (Continental Congress) on the timeline after the Boston Tea Party. You may wish to write “1774” beneath the card. Remind students that this was the first meeting of the Continental Congress, and that they met again the following year.]
- Did Paul Revere ride to warn the colonists that the English were coming to seize their weapons before or after the first meeting of the Continental Congress?” (after) [Have a volunteer place Image Card 24 (Paul Revere’s Ride) on the timeline after the Continental Congress. You may wish to write “1775” beneath the card.]
- Did the Founding Fathers of the Second Continental Congress draft, approve, and later sign the Declaration of Independence before or after Paul Revere’s ride?” (after) [Have a volunteer place the final card, Image Card 25 (Declaration of Independence), on the timeline after Paul Revere’s ride. Write “July 4, 1776” beneath the card, and tell students that this is the final date they will need to memorize.]

Tell students that you have now finished creating the timeline. Point back to the following four cards, and remind students that they will need to remember these four dates:

- The first English colony was established in Jamestown, Virginia, in 1607.
- The first-known African laborers were brought to the colonies in 1619.
- The Pilgrims landed in Plymouth, Massachusetts, in 1620.
- The Declaration of Independence was approved on July 4, 1776.



Revolutionary Sayings; American Revolution Acrostic

Review with students the four sayings they have heard relative to the Revolutionary War, or American Revolution:

- “No taxation without representation!”
- “One, if by land, and two, if by sea”
- “the shot heard round the world”
- “Give me liberty, or give me death!”

Have students choose one saying and write a paragraph about its meaning, including a description of the person who said it and the surrounding events.

You may also update and/or have students reference the American Revolution acrostic started in Lesson 11. Have a few students share their paragraphs and/or acrostics with the class as time allows. These activities may also be done during the Pausing Point.



Pausing Point 2

PP₂

Note to Teacher

This is the end of the *Colonial America* read-alouds. Students have studied the founding of the thirteen original colonies up to the beginning of the American Revolution. Students have heard about the Southern, New England, and Middle colonies, and have learned about the motivations, challenges, failures, and accomplishments of the English colonists who settled in each. Students have also learned about the unique geography, climate, and industries of each region. It is highly recommended that you pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Addressed in this Domain

Students will:

- ✓ Describe the impact Spanish, French, Portuguese, and Dutch exploration and conquest in the Americas had on the English and their decision to settle parts of North America
- ✓ List and locate the three colonial regions: New England, Middle Atlantic, and Southern
- ✓ Locate the thirteen colonies of colonial America and identify each by region
- ✓ Locate and identify Charleston, Boston, New York, and Philadelphia as important colonial cities, and explain why they flourished
- ✓ Locate Roanoke Island in the Southern region and identify it as a failed English colonization attempt
- ✓ Explain why Roanoke is known as the “Lost Colony”

- ✓ Describe some of the reasons people came to North America from England and other countries
- ✓ Explain some of the early challenges faced by the English in establishing colonies in North America
- ✓ Describe the industries and other characteristics of the three colonial regions
- ✓ Describe how everyday life and economic industries in the three colonial regions were shaped by geography and climate
- ✓ Describe the relationship between the colonists and Native Americans
- ✓ Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies
- ✓ Identify some of the key people relative to the settlement of each colony
- ✓ Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607
- ✓ Identify the *Discovery*, *Susan Constant*, and *Godspeed* as the three ships that brought the English settlers to Jamestown
- ✓ Explain the term “starving time” as it relates to the Jamestown colony
- ✓ Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo
- ✓ Compare and contrast indentured servants and enslaved laborers
- ✓ Identify 1619 as the year the first-known African laborers were brought to the colonies
- ✓ Explain that the first Africans in the English colonies came to Jamestown as indentured servants, not enslaved laborers
- ✓ Identify the three points of the triangular trading route—Europe, West Africa, and North America—and the leg known as the Middle Passage
- ✓ Compare and contrast the Pilgrims and the Puritans
- ✓ Identify 1620 as the year the Pilgrims came to Plymouth on the *Mayflower*
- ✓ Explain why Roger Williams and Anne Hutchinson were considered religious dissenters

- ✓ Recall that John Cabot and Henry Hudson had previously explored North America for England and the Netherlands, respectively
- ✓ Explain why the Middle colonies were called “the breadbasket”
- ✓ Explain that the Lower Counties of Pennsylvania became the colony of Delaware
- ✓ Provide reasons why the Middle Atlantic became one of the fastest growing regions in colonial America
- ✓ Describe everyday life in the colonies
- ✓ Compare and contrast colonial life with the present day
- ✓ Describe the many conflicts among the French, English, and Native Americans
- ✓ Describe why the colonists began to feel less and less like Europeans
- ✓ Describe some of the events that led to the American Revolution
- ✓ Explain the statements “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; and “give me liberty, or give me death!”
- ✓ Identify some of the colonial leaders, and explain why they became known as the “Founding Fathers” of the United States
- ✓ Identify July 4, 1776, as the date the Founding Fathers approved the Declaration of Independence

Activities

Image Review

Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

Image Card Review

Materials: Image Cards 1–25

In your hand, hold Image Cards 1–25 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for Paul Revere’s ride, a student may say, “I rode all night to warn the colonists that the British were coming!” The rest of the class will guess what or who is being described. Proceed to another card when the correct answer has been given.

Acrostics Review

Materials: Thirteen Colonies Instructional Masters; class and/or student acrostics

Have students review the regional and/or American Revolution acrostics created as a class and/or individually. Have them use their worksheets about the thirteen colonies to fill in any gaps they may still have in their regional acrostics. You may wish to have students create new acrostics based on what they have learned about the three colonial regions—the Southern, New England, and Middle Atlantic—and the events leading up to the American Revolution.



European Exploration Review

← **Show image 1A-1: European exploration of the Americas**

Have students identify the continents displayed. Then have them identify the countries in the key and the land areas each country explored and settled between the 1500s and 1700s.

Remind students that Native Americans were living in North, Central, and South America for many years before explorers from European countries arrived, and that many Native Americans remained in some of these areas.

Domain-Related Trade Book or Student Choice

Materials: Trade book

Read an additional trade book to review the events, key figures, and cultures relative to the thirteen colonies. Refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

Key Vocabulary Brainstorming

Materials: Chart paper, chalkboard, or whiteboard

Give students a key domain concept or vocabulary word such as *independence*. Have them brainstorm everything that comes to mind when they hear the word, such as *Declaration of Independence*,

American Revolution, England and the colonists, Boston Tea Party, etc.
Record their responses on chart paper, a chalkboard, or whiteboard for reference.

Multiple-Meaning Word Activity: Taxing

Materials: Chart paper, chalkboard, or whiteboard; images depicting the various meanings of the word *taxing*



← **Show image 12A-2: Sons of Liberty protesting**

1. What do you see in this image? [Remind students that in the image, a group of colonists called the Sons of Liberty were protesting the taxes that the king of Great Britain was forcing them to pay.]
2. In the read-aloud, you heard the word *taxing* in the sentence, “‘How about taxing the colonists?’ [George Grenville] thought to himself.” Remember, Grenville was the prime minister of Britain who was trying to find a way for the king to come up with money to pay for the French and Indian War. The king liked this idea and began taxing the colonists. The word *taxing* here is a verb, and it means demanding people to pay the government extra money for goods purchased or money earned. This verb can also have the forms *tax*, *taxes*, and *taxed*, such as in this example: “The king unfairly taxed the colonists.”
3. The word *taxing* is based on the root word *tax*, which is a noun to mean money that must be paid. The noun *tax* can also be plural: *taxes*. For example, “We pay taxes every year to the IRS, or Internal Revenue Service.”



← **Show image 3A-6: Great distress in Jamestown**

4. *Taxing* can also be an adjective to mean severely exhausting and difficult. Remind students about the starving time in Jamestown. Explain to them that the word *taxing* could be used to describe the starving time and how difficult it was for the colonists. For example, you might say, “The winter of 1609 to 1610 in Jamestown was a very taxing time for the colonists.” Another example could be “Traveling all the way across the Atlantic with little food and few supplies was very taxing for the settlers.”
5. Now with your neighbor, make a sentence for each meaning of *taxing*, also using the forms *tax*, *taxes*, and *taxed*. Remember to be as descriptive as possible and use complete sentences. I will call on some of you to share your sentences. [Call on a few student pairs

to share one or all of their sentences. Have them point to the image that relates to each use of *taxing*. You may also wish to have some students identify the part of speech.]

6. [You may wish to show students images depicting the various meanings of the word *taxing*.]

10 Riddles for Core Content

Ask students riddles such as the following to review core content:

- We are two groups of people who were already living in the area that became the colony of New York when the English took it over. Who are we? (Native Americans and the Dutch)
- I took the land from the Dutch and established the colonies of New York and New Jersey for England. Who am I? (the Duke of York)
- I am the nickname given to the Middle Atlantic colonies because they produced so much wheat and flour. What am I? (“the breadbasket”)
- I designed the city of Philadelphia, which means city of brotherly love. Who am I? (William Penn)
- I am the Founding Father known for the saying “Give me liberty, or give me death!” Who am I? (Patrick Henry)
- I was approved on July 4, 1776. What am I? (the Declaration of Independence)
- We are four important colonial cities on harbors that are still thriving today. What are we? (Charles Town (Charleston), Boston, Philadelphia, New York City)
- We are the main industries of the New England colonies. What are we? (timber, fishing, shipbuilding, furs)

10 Venn Diagram


Materials: Instructional Master PP2-1; chart paper, chalkboard, or whiteboard

Tell students that together you are going to compare and contrast two things or people students have learned about during the *Colonial America* domain by asking how they are similar and how they are different.

Copy Instructional Master PP2-1 onto chart paper, a chalkboard, or a whiteboard. List two things at the top of the diagram, and then capture information provided by students. Choose from the following list, or create a pair of your own:

- the Middle Atlantic and New England regions
- the Quakers and the Puritans
- William Penn and Roger Williams
- Pennsylvania and Delaware
- New York and New Jersey
- colonial everyday life and present-day life
- Native Americans and the Pilgrims
- buccaneers and English colonists
- Patriots and Loyalists
- English colonies and the United States today

You may wish to create several copies of the Venn diagram to compare and contrast several things. You may also wish to have students use these diagrams as brainstorming information for further writing.

 You may wish to have some students use Instructional Master PP2-1 to complete this activity independently. You may also wish to have some students create a three-way Venn diagram to compare and contrast three people or items, such as the three regions, or three colonies or people.

Class Book: *Colonial America*

Materials: Drawing paper, drawing tools

Tell the class or a group of students that they are going to add to the class book started previously to help them remember what they have learned in this domain. Have students brainstorm important information about the regions and colonies they have studied, as well as the events leading to the American Revolution. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.



Writing Prompts

Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is _____ because . . .
- If I could choose to live in one Middle colony, I would choose _____ because . . .
- The relationship between the colonists and Native American groups was . . .
- If I were living in the colonial era, I would be a Patriot/Loyalist because . . .
- The date July 4, 1776, is significant in U.S. history because . . .

Researching the Colonies

Materials: Internet access; trade books or other resources

Have students complete research about the thirteen colonies to expand upon what they have heard in this domain. You may wish to specifically focus upon the colonies that do not receive as much of an emphasis in this domain, such as North Carolina, New Hampshire, Connecticut, New Jersey, and Delaware. You may also wish have students research a colony that is either the present-day state in which they live, or a colony they would like to know more about. Finally, you may wish to have students research information about the present-day states of Maine and Vermont, and how these two areas took a different path to statehood. Have students add to their Thirteen Colonies graphic organizers, or write a separate paragraph in their Colonial America notebook or folder.

Colony Travel Brochure

Materials: Drawing paper, drawing tools

Have students choose a colony and write a travel brochure to describe it. Have students include information about the geography, climate, foliage, activities, industries, sights to see, etc. Encourage students to be as descriptive as possible, and to remember that the purpose of a travel brochure is to entice visitors to come experience a place for themselves. Have students add a descriptive illustration to their brochure.

Rereading and Retelling the Read-Aloud

Materials: Index cards

Reread excerpts from the read-aloud in Lesson 8, “The Middle Colonies.” Have students retell the read-aloud from the point of view of three key groups: the English (John Cabot, Charles II, Duke of York, and the English colonists); the Dutch (Henry Hudson, Peter Stuyvesant, and the early Dutch settlers); and the Native Americans, including the Munsee. Place students in three groups to discuss the following about each key person:

- When and why did this group come to North America?
- What areas did they inhabit?
- What contributions and/or encounters did they have?
- What other facts do you know about this group?
- Do you think this group should have had the right to inhabit and claim these areas? Why or why not?

After discussion, have each student in the group write one different clue about their group on an index card. On the bottom of the card, have each student lightly write the name of the key person in that group. Collect and shuffle the cards. Then one at a time, draw a card and read the clue to the class. You may wish to keep score for each group as they guess the key person according to the clues.

Conclude the discussion by acknowledging that this subject is complex, and that even today historians are still uncovering more information about the history of North America and continue to have differing viewpoints about the founding of the English colonies.

You may wish to complete this exercise with other read-alouds.

Poetry Reading

Materials: Copy of “Paul Revere’s Ride,” by Henry Wadsworth Longfellow

Read the first two stanzas of the famous poem “Paul Revere’s Ride,” by Henry Wadsworth Longfellow. Point out and review the meaning of the line “one, if by land, and two, if by sea” and the role of Paul Revere in the events leading to the American Revolution. You may wish to read the entire poem and explain the events, as time allows.

Poetry Reading

Materials: Copy of “Concord Hymn,” by Ralph Waldo Emerson

Read the first stanza of the famous poem “Concord Hymn,” by Ralph Waldo Emerson. Point out and review the meaning of the line “the shot heard round the world.” You may wish to read the entire poem and explain the events, as time allows.

Benjamin Franklin: Sayings from *Poor Richard’s Almanac*

Review Ben Franklin’s various roles in U.S. history as an inventor, scientist, author, and Founding Father. Remind students that Franklin lived in the historic city of Philadelphia. Tell students that Franklin was also a publisher, and that he published a pamphlet known as *Poor Richard’s Almanac*. This yearly publication included weather forecasts, household hints, riddles, and amusing stories and sayings, many of which Benjamin Franklin wrote himself. Tell students that this publication is most remembered today for its proverbs, many of which are still used today. Discuss some of the following examples as time allows. You may wish to have students write their own proverbs and additional items to compile a class almanac.

- A place for everything, everything in its place.
- A penny saved is a penny earned.
- Being ignorant is not so much a shame as being unwilling to learn.
- By failing to prepare, you are preparing to fail.
- Early to bed and early to rise makes a man healthy, wealthy, and wise.
- Half the truth is often a great lie.
- Honesty is the best policy.
- It’s easier to prevent bad habits than it is to break them.
- Well done is better than well said.
- Hide not your talents; they for use were made. What’s a sundial in the shade?



Domain Assessment

DA

Domain Assessment

This domain assessment evaluates each student's retention of the core content targeted in *Colonial America*.

10 Domain Assessment

Note: You may wish to have some students do the three parts of this assessment in two or three sittings. Some students may need help reading the questions. You may wish to allow some students to respond orally.

Part I (Instructional Master DA-1)

Directions: Look at the numbers on the map and in the regional key. Then, look at the words below the map. Write the number on the blank beside the correct word.

1. (New England)
2. (Boston)
3. (Plymouth)
4. (Middle Atlantic)
5. (New York City)
6. (Philadelphia)
7. (Southern)
8. (Jamestown)
9. (Charles Town)
10. (Savannah)

Part II (Instructional Master DA-2)

Directions: Read along as I read the questions and possible answers. Circle the choice that best answers each question.

1. Which of the following people were **not** exploring and settling in the Americas at the time the English started establishing colonies? (A—Greek)
2. Which of the following was **not** an important city in colonial America? (C—Springfield)
3. Which of the following became known as the “Lost Colony”? (D—Roanoke)
4. In what year did the colonists arrive in Jamestown? (D—1607)
5. In what year were the first-known African laborers brought to the colonies? (A—1619)
6. In what year did the Pilgrims arrive in Plymouth? (B—1620)
7. On what date did the Founding Fathers approve of the Declaration of Independence? (C—July 4, 1776)
8. Which of the following colonies was the first to be successfully settled? (B—Jamestown)
9. Which of the following was **not** one of the three ships that brought the English to Jamestown? (B—*Mayflower*)
10. Which of the following was **not** a cash crop in the Southern colonies? (C—wheat)

Part III (Instructional Master DA-3)

Note: You may wish to have some students write more sentences or have some students focus only on responding to one or two questions or statements.

Directions: Read along as I read each statement. Write two or three complete sentences to respond to each statement. Some of the statements give you a choice of topic.

1. Explain some of the reasons people came to North America from England and other countries, and describe some of the challenges they faced in the colonies.
2. Choose one colony, and describe some of the people involved in its settlement.
3. Choose one of the following pairs to compare and contrast: Pilgrims and Puritans; indentured servants and enslaved laborers; everyday colonial life and your present-day life.
4. Describe the main industries of the three colonial regions.
5. Describe some of the events that occurred after the thirteen colonies were established that led to the American Revolution. Include one of the following statements in your description, and explain its meaning: “no taxation without representation”; “one, if by land, and two, if by sea”; “the shot heard round the world”; “give me liberty, or give me death!”

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



Name: _____



Dear Family Member,

Over the next few weeks, your child will be learning about the time period in history when the thirteen English colonies were established along the east coast of North America. S/he will be learning about what motivated people to come to the New World from England and other countries, and the new possibilities they hoped for in this new land. Your child will also learn about the Native Americans who were already inhabiting this land, and the different geography, climate, industries, and culture of each colonial region: New England, Middle Atlantic, and Southern. Furthermore, s/he will learn about the many challenges the early colonists faced in their new home.

Below are some suggestions for activities that you may do at home to highlight what your child is learning about colonial America.

1. Mnemonic Device for the Thirteen Colonies

Using the first letter of each colony, create a mnemonic device together with your child to help them remember the thirteen colonies. (An example of a mnemonic device that your child learned earlier in the year is “**All My Best Friends Represent** vertebrates,” which stands for the five groups of animals they learned about: amphibians, mammals, birds, fish, and reptiles.) You could create a mnemonic device for the colonies according to geography (north to south by region): New Hampshire, New York, Massachusetts (Plymouth and Massachusetts Bay), Rhode Island, Connecticut, Pennsylvania, New Jersey, Delaware, Maryland, Virginia (Jamestown), North Carolina, South Carolina, and Georgia. An example of one possible mnemonic could be “**Near Noon My Rusty Car Puttered Noisily Down Main Vibrating Neighbors’ Sidewalk Games.**”

2. The Thirteen Colonies on a Map

Using the Internet or resources you have at home, find a map of the United States that may be copied or traced. Point out the current states that were the original thirteen colonies listed above, reading the names of those states today. Then, have your child trace the entire area of the thirteen colonies and divide it into three regions: New England (New Hampshire, Massachusetts, Rhode Island, and Connecticut); Middle Atlantic (New York, Pennsylvania, New Jersey, and Delaware); and Southern (Maryland, Virginia, North Carolina, South Carolina, and Georgia). (Included in the geographic New England region are present-day Maine, which was once a part of the Massachusetts colony, and present-day Vermont, which was not officially colonized by the English.) Have your child color each region a different color.

3. Discussion Topics

Look out your window or, if possible, go for a walk with your child. Ask your child about the geography and climate of your neighborhood (or a place well known to your child). Encourage conversations that lead to descriptions of the terrain (flat land, hills, or mountains; many trees or treeless; sandy, rocky, or fertile soil; near water; etc.); the climate and seasons (dry and hot; mild; warm and moist; cold; etc.); and any other unique characteristics of this place.

Next, brainstorm activities that your child is able to do—or things s/he must do—that are directly linked to the climate and/or geography of this chosen place. For example, if you live in a very cold climate, perhaps it is necessary to wear mittens when you go outside; if you live near water and it is warm, perhaps your child likes to go swimming; or if you live in a hot, dry climate, perhaps you need to take an extra water bottle when you go for a walk.

Now ask your child to imagine that s/he was about to leave this known land for a place completely unknown. Ask, “How would you feel? What supplies would you bring?” As your child learns about each new colony in the coming days, talk about what is similar to and different from the climate and geography where you live and those of the colonies they have been learning about.

4. Sayings and Phrases: Beat Around the Bush

Discuss with your child the meaning of the saying “beat around the bush.” Explain that the literal basis for this saying comes from a hunting practice many years ago in which hunters would have their servants beat the bushes to scare out the birds. The hunter would wait eagerly for the actual moment to shoot. Remind your child that there may be times when a person is waiting for someone speaking to get right to the point, but the person speaking is “beating around the bush.” Your child will hear the example of John Smith, who did not “beat around the bush,” but instead implemented a very direct plan for the colony of Jamestown. Discuss together times when you did or did not “beat around the bush.” Come up with some examples of instances in which your child could use the phrase “beat around the bush.”

5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *established*—When school began in September, we established that bedtime would be 8:00 pm.
- *consequently*—Colby left her mittens on the bus and consequently had cold fingers on the playground.
- *transformed*—The backyard was transformed after we mowed the long grass, pulled the weeds, and planted pink, prickly flowers.
- *inevitable*—It is inevitable that Treyvaughn’s wiggly tooth will fall out soon.
- *optimistic*—Even with those dark clouds overhead, Steele remained optimistic he would get to stay outside and play.

6. Read Aloud Each Day

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Please refer to the accompanying list of recommended trade books related to colonial America that may be found at the library, as well as the list of informational websites.

Be sure to praise your child whenever s/he shares what has been learned at school.

Name: _____

Recommended Resources for Colonial America

Trade Book List


1. *1607: A New Look at Jamestown*, by Karen E. Lange (National Geographic, 2007) ISBN 978-1426300127
2. *African-Americans in the Thirteen Colonies (Cornerstones of Freedom)*, by Deborah Kent (Children's Press, 1996) ISBN 978-0516200651
3. *Anne Hutchinson's Way*, by Jeannine Atkins (Farrar, Straus, Giroux, 2007) ISBN 978-1481032155
4. *Colonial Life (A True Book)*, by Brendan January (Children's Press, 2000) ISBN 978-0516271941
5. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050027
6. *If You Sailed on the Mayflower in 1620*, by Ann McGovern (Scholastic Inc., 1991) ISBN 978-0590451611
7. *Independence Now*, by Daniel Rosen (National Geographic, 2004) ISBN 978-0792267669
8. *James Towne: Struggle for Survival*, by Marcia Sewall (Atheneum Books for Young Readers, 2001) ISBN 978-0689818141
9. *Life in Colonial Boston (Picture the Past)*, by Jennifer Blizin Gillis (Heinemann Library, 2003) ISBN 978-1403442840
10. *Life in a Colonial Town (Picture the Past)*, by Sally Senzell Isaacs (Heinemann Library, 2001) ISBN 978-1588102973
11. *The Mary Celeste*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Aladdin Paperbacks, 1999) ISBN 978-0689851223
12. *The New Americans: Colonial Times 1620–1689 (The American Story Series)*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 1998) ISBN 978-0060575724
13. *Our Strange New Land: Elizabeth's Jamestown Colony Diary (Book One)*, by Patricia Hermes (Scholastic Inc., 2000) ISBN 978-0439368988
14. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 978-0792266754
15. *The Pilgrims of Plymouth*, by Marcia Sewall (Aladdin Paperbacks, 1986) ISBN 978-0689808616
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern (Scholastic Inc., 1973) ISBN 978-0590461887
17. *Roanoke: The Lost Colony*, by Jane Yolen and Heidi Elisabet Yolen Stemple (Scholastic Inc., 2003) ISBN 978-0689823213
18. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters (Scholastic, 1993) ISBN 978-0439812207
19. *Squanto: Friend of the Pilgrims*, by Clyde Robert Bulla (Scholastic Inc., 1982) ISBN 978-0590440554
20. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac (Voyager Books, 2007) ISBN 978-0152060442
21. *The Starving Time: Elizabeth's Jamestown Colony Diary (Book Two)*, by Patricia Hermes (Scholastic Inc., 2001) ISBN 978-0439369022
22. *The Story of Jamestown (Graphic Library)*, by Eric Braun (Capstone Press, 2006) ISBN 978-0736862103
23. *Struggle for a Continent: The French and Indian Wars 1689–1763*, by Betsey Maestro and Giulio Maestro (HarperCollins Publishers, 2000) ISBN 978-0688134501
24. *Three Ships Come Sailing*, by Gilchrist Waring (The Dietz Press, 2007) ISBN 978-0875170138
25. *Three Young Pilgrims*, by Cheryl Harness (Aladdin Paperbacks, 1992) ISBN 978-0689802089
26. *The Thirteen Colonies (We the People)*, by Marc Tyler Nobleman (Compass Point Books, 2002) ISBN 978-0756509347
27. *Two Cultures Meet: Native American and European (Seeds of Change in American History)*, by Ann Rossi (National Geographic, 2002) ISBN 978-0792286790

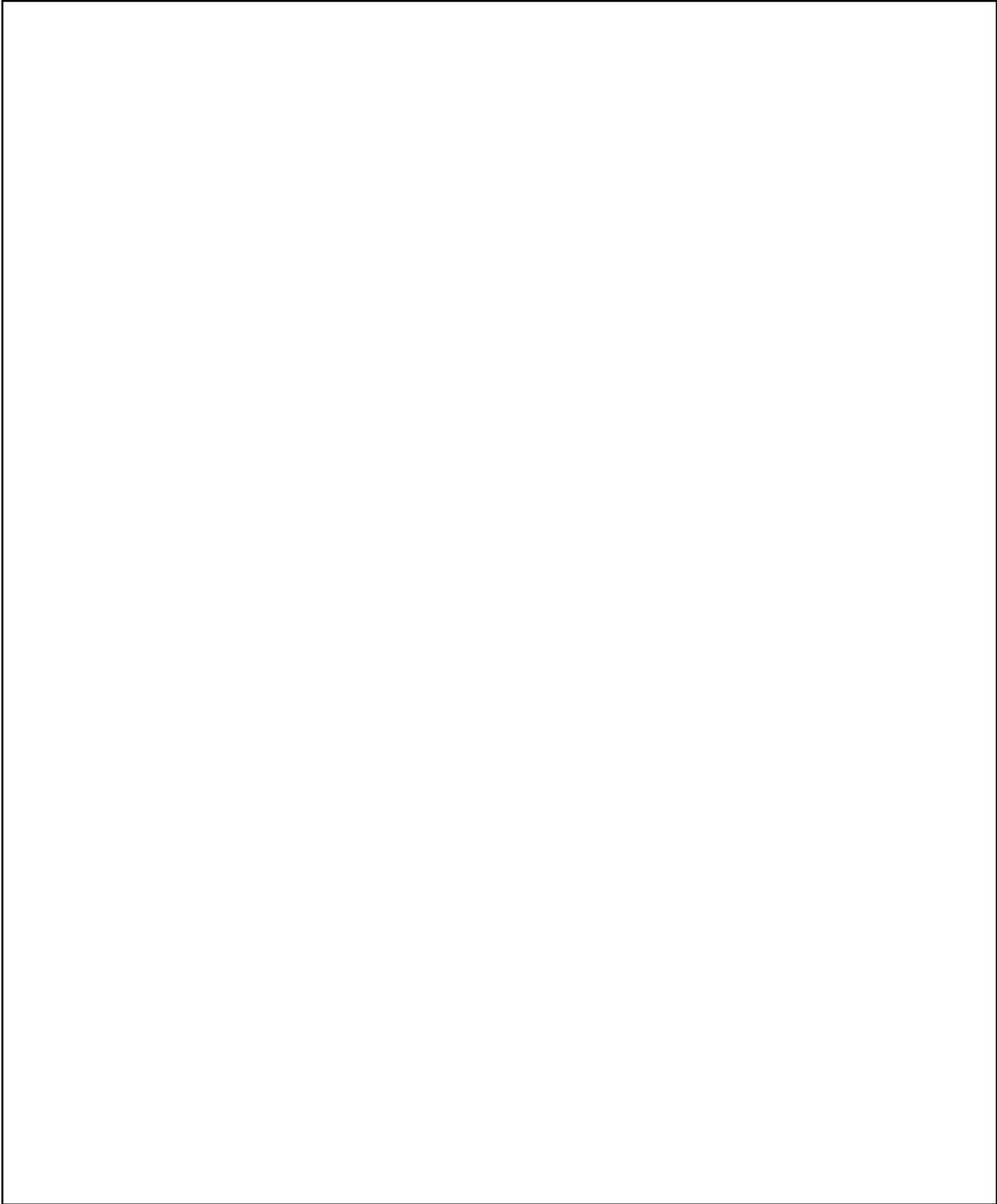
Websites

1. 13 Colonies Game
<http://www.mapletreelearning.com/stamphistory/first13colonies.html>
2. 13 Colonies Interactive Map
<http://www.mrnussbaum.com/13colonies/13int.htm>
3. 13 Colonies Matching Game
http://www.softschools.com/social_studies/13_colonies_map
4. 17th-Century Games
<http://www.teachervision.fen.com/sports/activity/5772.html>
5. America's Story from America's Library
<http://www.americaslibrary.gov>
6. American Colonies
<http://faculty.polytechnic.org/gfeldmeth/colchart.html>
7. Brain Pop: Social Studies; U.S. History
<http://www.brainpop.com/socialstudies/ushistory>
8. Colonial America
<http://havefunwithhistory.com/HistorySubjects/colonialAmerica.html>
9. Colonial Choices That Made A Difference
<http://library.thinkquest.org/J0111080>
10. Colonial Kids
<http://library.thinkquest.org/J002611F>
11. Colonial Maps
<http://www.libs.uga.edu/darchive/hargrett/maps/colamer.html>
12. Colonial Williamsburg
<http://www.history.org/kids>
13. Early American Music
<http://www.earlyamerica.com/music>
14. Interactive Game: Sailing to Jamestown
<http://www.usmint.gov/kids/coinnews/commemoratives/jamestown>

Name: _____


Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.

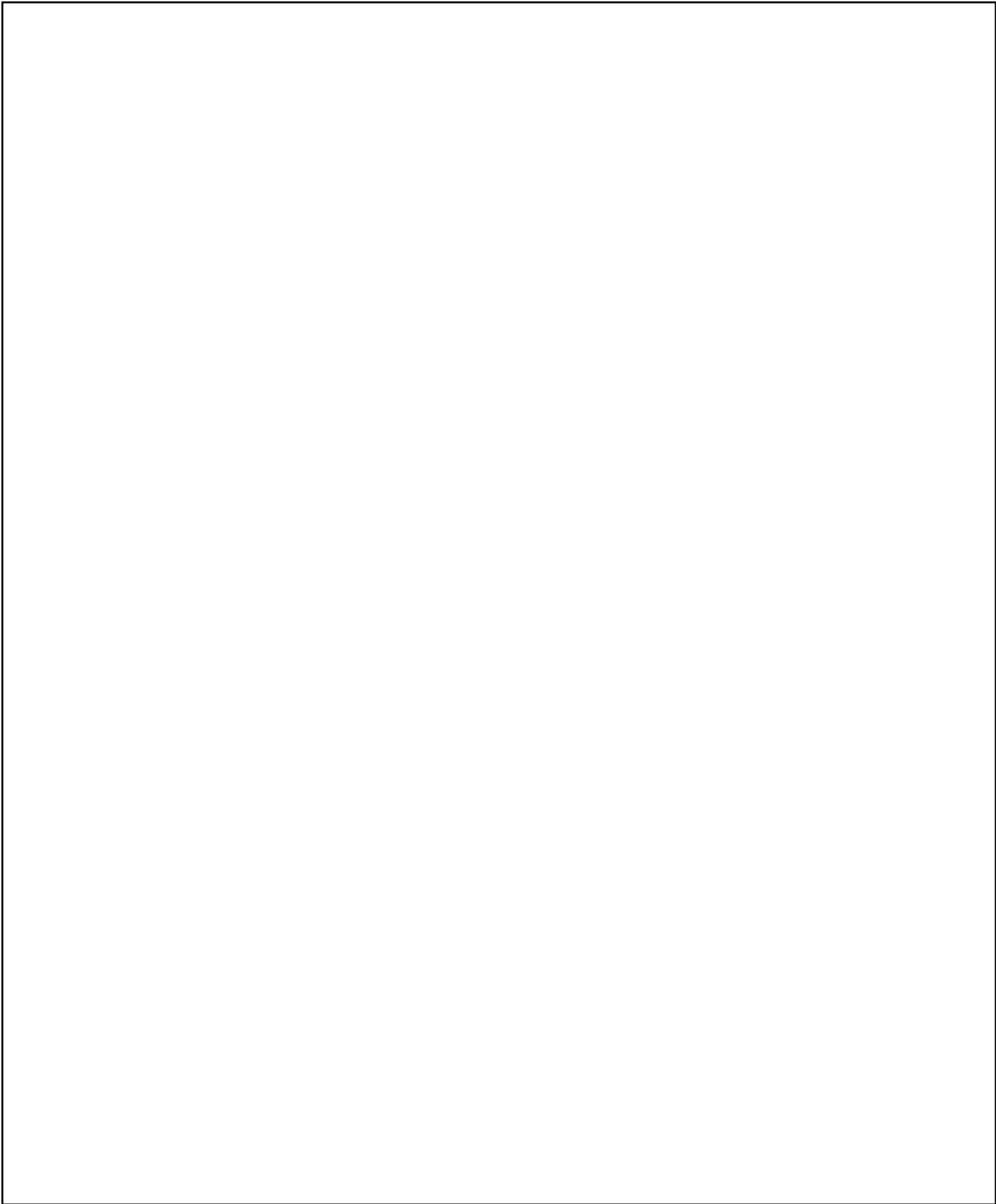
	
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Geography/Climate:	
Important Dates/Facts:	
Key People:	
Industries:	
Motivations:	
Major Cities/Contributions:	
Most Interesting Details:	
Things To Research:	



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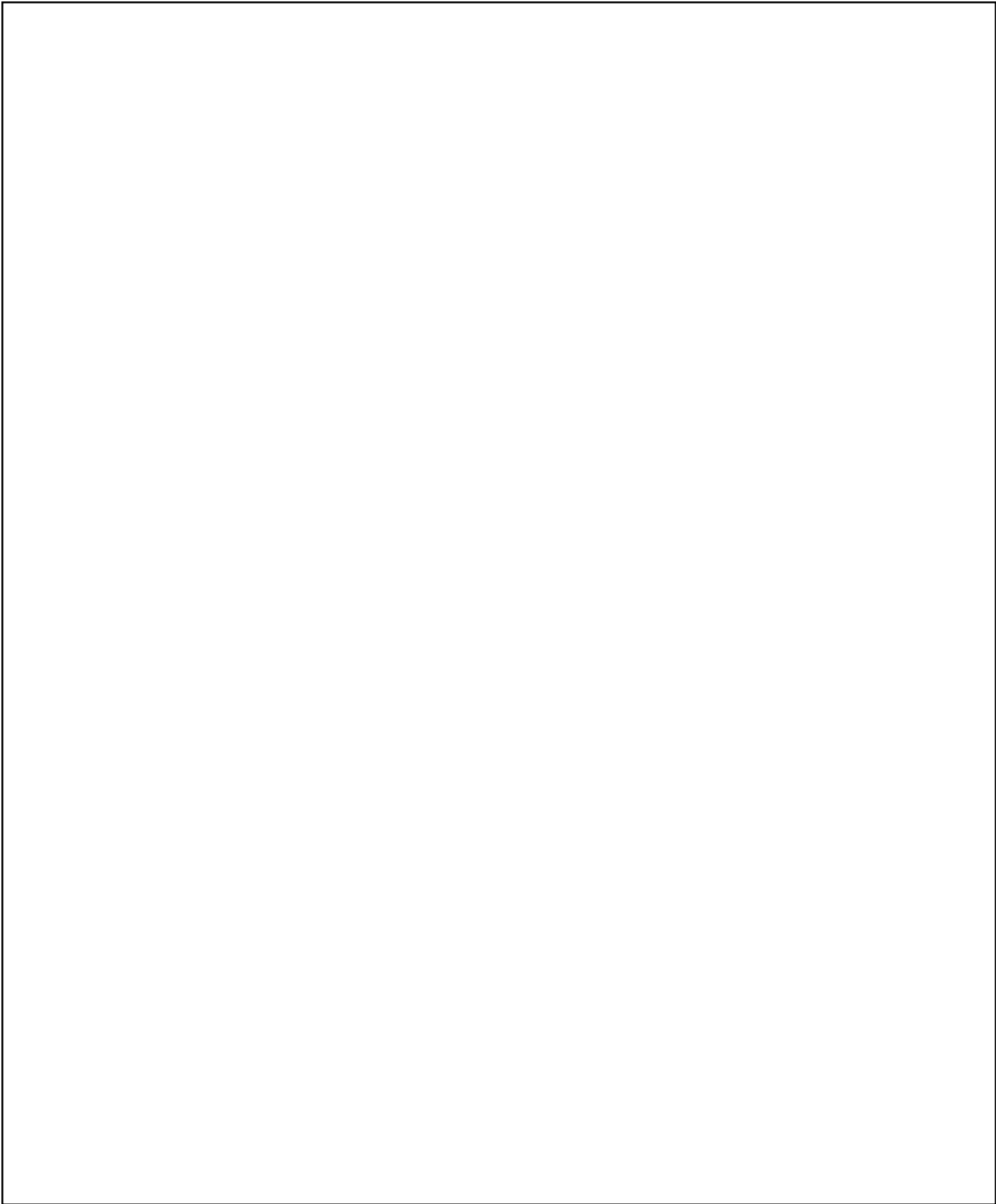




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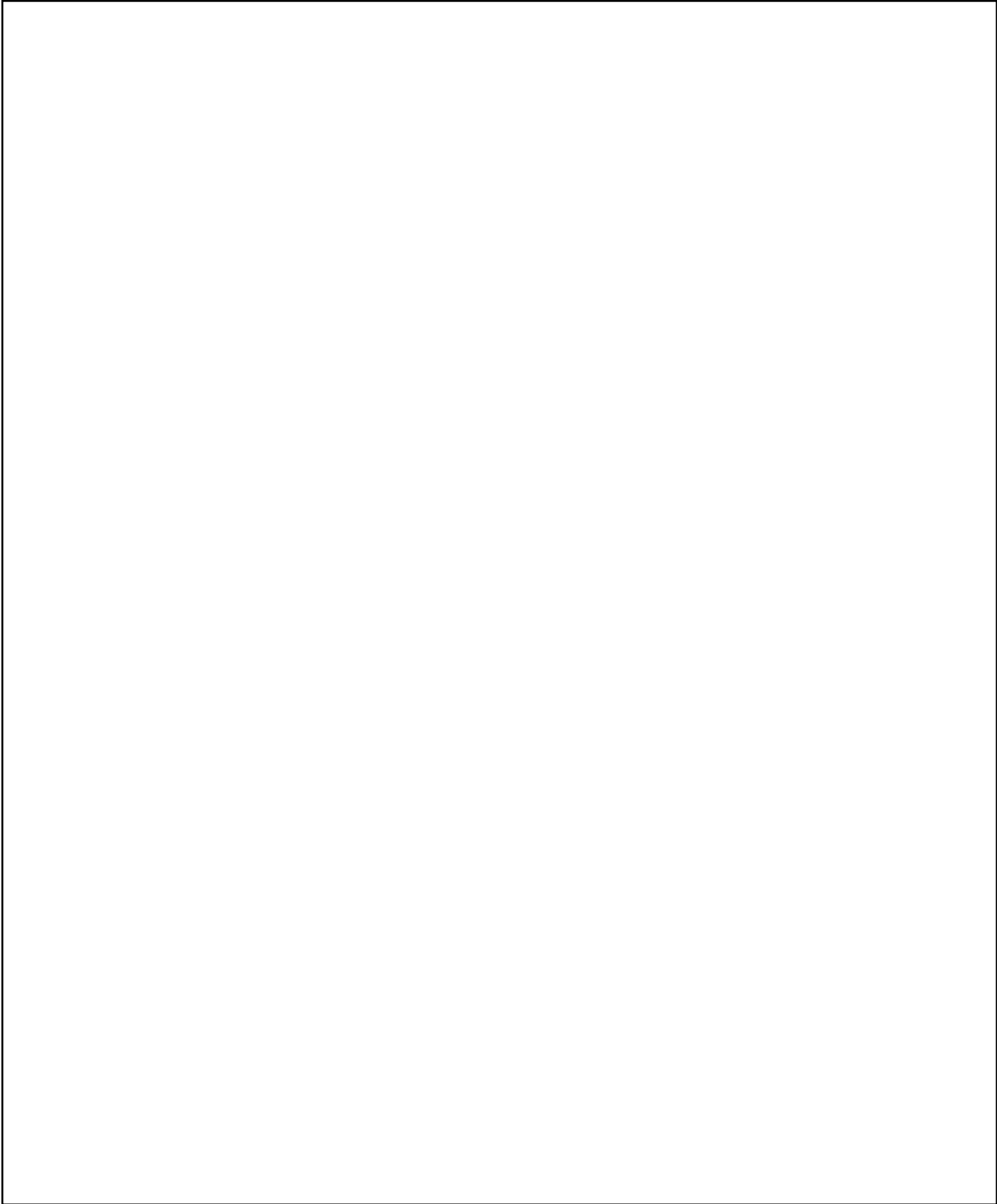


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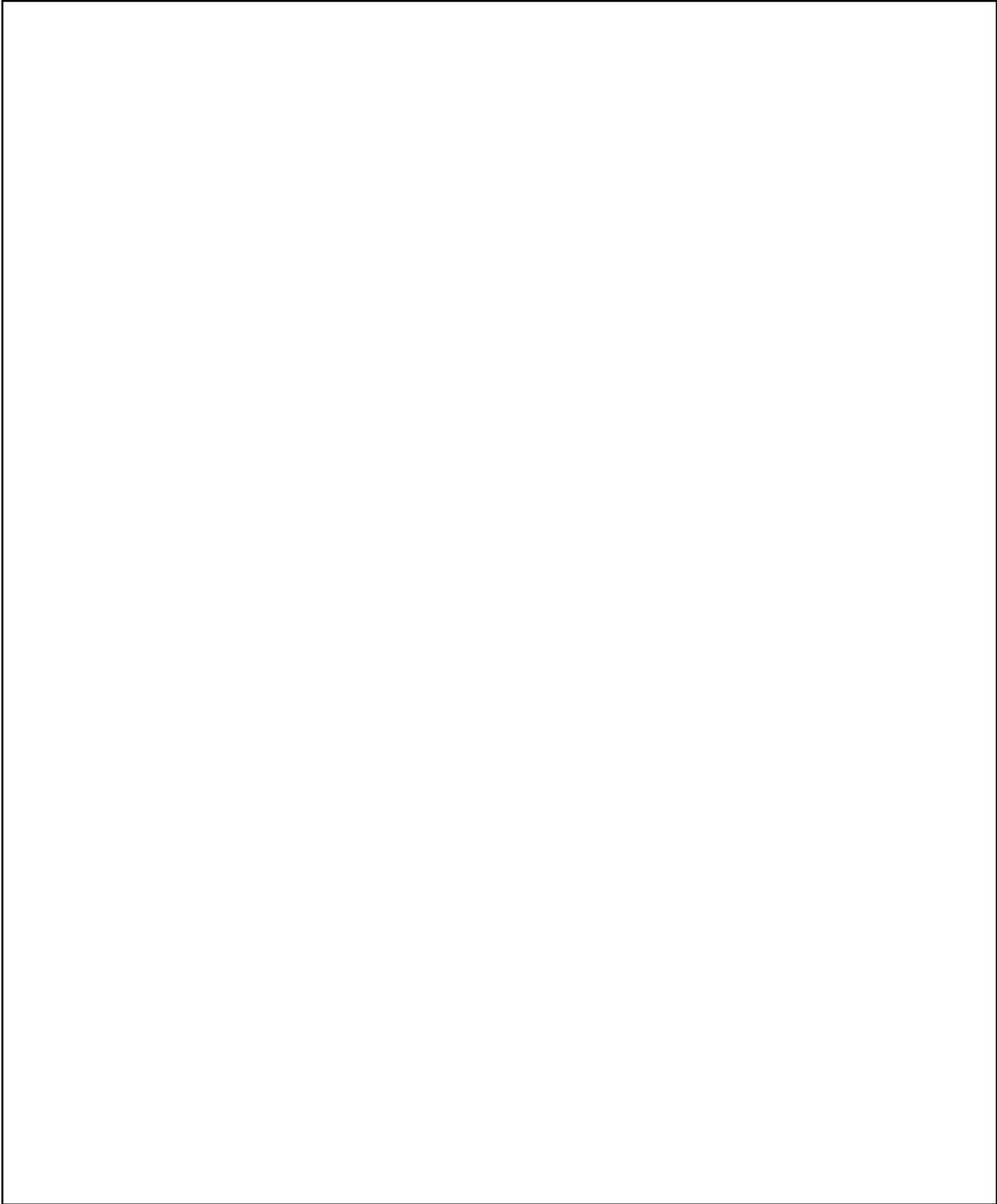




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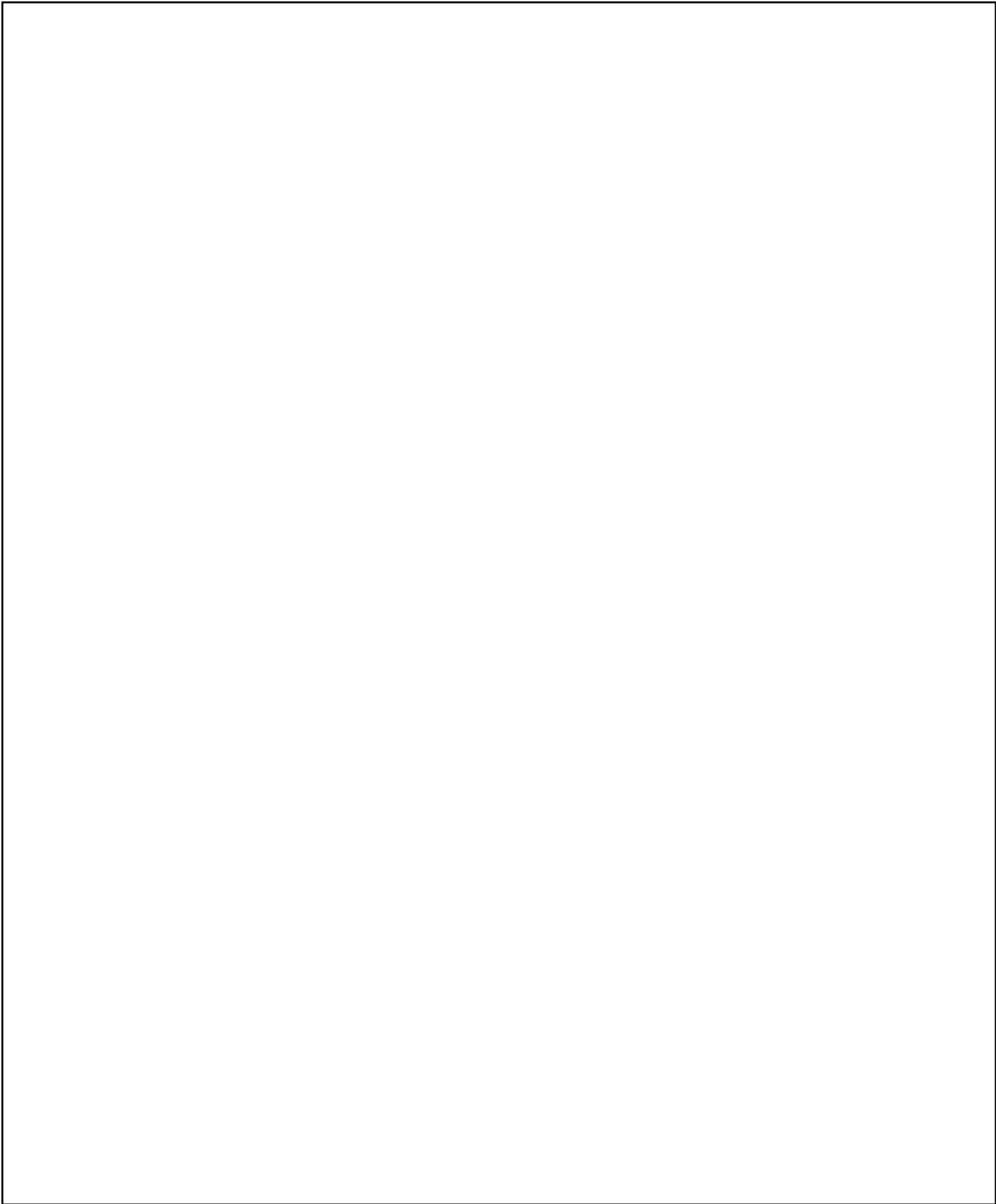
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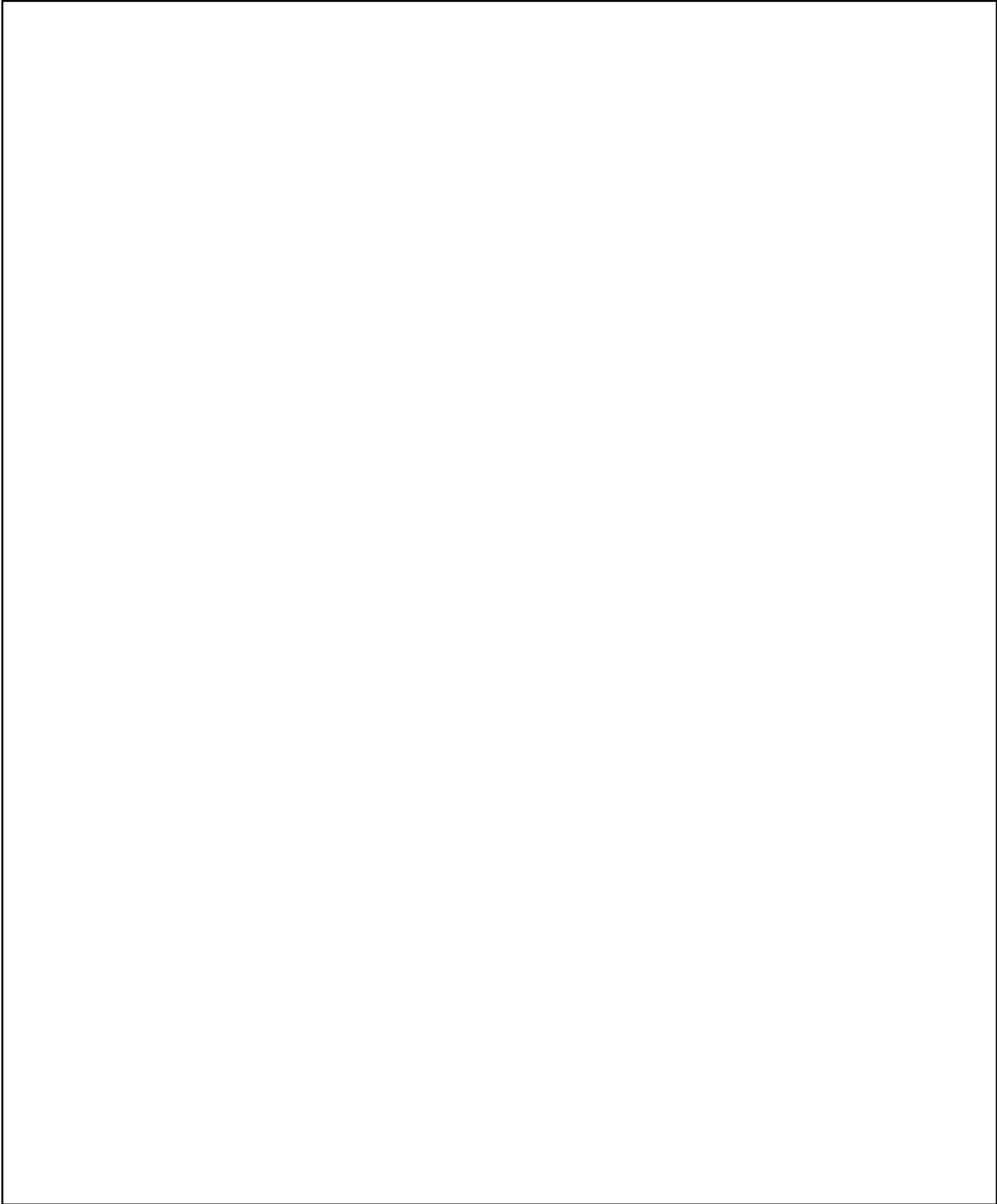
	
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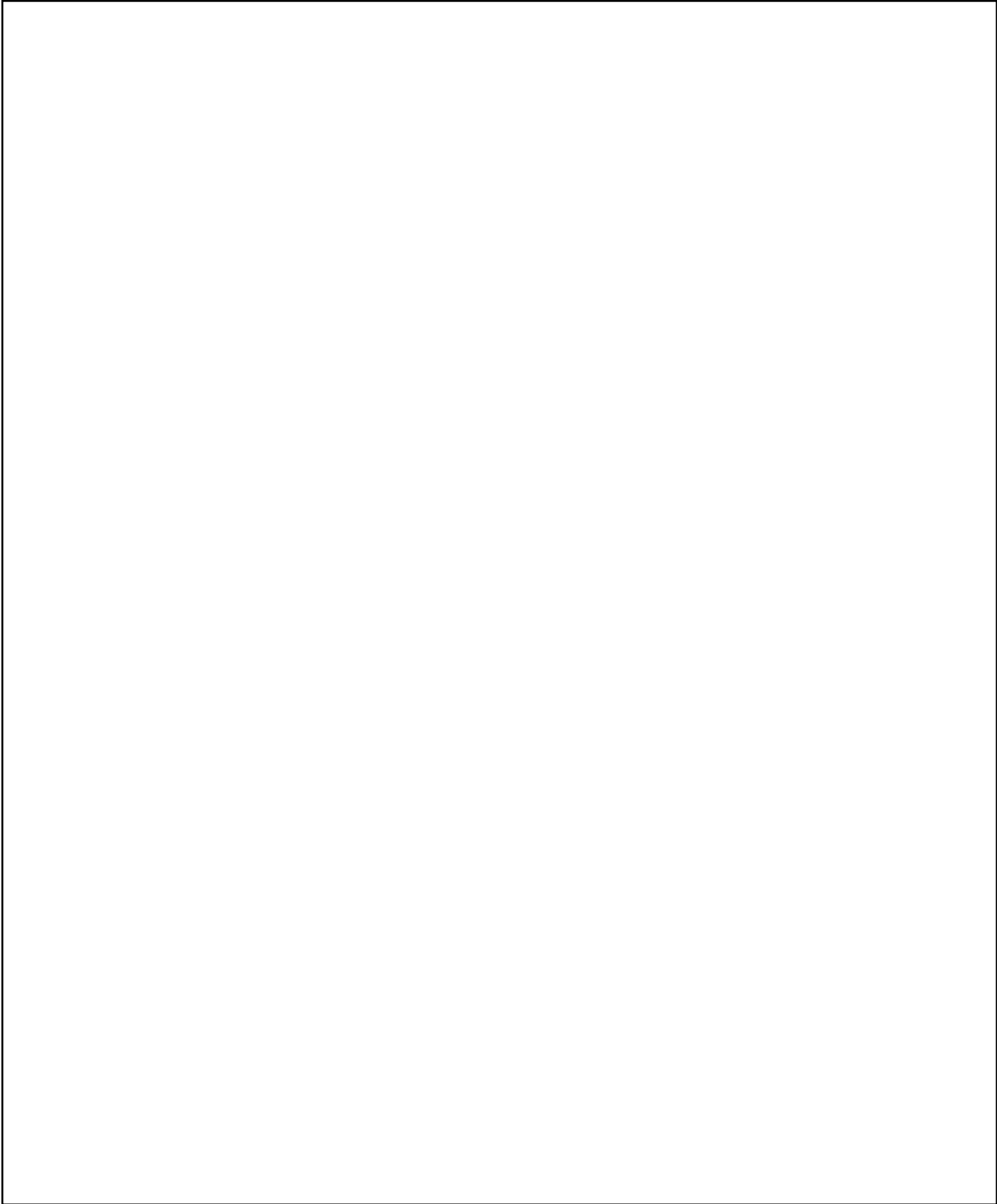
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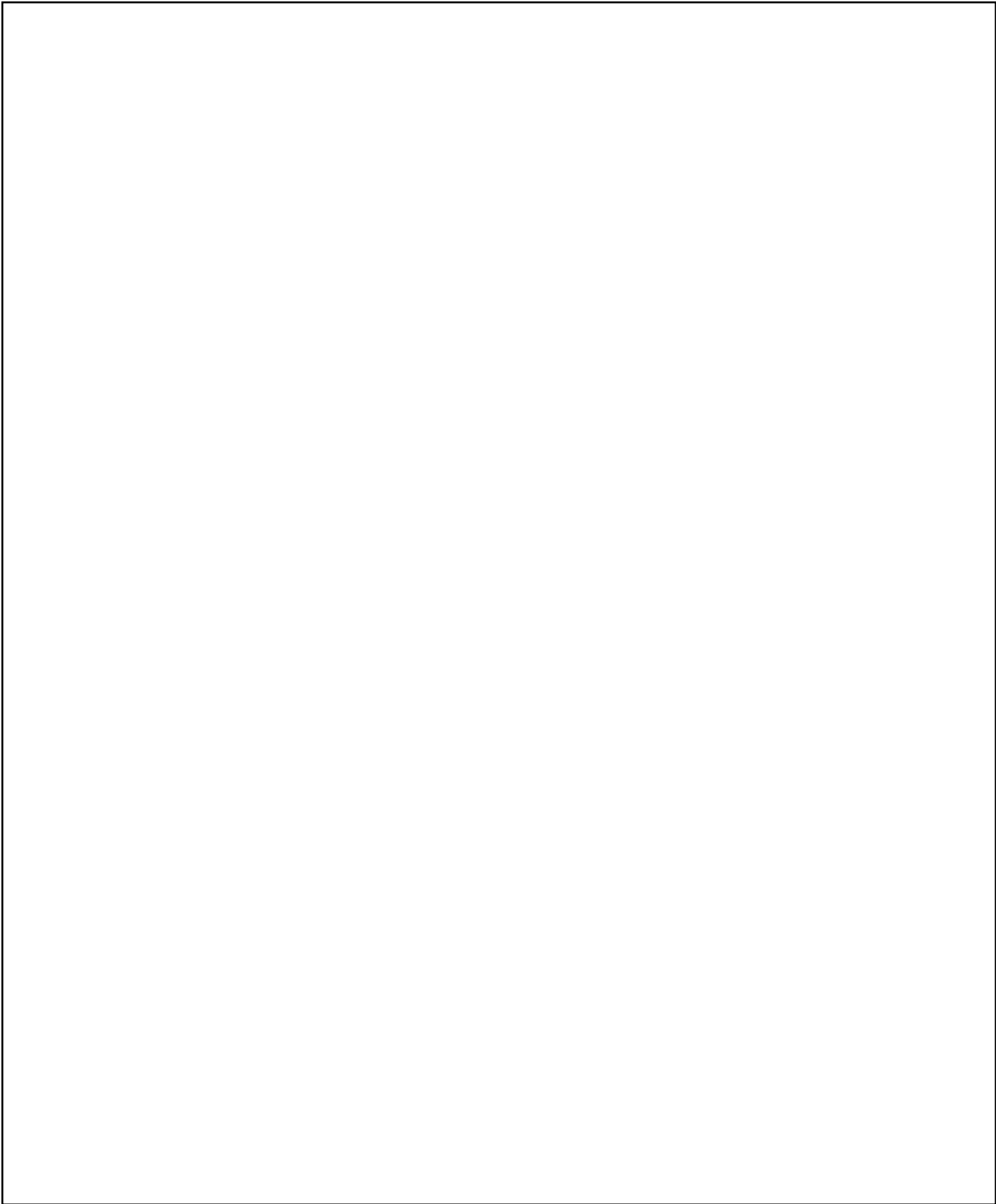




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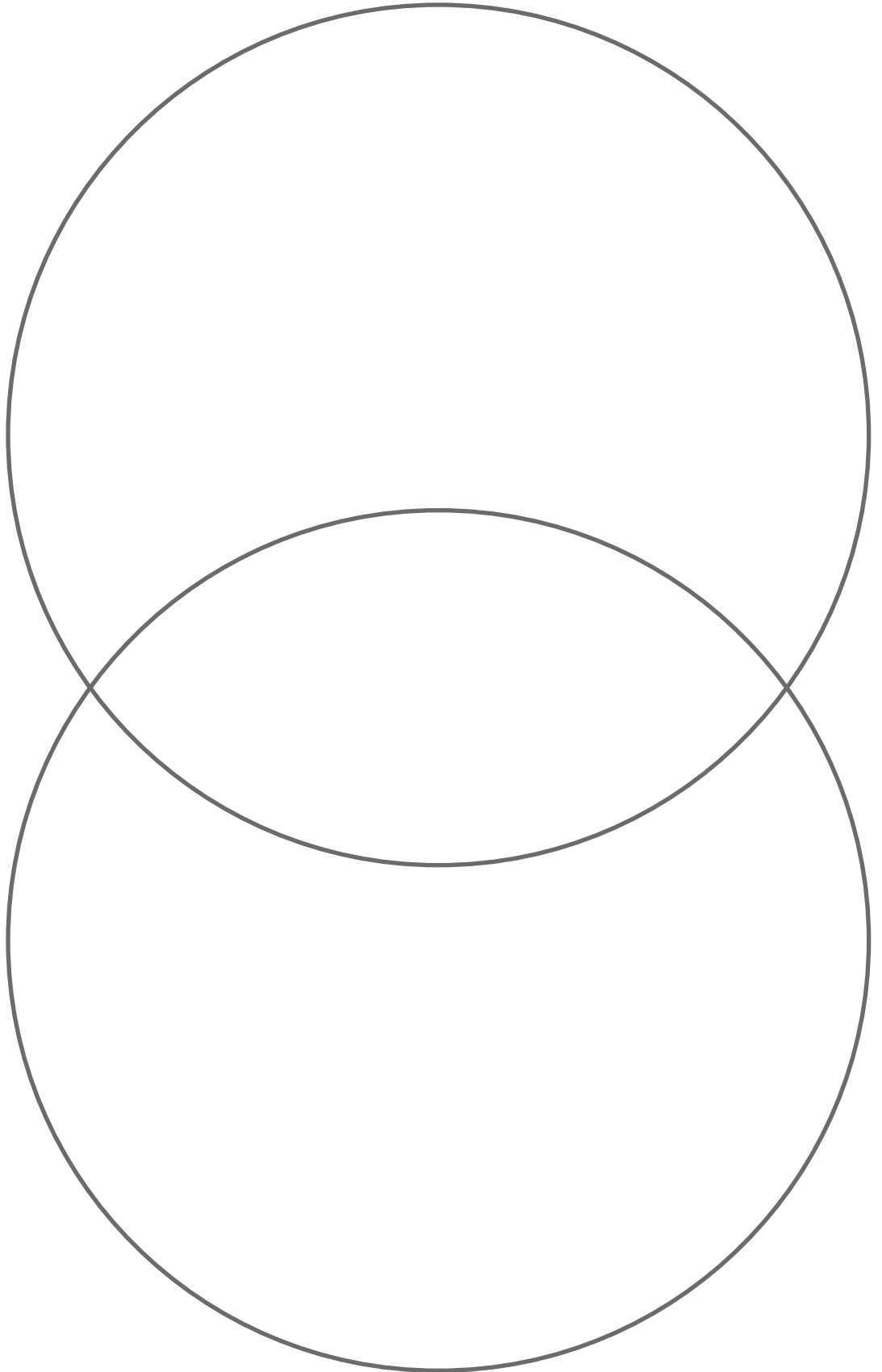
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Name: _____


Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.

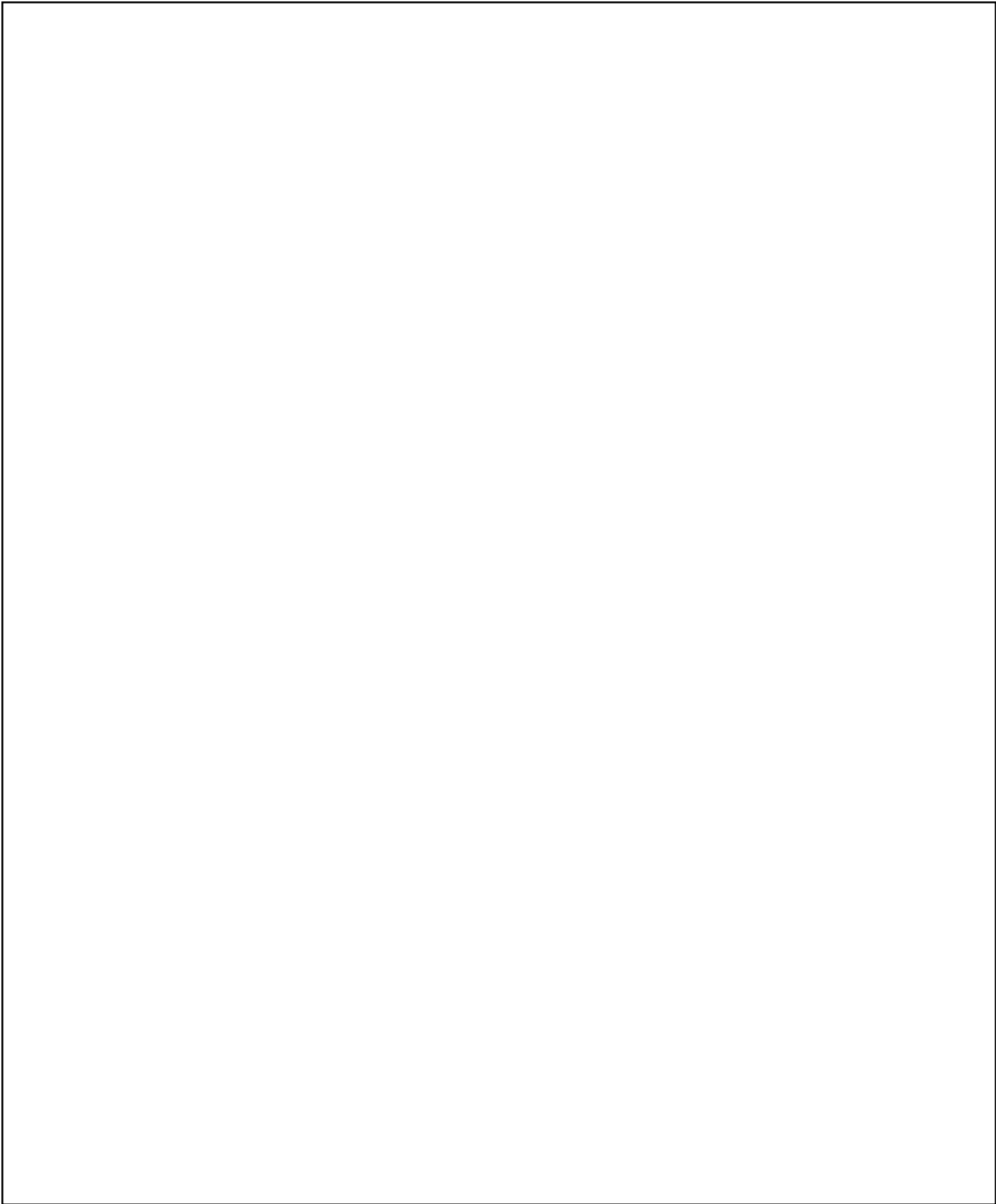


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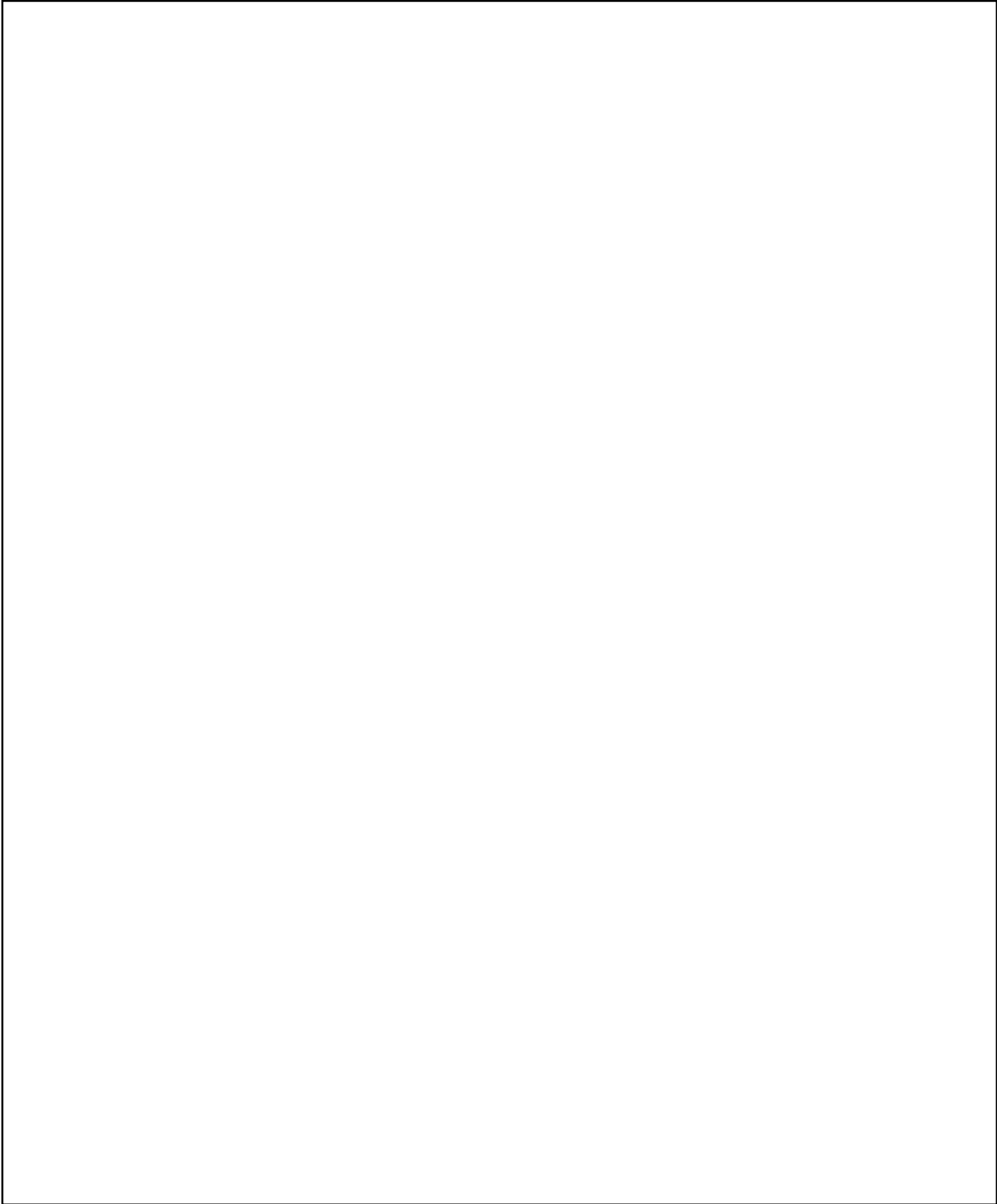




Name: _____

Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.

Region:	
Geography/Climate:	
Important Dates/Facts:	
Key People:	
Industries:	
Motivations:	
Major Cities/Contributions:	
Most Interesting Details:	
Things To Research:	





Dear Family Members,

I hope your child is enjoying learning about colonial America. Over the next several days, s/he will learn more about the Southern and New England colonies, and will also learn about the Middle colonies. Your child will compare and contrast the daily life and culture among the three regions, and also with present-day life. S/he will hear about the education, work, and play of the colonists, what kind of food they ate, the kinds of clothing they wore, the architecture of their houses and towns, and how town life was different from country life. S/he will also be introduced to the tensions that started the colonists on the road to revolution, and will hear about many of the historical events from this time period, including the Boston Massacre, Boston Tea Party, the ride of Paul Revere, and the signing of the Declaration of Independence.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about colonial America.

1. Draw and Write

Have your child draw and write about what s/he is learning about colonial America, such as Peter Stuyvesant's surrender of the Dutch colony of New Amsterdam to the Duke of York; a setting such as one of the busy harbors where trade, exports, and shipbuilding were thriving; or William Penn's plan for Philadelphia, with its grid pattern of tree-lined streets and open, park-like areas—the first English settlement that was planned before it was built. Ask your child to use the vocabulary learned in school as s/he writes about the drawing. Then, have your child draw a city or colony that s/he would plan. Have your child name the settlement.

2. Twenty Questions

Play Twenty Questions with your child using the leaders of the colonies and some of their important ideas that helped establish the individual culture of the colonies and/or regions. For example, ask questions about John Rolfe and the tobacco industry in Virginia and the South; Lord Baltimore and religious freedom in Maryland; James Oglethorpe and the debtors in Georgia; William Bradford and self-government in New England; Anne Hutchinson and Roger Williams and freedom of expression in Rhode Island; or William Penn and the equality of all people in Pennsylvania. You may play this game to discuss other topics from this domain, such as the three colonial regions and their climate and industries, or the key people and events related to the events leading to the American Revolution. Remember to take turns being the clue-giver.

3. Revolutionary Sayings

Discuss these sayings related to the people and events leading up to the American Revolution:

- “No taxation without representation!”—stated by the colonists to describe why they felt the taxes imposed by Britain were unjust.
- “One, if by land, and two, if by sea”—part of the poem “Paul Revere’s Ride” by Henry Wadsworth Longfellow to describe the plan between Paul Revere and his friend of shining one lantern if the British were coming by land, and two lanterns if they were coming by sea.

- “Give me liberty, or give me death!”—stated by patriot Patrick Henry to express his willingness to fight for freedom.
- “the shot heard round the world”—part of the poem “Concord Hymn” by Ralph Waldo Emerson to describe the first shot fired that started the American Revolution, and which had far-reaching impacts across the world and throughout history.

4. Sayings and Phrases: Actions Speak Louder Than Words

Discuss with your child the meaning of the saying “actions speak louder than words.” Explain that sometimes an action can send a stronger message than speaking, and discuss with your child how the Boston Tea Party, one of the most important protests in the establishment of America’s independence, was an example of this saying when the colonists threw the British tea into the harbor. Come up with some examples together of things that happen in your home or neighborhood where “actions speak louder than words.” Encourage your child to use this saying.

5. Words to Use

Below is a list of some of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child if possible. Otherwise, make up a sentence that uses these words.

- *founding*—July 4th in America marks the founding of a new nation.
- *compulsory*—Wearing a seat belt is compulsory in many states.
- *uninhabited*—There is an uninhabited house at the end of our street.
- *dependence*—Our dependence on cars has depleted one of Earth’s most important natural resources.
- *independence*—Jabin loved the feeling of independence he experienced when he spent time alone in his tree house.

6 Read Aloud Each Day


It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Refer to the list of recommended trade books related to colonial America that may be found at the library, as well as the informational websites included with the previous Family Letter.

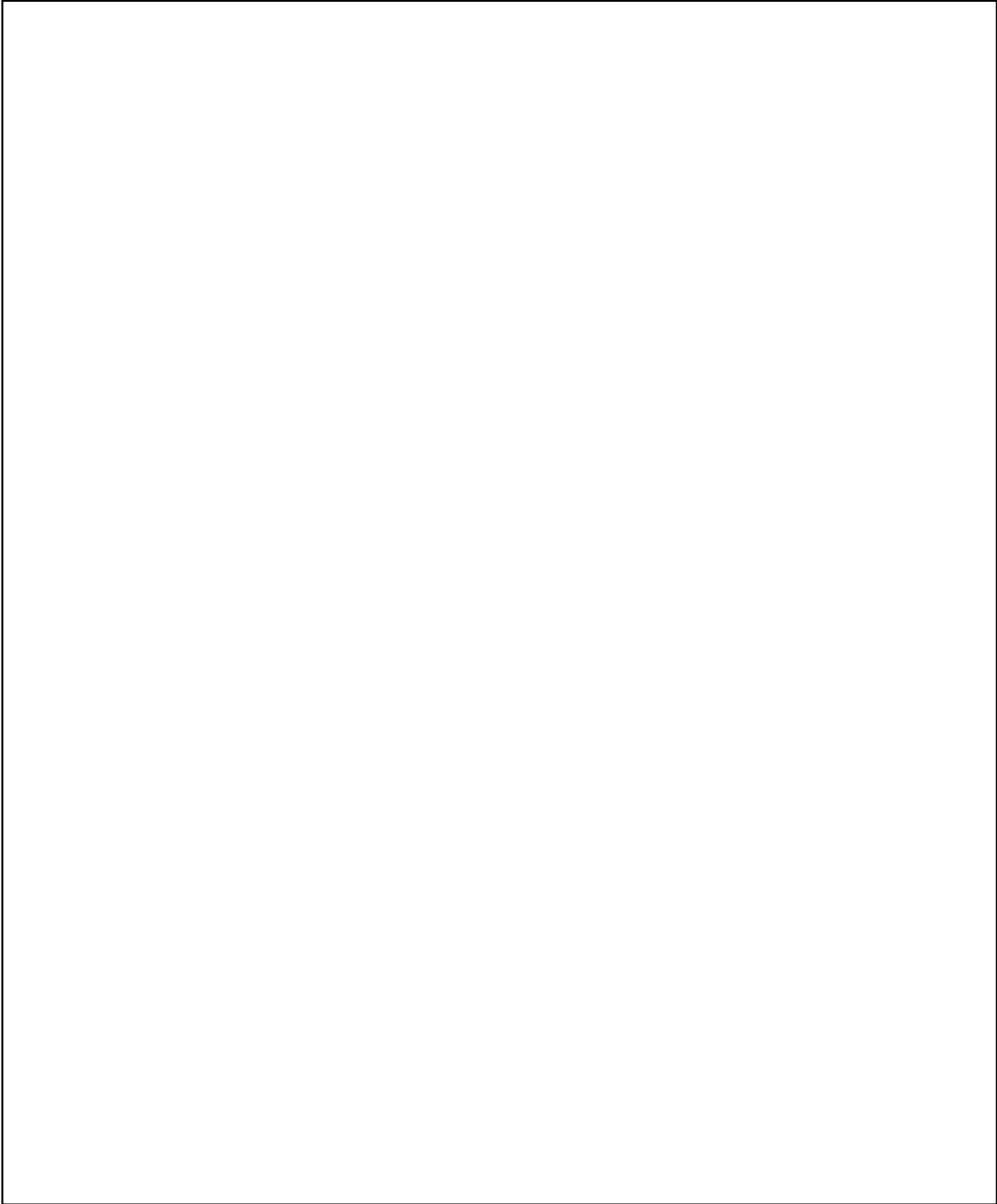
Be sure to praise your child whenever s/he shares what has been learned at school.

Name: _____



Directions: Write the name of the colony you have learned about inside the thirteen stars. Fill in the appropriate categories along the thirteen stripes. Draw a picture on the back to show the main ideas about this colony.

		Region:
		Geography/Climate:
		Important Dates/Facts:
		Key People:
		Industries:
Motivations:		
Major Cities/Contributions:		
Most Interesting Details:		
Things To Research:		

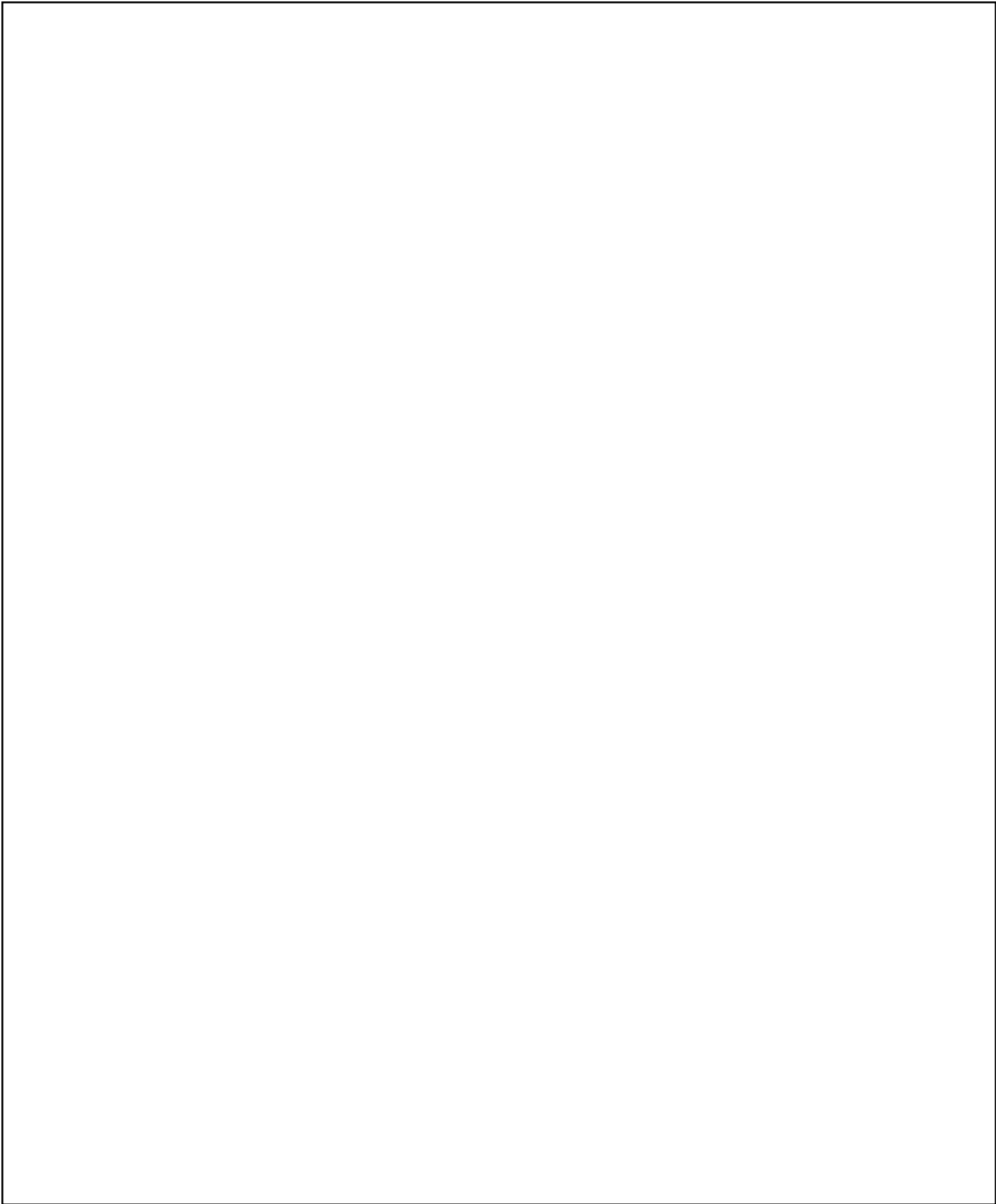




Name: _____


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Region:	
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Things To Research:	



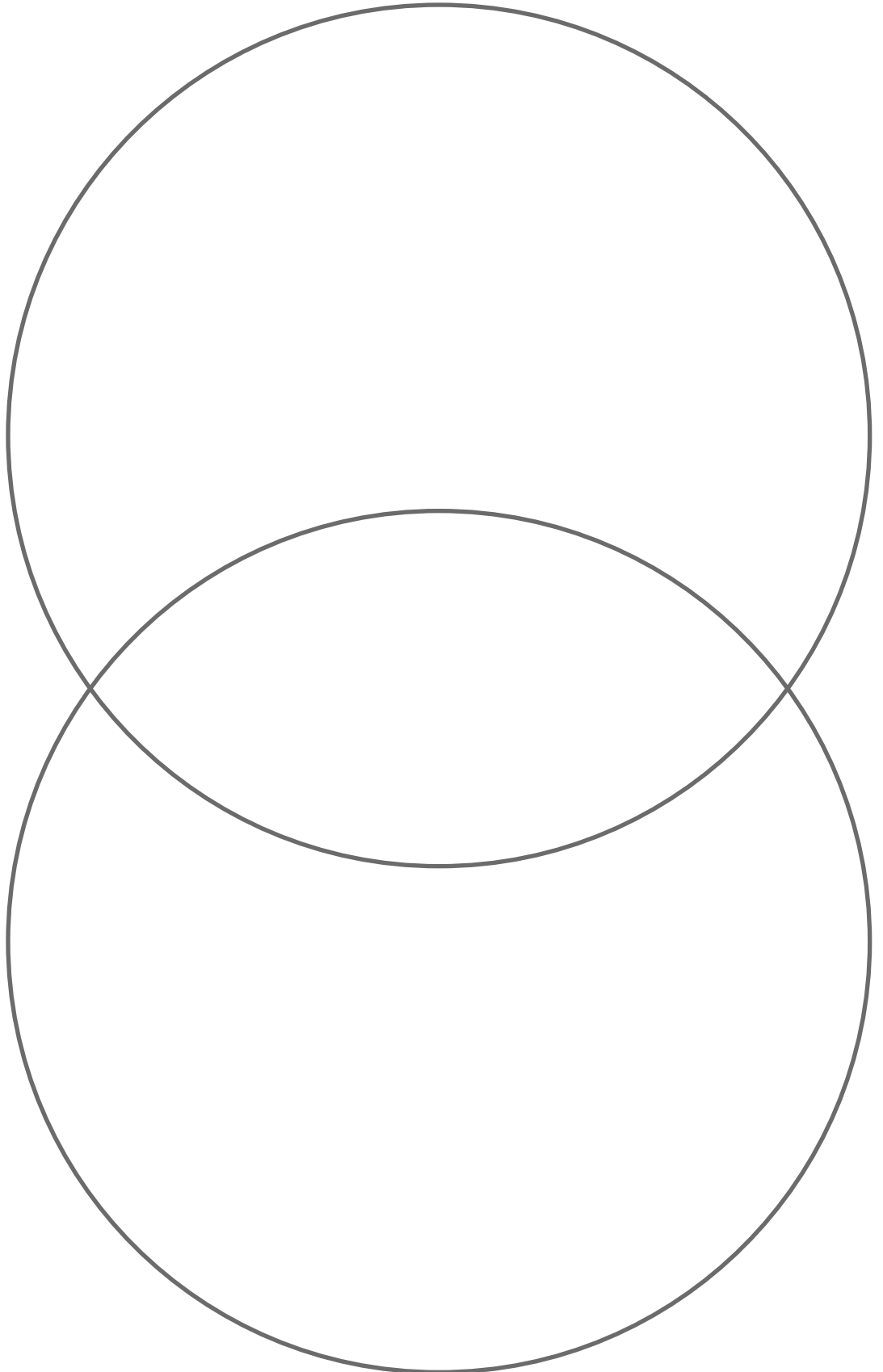
Name: _____

Directions: On the thirteen stripes, write the names of the thirteen colonies in order of settlement. Write the dates of establishment beside the Jamestown (Virginia) and Plymouth (Massachusetts) colonies. You may also wish to color the colonial flag, using white for the stars, blue for the star background, and red and white for the stripes (starting with red at the top).

												
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Name: _____

Directions: Choose two topics you learned about in this domain that you can compare and contrast. Write those topics on the lines above each circle. Write how your topics are alike in the overlapping part of the Venn diagram. Write how they are different in the nonoverlapping part of each circle for each topic.



Name: _____

Directions: Look at the numbers on the map and in the regional key. Then, look at the words below the map. Write the number on the blank beside the correct word.

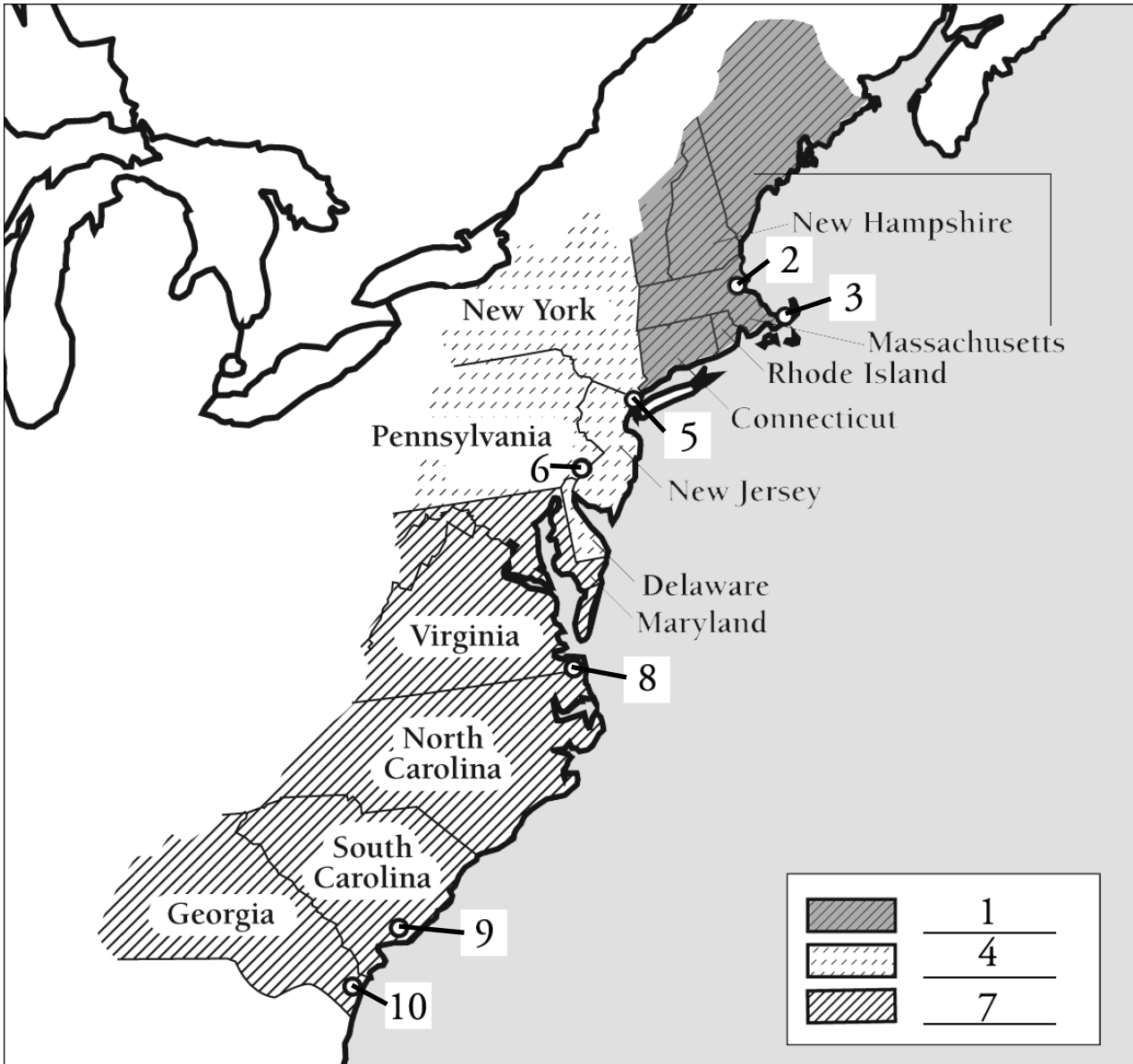


_____ Charles Town	_____ New England
_____ Southern	_____ Plymouth
_____ Philadelphia	_____ Boston
_____ Middle Atlantic	_____ New York City
_____ Savannah	_____ Jamestown

Answer Key

Name: _____

Directions: Look at the numbers on the map and in the regional key. Then, look at the words below the map. Write the number on the blank beside the correct word.



<u>9</u> Charles Town	<u>1</u> New England
<u>7</u> Southern	<u>3</u> Plymouth
<u>6</u> Philadelphia	<u>2</u> Boston
<u>4</u> Middle Atlantic	<u>5</u> New York City
<u>10</u> Savannah	<u>8</u> Jamestown

Name: _____

Directions: Read along as your teacher reads the questions and possible answers. Circle the choice that best answers each question.

- 1. Which of the following people were **not** exploring and settling in the Americas at the time the English started establishing colonies?
 - A. Greek
 - B. Dutch
 - C. French
 - D. Spanish

- 2. Which of the following was **not** an important city in colonial America?
 - A. Philadelphia
 - B. Boston
 - C. Springfield
 - D. Charles Town

- 3. Which of the following became known as the “Lost Colony”?
 - A. Jamestown
 - B. New York
 - C. Maine
 - D. Roanoke

- 4. In what year did the colonists arrive in Jamestown?
 - A. 1625
 - B. 1492
 - C. 1300
 - D. 1607

5. In what year were the first-known African laborers brought to the colonies?
- A. 1619
 - B. 1730
 - C. 1520
 - D. 1776
6. In what year did the Pilgrims arrive in Plymouth?
- A. 1492
 - B. 1620
 - C. 1762
 - D. 1585
7. On what date did the Founding Fathers approve the Declaration of Independence?
- A. July 4, 1416
 - B. July 15, 1736
 - C. July 4, 1776
 - D. June 5, 1450
8. Which of the following colonies was the first to be successfully settled?
- A. Roanoke
 - B. Jamestown
 - C. North Carolina
 - D. Connecticut

Name: _____

9. Which of the following was **not** one of the three ships that brought the English to Jamestown?
- A. *Godspeed*
 - B. *Mayflower*
 - C. *Discovery*
 - D. *Susan Constant*
10. Which of the following was **not** a cash crop in the Southern colonies?
- A. tobacco
 - B. rice
 - C. wheat
 - D. indigo

Answer Key

Name: _____

Directions: Read along as your teacher reads the questions and possible answers. Circle the choice that best answers each question.

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10. Which of the following was *not* a cash crop in the Southern colonies?
- A. tobacco
 - B. rice
 - C. wheat
 - D. indigo

Name: _____

Directions: Read along as your teacher reads each statement. Write two or three complete sentences to respond to each statement. Some of the statements give you a choice of topic.

1. Explain some of the reasons people came to North America from England and other countries, and describe some of the challenges they faced in the colonies.

2. Choose one colony and describe some of the people involved in its settlement.

3. Choose one of the following pairs to compare and contrast: Pilgrims and Puritans; indentured servants and enslaved laborers; everyday colonial life and your present-day life.

4. Describe the main industries of the three colonial regions.

5. Describe some of the events that occurred after the thirteen colonies were established that led to the American Revolution. Include one of the following sayings in your description, and explain its meaning: “No taxation without representation”; “One, if by land, and two, if by sea”; “the shot heard round the world”; “Give me liberty, or give me death!”

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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