



Colonial America

1585-1763

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Lesson 1

Overview

Comprehension Question

How did the colonial regions develop differently?

Materials

- Video: “America, the Story of Us: Colonial Unit Introduction” (4:45; on Videos DVD)
- Colonial America essential words documents: *colony*, *dissenter*, *tolerance*, *mercantilism*, *representative government*
- Student Materials book

Comprehension Canopy Routine 7–10 minutes

Materials

Video: “America, the Story of Us: Life in Jamestown”

Introduction and Prior Knowledge

What do you already know about colonial America?

Discuss student answers.

In this unit, we will learn about the English settlement of North America, a time called “colonial America.” These years begin with the first attempts to establish English colonies in America and end with three distinct colonial regions: the New England colonies, the middle colonies, and the southern colonies. In this unit, we will ask these questions: “How were these regions different?” and “What caused them to develop differently?”

Springboard

- Introduce the video.

This video is about the first English settlers in America. It will prepare you to learn more about why these settlers made the decision to go to America, even when they knew they would face grave danger.

- Provide a purpose for viewing the video.

As you watch the video, think about three things: (1) What were some reasons people immigrated to the Americas? (2) What was life like in colonial America? and, finally, (3) Why do you think the colonies developed so differently?

- Show the video.
- Prompt students to begin a “turn and talk” activity.

Would you ever leave your hometown? Why? What were some reasons people immigrated to the Americas?

Comprehension Question

State the comprehension question that will guide students’ learning throughout the unit.

How did the colonial regions develop differently?

Essential Words Introductory Routine

25–30 minutes

Materials

- Colonial America essential words documents: *colony*, *dissenter*, *tolerance*, *mercantilism*, *representative government*
- Student Materials book

Procedure

- Have students turn to the essential word log in their Student Materials books.
- Use the essential words documents to introduce each essential word.
- Have students write important information in their essential word log.
- Have students discuss the turn and talk questions in pairs.

The image shows three overlapping cards from a 'Colonial America' unit. The top card is for 'mercantilism', the middle for 'dissenter', and the bottom for 'Essential Word Log'. The 'Essential Word Log' card features a grid of five categories: colony, dissenter, tolerance, mercantilism, and representative government. Each category has a small image: a colonial building for colony, a woman with a 'PROLISH SLIVER' sign for dissenter, a yin-yang symbol for tolerance, a map of a colony for mercantilism, and a group of people for representative government. Below the grid, the 'colony' definition and related words are provided. The cards also include copyright information for The Meadows Center for Preventing Educational Risk at The University of Texas at Austin.

mercantilism
Colonial America
The idea that if a country imports cheap raw materials and exports finished products, it will become rich
Related words: trade, import, export

dissenter
Colonial America
Someone who disagrees with majority opinion or established belief
Related words: protester, objector, nonconformist

Essential Word Log
Colonial America
As you go through the unit, note the people, events, ideas, and places that connect to these five concepts:

colony	dissenter	tolerance	mercantilism	representative government

colony
Land and communities controlled by a distant country
Related words: settlement, dependent

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colony

Land and communities controlled by a distant country



Related Words: *settlement, dependent*

Example Usage:

American **colonies** were required to follow the laws of England. Because the **colonies** were so far away, these laws were difficult to enforce.

Example: *Rhode Island in 1670*

Nonexample: *Rhode Island in 2013*

Turn and Talk:

Colonies are dependent on their mother countries for safety and money. Who are you dependent on? Talk about a time when you wanted more independence from this person.

mercantilism

The idea that if a country imports cheap raw materials and exports finished products, it will become rich



Related Words: *trade, import, export*

Example Usage:

Mercantilism was the European economic policy from the 1500s to the 1700s. **Mercantilism** was a cause of frequent European wars and led countries to expand their colonies.

Example: *England imported lumber, iron, and cotton from the colonies. Then, out of those raw materials, England manufactured furniture, tools, and fabrics and exported them to the colonies. England became rich from this arrangement.*

Nonexample: *A country that does not export many goods*

Turn and Talk:

If you lived during this time and wanted to become rich, would it be better to be a colonist or to live in England? Why?



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Lesson 2

Overview

Comprehension Question

How did the colonial regions develop differently?

Materials

- Video clip: “America, the Story of Us: Life in Jamestown (2:56; on Videos DVD)
- Text: “Visions of the New World”
- Student Materials book

Before Reading

- Determine the grouping structure for text reading. Facilitate student movement into groups or pairs as needed.
- Introduce the video.

Many of the early colonists thought that when they got to the New World, they would find diamonds, gold, and other riches. But life in Jamestown was very different. As you watch this video, keep in mind how different the real experience was from what the colonists had expected.

- Show the video.
- Refer students to the passage in their Student Materials books.
- Introduce the reading.

As you read, think about why the colonists came to the New World and what they thought it would be like. How were their expectations different from the reality of life in Jamestown?

As we read, we'll stop to answer questions and take notes about what we've read.

During Reading

- As needed, clarify vocabulary. Point out connections to essential words where applicable.
- At each stopping point (including the final one), facilitate student note-taking in response to the provided questions.
- Provide corrective feedback if students misunderstand the material.

After Reading

- Facilitate student note-taking in response to the final questions.
- Have students write connections to any essential words in their word logs.

Visions of the New World

(1)

JAMESTOWN, 1607: THE FIRST MONTHS

Our men were destroyed with cruel diseases, such as swellings, fluxes, burning fevers, and by wars. Some departed suddenly, but for the most part they died of mere famine. There were never Englishmen left in a foreign country in such misery as we were in this new discovered Virginia. Our food was but a small can of barley sod in water, to five men a day. Our drink was cold water taken out of the river, which was at a flood very salty, at a low tide full of slime and filth, which was the destruction of many of our men. Thus we lived for five months in this miserable distress. If it had not pleased God to have put a terror in the savages' hearts, we would have all perished by those wild and cruel pagans, being as weak as we were. To hear the pitiful murmurings and outcries of our sick men without relief, every night and day, for six weeks would make one's heart bleed. Some departed out of the world, many times three or four men in a night. In the morning, their bodies trailed out of their cabins like dogs to be buried. In this sort did I see the mortality of diverse of our people.

What is happening in Jamestown?

What does this text show us about life in the earliest colony?

(2)

JAMESTOWN, 1609–1610: STARVING TIME

Now for all of us at Jamestown, beginning to feel that sharp prick of hunger which no man can truly describe, a world of miseries followed. Some, to satisfy their hunger, have robbed the store, for which I caused them to be executed. Some, having fed upon horses and other beasts as long

as they lasted, were glad to make shift with vermin as dogs, cats, rats, and mice. Some were forced to search the woods and to feed upon serpents and snakes, where many of our men were cut off and slain by the savages. And now, famine beginning to look so ghastly and pale in every face, nothing was spared to maintain life.

Adapted from Tyler, L. G. (Ed.). (1907). *Narratives of early Virginia, 1606–1625*. New York, NY: Scribner's. Full text available at <http://etext.lib.virginia.edu/etcbin/jamestown-browsemod?id=j1063>

How are the colonists feeling?

How does the experience of the colonists contrast with what they had expected?

After reading this passage, what is one thing that you wonder?

TBL Comprehension Check

20 minutes

Materials

- TBL Comprehension Check, Colonial America #1 (print 1 per student and 1 per pair; on Materials CD)
- TBL Comprehension Check, Colonial America #1 scratch-offs (1 per pair; provided separately)
- Answer Key (on Materials CD)
- Student Materials book, textbook, notes, and/or other relevant material

Individual Comprehension Check

8 minutes

- Pass out the comprehension check.
- Introduce the individual comprehension check.

We will complete a short quiz that will check how much you have learned so far in this unit. When you take the quiz on your own, you do not need to fill in anything in the box. You will fill that in as a team later. You will have 7 minutes to complete this quiz.

- Set the timer for 7 minutes.
- Collect the individual checks. If time allows, review questions that prove difficult for students.

Team Comprehension Check

9 minutes

- Divide the class into pairs and pass out the comprehension check and scratch-offs.
- Introduce the team comprehension check.

Now you will take the same quiz with a partner. This time, you can use your textbook, notes, and other materials to help you.

*The first step is to discuss the question with your partner until you agree on the right answer. Once you think you have it, be sure to explain **why** you think the answer is correct. For the first question, write your answer in the “Team Explanation” area. For the following questions, don’t write down your explanation, but be prepared to share your reasons with the class.*

The last step is to scratch the letter of your answer off your card. If the answer is correct, you will see a star. If you do not see a star, keep discussing and using your resources until you find the right answer.

I will walk around to help you if you get stuck, but I won’t give you answers. You have 8 minutes to complete your team check.

- Set the timer for 8 minutes. Monitor to ensure that students discuss the questions. As needed, advise students on which resources to use to find an answer.

Whole-Group Targeted Instruction

3 minutes

- Set the timer for 3 minutes.
- Have two to three pairs share their team explanation for the first question. Provide feedback on the quality and content of what they wrote.

What is your team's explanation of why _____ is the correct answer for the first question?

- Have one to two pairs share the question they struggled with most.

Which question was the hardest for your team? How did you find the answer?

- Have one to two pairs share their explanations of a commonly missed question.

I noticed that many of you missed question ___ the first time. What is the correct answer? Why is that the correct answer?

- Collect the comprehension checks and scratch-off cards.

TBL Comprehension Check, Colonial America #1 (on Materials CD)

Team-Based Learning • 1 of 2

Colonial America • Lesson 4

NAME(S) _____

Comprehension Check #1

Individual Directions: Mark your answer to each of the following questions.

Team Directions: For each question, (1) read, (2) discuss, (3) justify your answer, and (4) scratch off your card.

1. Which of the following contributed most to the growth of the **early Jamestown** colony?

- A** Colonists grew wealthy by selling tobacco
- B** Slaves were available to work the fields.
- C** Gold was easy to find in the rivers.
- D** There was good health care and little disease.

Team Explanation of #1: Why is ___ the correct answer?

2. Which of the following statements is true about the **New England** colonies?

- A** Colonial farmers were successful in growing plenty of food to sell at markets.
- B** Colonists participated in the triangle trade by selling fish, lumber, and furs.
- C** Colonists lived far apart from one another, which meant they had no central town meeting places.
- D** Colonial craftsmen grew tobacco and exported it to England.

3. The Puritans who settled in **New England** were different from the earliest settlers in Jamestown because:

- A** Religious freedom was the Puritans' primary motivation for leaving Europe.
- B** Disease was rare in the New England colonies, and not many people died.
- C** Relationships with Native Americans were peaceful from the beginning.
- D** Puritans had less knowledge about how to build shelters.

4. Which of the following statements is true about the **middle colonies**?

- A** Cash crop farms and gristmills dominated the economy.
- B** They were founded mainly by British settlers funded by the Virginia Company.
- C** There was little trade because there were few good ports where ships could dock.
- D** There was little religious tolerance.

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5. Which of the following statements is true about the colonists' motivations to explore and set up colonies?
- A Some colonists hoped to make money for the glory and wealth of the home country.
 - B Some colonists sought religious freedom and greater religious tolerance.
 - C Some colonists looked for gold and individual wealth.
 - D **All of the above**

For each sentence, choose the letter that matches the best definition of the underlined word(s).

6. In Massachusetts Bay, dissenters were often required to leave their home community.
- A Land and communities controlled by a distant country
 - B **Someone who disagrees with majority opinion or established belief**
 - C A government chosen by citizens that represents citizens' interests and concerns
 - D The idea that if a country imports cheap raw materials and exports finished products, it will become rich
7. The King of England believed that mercantilism would help the country become rich and powerful.
- A **The idea that if a country imports cheap raw materials and exports finished products, it will become rich**
 - B Someone who disagrees with majority opinion or established belief
 - C A government chosen by citizens that represents citizens' interests and concerns
 - D Acceptance of ideas that are different from one's own
8. Quakers valued tolerance.
- A Land and communities controlled by a distant country
 - B The idea that if a country imports cheap raw materials and exports finished products, it will become rich
 - C Someone who disagrees with majority opinion or established belief
 - D **Acceptance of ideas that are different from one's own**
9. Most kings in Europe feared representative government because it threatened the king's power.
- A Acceptance of ideas that are different from one's own
 - B The idea that if a country imports cheap raw materials and exports finished products, it will become rich
 - C Someone who disagrees with majority opinion or established belief
 - D **A government chosen by citizens that represents citizens' interests and concerns**
10. Roman colonies first appeared when the Romans conquered neighboring communities in Italy.
- A Acceptance of ideas that are different from one's own
 - B The idea that if a country imports cheap raw materials and exports finished products, it will become rich
 - C **Land and communities controlled by a distant country**
 - D Someone who disagrees with majority opinion or established belief

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Colonial America

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Lesson 9

Overview

Comprehension Question

How did the colonial regions develop differently?

Materials

- Colonial Regions maps, one per team
- Passage cards, one set per team
- Colony Characteristic cards, one set per team
- Student Materials book, textbook, and other relevant content resources
- Activity Key (on Materials CD)
- Narrow Your Choices sheet, one per team (on Materials CD)
- Narrow Your Choices AMERICA sheet, one per team (optional; on Materials CD)
- Timer

Introductory Reading Activity

10 minutes

- Before class, identify student teams. Each team should include at least three students; consider using “doubled pairs” for easy grouping.
- Facilitate student movement into teams. Have students take their Student Materials books, textbooks, and other relevant content resources with them.
- Hand out a Colonial Regions map and a set of Passage cards to each team. Hang one copy of the map in view for demonstration.
- Introduce the activity.

Today you will work in teams to discuss what made the colonial regions different from one another.

You have three separate passages on large cards. As a team, read each passage aloud and discuss which colonial region that passage describes. Take turns reading the paragraphs, so everyone on your team has a chance to read. After everyone on your team agrees, place each of the passages in the region on your map that the passage describes.

You have 5 minutes to complete this activity. If you finish early, discuss what you remember learning about each region. This discussion will help you in your next activity. Any questions?

- Set the timer for 5 minutes. As students work, monitor for understanding. Encourage dialogue within groups.
- Have teams share their answers. Confirm that all teams have placed the passages correctly.

Colony Characteristics Sorting Activity

20 minutes

- Hand out a set of Colony Characteristic cards to each team.
- Use the hanging map to demonstrate as you preview the next activity.

*Our three colonial regions are the New England **colonies**, the middle **colonies**, and the southern **colonies**. These **colonies** developed different ways of living, and different religions, foods, and other customs.*

Each team has a stack of cards. Your task is to place each card in the colonial region in which it belongs. Let me show you how this works.

- Hold up the William Penn card.

Here is a card with a picture of William Penn. I remember that William Penn was a Quaker. I can't remember much else about him, but if I look in my textbook, it tells me that he founded Pennsylvania. So I know that William Penn was a Quaker who founded Pennsylvania. So this card

*belongs in the middle **colonies** area of my map. That's where the Quakers lived, and Pennsylvania is in that area. I'll put him there now.*

- Demonstrate placing the card in the middle colonies on your hanging map.
- Hold out the Ports card from the pack.

*Let's consider another example: ports. Hmm, I know that ports are important in all three regions, for different reasons. But when I think about it, the New England **colonies** did a lot of shipbuilding, fishing, and trading. Ports are important for those things. So I will put the Ports card in the New England region.*

- Demonstrate placing the card in the New England colonies on your hanging map.

However, if I could make a good argument for the Ports card to go in another region, I could put it there instead. The main thing is that I must have a good reason.

- Hold out the Tobacco card from the pack.

Here is a card that has a picture of tobacco on it. Who can tell me which colonial region comes to mind when we think of tobacco?

- Take volunteers until someone answers correctly.

*That's right! Growing and selling tobacco was a huge part of the economy of the southern **colonies**. So for this activity, I would discuss with my team where we think tobacco should be placed on the map. Once we all agree, we would put it there.*

- Demonstrate placing the card in the southern colonies on your hanging map.

If my team couldn't agree or didn't know the answer, we would need to look it up in our textbook, our notes, or somewhere else.

Remember to work as a team, placing one card at a time. Take turns reading a card aloud and then discuss with the group where you want to place it. I will walk around to help you if you get stuck, but I won't give you the answers.

You have 54 cards to place in 15 minutes.

- Set the timer for 15 minutes.
- Monitor the teams.

- Students will likely struggle a bit with this activity. Do the following to help students:
 - Point students in the right direction without giving away answers.
 - Remind students to use their resources (e.g., textbook, notes).
 - Encourage teams to keep conversations going and on point.
 - Give frequent time warnings (10 minutes, halfway, 5 minutes, 1 minute).
 - Stop the activity to reteach the class when you notice common misconceptions.
- After 15 minutes, pass out one copy of the key to each team and have teams self-check.
- Spot-check team answers aloud and correct any misunderstandings.

Narrow Your Choices Activity

15 minutes

- Pass out one Narrow Your Choices sheet to each team.
- Introduce the activity.

Now your team will choose one colonial region to live in. You'll then pick four cards that best represent the region and rank them in importance. Choose wisely—you will justify your choices to the class afterward.

You will place your four cards on the Narrow Your Choices sheet and complete the sentence stems as a group, with one person writing your answers.

You have 7 minutes for this activity. Any questions?

- Set the timer for 7 minutes.
- Monitor teams. To encourage dialogue, challenge teams to defend their choices.
- After 7 minutes, have each team share which region and cards they chose. Review the content by calling on students to justify their answers; consider using the following questions:
 - *Why did you choose to keep _____?*
 - *What does _____ tell us about the _____ colonies?*
 - *How is _____ connected to _____?*
 - *How are the _____ colonies different from the _____ colonies?*
- During and after each team shares, discuss the following questions with the whole class:
 - *Does anyone agree or disagree with these choices? Why?*
 - *Were some cards hard to place in a region? Why?*
 - *How did you make your decisions?*
 - *Were some cards easy to place? Why?*

- After all teams have shared, remind the class of the comprehension question and discuss its connection to this activity.

How did the colonial regions develop differently? How did today's lesson help you better answer that question?

Optional Extension Activity: Narrow Your Choices AMERICA Activity

Use the same procedure as the Narrow Your Choices activity, but have students choose the four cards that best represent America. Have students write their answers on the Narrow Your Choices AMERICA sheet. Use the same follow-up questions.

Passage Cards (3 per set)

Descriptive Passage Card #1

Colonists in this region experienced very cold winters and mild summers. The land was flat close to the coastline, but it became hilly with many mountains as you moved inland. The soil in this region was rocky, which made farming difficult. Farms often provided just enough food to feed a single family. Many colonists in this region did not survive the cold winters, but for those who found a way to stay warm, disease was less of a threat in this region than in the other colonial regions.

This colonial region had one dominant religion that most people practiced. Colonists followed strict religious rules, and they were intolerant of other religions. Life in this region centered on the church, and there were severe punishments for those who failed to attend church or who spoke out against the church. Singing and celebrating holidays were not allowed in this colonial region.

The economy in this region centered on the ocean and forests. People in this region made a lot of money selling food from the ocean and building vessels to transport goods across the ocean. The colonists cut trees and used the wood for construction or sold the wood to other countries. The colonists also hunted animals in the forests and sold their skins to make money.

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Descriptive Passage Card #2

...nters. The geography and for crops that crops during most this region made died from these

...who was seeking a s region practiced everyday life in this unlike in other

...e large plots of land s to other colonies aves to do the hard

...as at Austin. The materials were developed by Florida State University, and Texas A&M University.

Descriptive Passage Card #3

...cluded many rivers farther away from the ng. The climate and s in this region were were grown and

...ctice religion made ons because of their ships with the Native

...grew different kinds of cts. Big cities in this d countries across making high-quality

...as at Austin. The materials were developed by Florida State University, and Texas A&M University.

Colony Characteristic Cards (54 per set)

William Bradford

Pocahontas

Thomas Hooker

John Hutchinson

Catholics

City Upon a Hill

Corn

French and German Immigrants

Fertile Soil

Colonial Regions Map



The Colonial Regions

Colonial Regions Map KEY (on Materials CD)

Words with an asterisk (*) may appear in more than one category.

New England Colonies

Ann Hutchinson*
 City Upon a Hill
 Fishing
 Forests
 Fundamental Orders of Connecticut
 Great Awakening
 Guns
 John Winthrop
 Jonathan Edwards
 King George III*
 Loyal to British King*
 Lumber
 Mayflower Compact
 Mercantilism*
 Native Americans*
 Pilgrims
 Ports*
 Puritans
 Religious dissenter*
 Representative government*
 Rocky soil
 Roger Williams
 Shipbuilding
 Small farms
 Snowy winters
 Thomas Hooker
 Trapping
 William Bradford

Middle Colonies

Ann Hutchinson*
 Catholics
 Fertile soil*
 German and Dutch immigrants
 Gristmills
 King George III*
 Larger farms
 Livestock
 Loyal to British king*
 Mercantilism*
 Mild climate
 Native Americans*
 Ports*
 Quakers
 Religious dissenter*
 Religious tolerance
 Representative government*
 Rice*
 Rivers and streams
 Wheat*
 William Penn

Southern Colonies

Corn
 Fertile soil*
 House of Burgesses
 Indigo
 John Rolfe
 John Smith
 King George III*
 Lord Baltimore
 Loyal to British King*
 Mercantilism*
 Native Americans*
 Plantation
 Pocahontas
 Representative government*
 Rice*
 Rich plantation owners
 Sir Walter Raleigh
 Slaves
 Tobacco
 Warm climate
 Wheat*

Narrow Your Choices Sheet (on Materials CD)

TBL Knowledge Application

Colonial America

Narrow Your Choices

My team's chosen colonial region is the _____.

#1

is/are the most important part of life in our region because:

#2

is/are also an especially important part of life in our region because:

In our group's opinion,

#3

is/are also an important part of life in our region because:

Finally,

#4

is/are also an important part of life in our region because:

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Narrow Your Choices AMERICA Sheet (Optional; on Materials CD)

TBL Knowledge Application

Colonial America

Narrow Your Choices AMERICA

#1

is/are the most important part of life in America because:

#2

is/are also an especially important part of life in America because:

In our group's opinion,

#3

is/are also an important part of life in America because:

Finally,

#4

is/are also an important part of life in America because:

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