Northwest History Consortium

Where Will You Live in the Colonies?
Version 1

Cindy Mapston
5th Grade
National Standard
Era 2: Colonization and Settlement (1585-1763) / Standard 1, 2, and 3

Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.

Students must also address two of the most tragic aspects of American history: first, the violent conflicts between Europeans and indigenous peoples, the devastating spread of European diseases among Native Americans, and the gradual dispossession of Indian land; second, the traffic in the African slave trade and the development of a slave labor system in many of the colonies. While coming to grips with these tragic events, students should also recognize that Africans and Native Americans were not simply victims but were intricately involved in the creation of colonial society and a new, hybrid American culture.

A second theme is the development of political and religious institutions and values. The roots of representative government are best studied regionally, so that students can appreciate how European colonizers in New England, the mid-Atlantic, and the South differed in the ways they groped their way toward mature political institutions. In studying the role of religion--especially noteworthy are the foundations of religious freedom, denominationalism, and the many-faceted impact of the Great Awakening--a comparative geographic approach can also be fruitful. Comparison with the role of religion in Dutch, French, and Spanish colonies can be valuable as well.

A third theme is the economic development of the colonies through agriculture and commerce. A comparative approach to French, Spanish, Dutch, and English colonies, and a regional approach to the English mainland and West Indian colonies, as part of a developing Atlantic economy, will also be instructive. As in studying politics and religion, students should ponder how economic institutions developed--in ways that were typically European or were distinctively American--and how geographical variations--climate, soil conditions, and other natural resources--helped shape regional economic development.

Standard 1A: The student understands how diverse immigrants affected the formation of European colonies.

Gr. 5-12: Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean.

*Gr. 5-12: Explain why so many European indentured servants risked the hardships of bound labor overseas. [**Consider multiple perspectives**]*

Gr. 5-12: Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered.

Standard 2: How political, religious, and social institutions emerged in the English colonies.

Gr. 5-12: Compare how early colonies were established and governed.

Gr. 5-12: Explain how and why family and community life differed in various regions of colonial North America.

Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America.

Gr. 5-12: Identify the major economic regions in the Americas and explain how labor systems shaped

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them.

Standard 3B: *The student understands economic life and the development of labor systems in the English colonies.*

Gr. 5-12: *Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. [**Compare and contrast different sets of ideas**]*

TEACHER NOTE

This activity is the initial start for elementary students (Gr. 4-6) to learn about the economy and economic products of the thirteen original colonies. They will begin to see how different colonies held different political beliefs based on the economical structure of their colony. Once they have an understanding of this content, they will be able to take part in the PBL lesson on the different issues that were debated at the Constitutional Convention to establish the governing document—the Constitution of the United States of America.

OBJECTIVES

1. Students will learn about the geography of the thirteen colonies.
2. Students will know the economic strengths and weaknesses of the thirteen colonies.
3. Students will compare and contrast colonial life in the thirteen original colonies.
4. Students will gain an understanding of the religious beliefs, heritage, government, and history behind the thirteen colonies.
5. Students will gain an understanding that whites and blacks were treated differently in the colonies.

SCENARIO (THIS CAN BE DONE WITH GROUPS OR INDIVIDUAL STUDENT)

You have been waiting seven years—seven years of working 14 hours a day as an indentured servant for a blacksmith in Philadelphia—for this day. And now you are finally on your own. So what lies ahead for you now?

You are 21 years old. You have only a little money saved, a few blacksmith tools, the clothes on your back, and nothing else.

You know of some blacksmiths and carpenters who moved north to Massachusetts to work. Some have gone to work in the busy shipbuilding yards, while others are trying to establish a business in the colonial cities. The pay is said to be good, but you have always dreamed of one day owning your own piece of land. Maybe you should try moving south where the weather is warm and the land is fertile. Then again, there is a lot of good land right here in Pennsylvania.

You are left with a difficult decision to make. You have your whole life ahead of you and there are 13 different colonies to select from. Where will you go to begin your new prosperous life?

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TASKS

Either individually or in groups, have students research the geography, economics, religious, and governmental components of one of the thirteen colonies. (Split your class up so that each colony is represented.)

- **Questions That You And Your Team Need To Find Answers To**
    - What are the 13 colonies and how did they originate?
    - What natural resources and supplies will be needed for your occupation?
    - What colony(s) have sufficient natural resources or supplies needed for the job?
    - What colony(s) have similar beliefs and cultural history to yours?
    - What colony(s) have the land and climate best-fitted to your life style?
    - What colony(s) best suits your religious and political beliefs?
    - What colony(s) can support your new job opportunity?
    - Where do you fit in best?

- **Different Assessment Projects For Students To Demonstrate Their Findings**
    - Create a PowerPoint presentation.
    - Create a commercial to encourage new colonists to come to your colony.
    - Prepare a brochure that advertises the great attributes of your colony.
    - Write up a newspaper article/advertisement to encourage new colonists to your colony.
    - Hold a colonial fair where each student portrays an individual citizen of a colony and demonstrates his/her knowledge of the area as well as the knowledge of different colonial jobs.

- **Colonial Job Selections**
    - Shoemaker
    - Blacksmith
    - Fisherman
    - Cooper
    - Printer
    - Surveyor
    - Miller
    - Merchant
    - Dressmaker
    - Shipbuilder
    - Indentured servant
    - Slave
    - Planters/farmers
    - Teacher
    - Governmental delegates

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- **From This PBL Activity:**
    - Students will be able to see the various jobs necessary to establish a colony.
    - Students will gain an understanding of how some jobs were very laborious with little pay.
    - Students will gain an understanding about a variety of occupations in the different 13 original colonies.
    - Students will begin to understand the economics and religious backgrounds that established each colony.
    - They will understand the frustrations of the colonists as Britain begins to tax colonies without allowing them any representation.
    - Students will see the reasons behind the colonies wanting to declare their independence from Britain and understand why the Declaration of Independence was written.
    - Next, students will move on to the writing of the Constitution and the need for the change in the type of government.

- **Questions To Guide Deeper Understanding Of This Learning Endeavor**
    - What were loyalists?
    - What were patriots?
    - What were halfway men and women?
    - Why were the colonists afraid of a strong national government?
    - Who wanted the strong government?
    - Why did some colonists want a weak national government?
    - Who wanted the weak government?
    - Why did colonies differ in their voting beliefs in government?
    - What was it about the economical aspect of colonies that affected their beliefs in government?
    - Why was there a need for a change in the structure of the government?
    - How did the branches of government change how the government conducted political business?
    - What are checks and balances?
    - What did it mean to be a federalist?
    - What did it mean to be a democratic-republican?
    - Who were the forefathers of the Constitution?
    - What is compromise?
    - What is ratify?
    - What is the Bill of Rights?
    - What are amendments?
    - How did so many men (55) arrive at a political agreement to govern the United States?
    - Who did the Constitution pertain to?
    - How has this document managed to remain in place for 220 years?

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ASSESSMENT

1. Written tests or quizzes can be given for both scenarios.

2. Rubrics can be used to score students PowerPoints, brochures, or other projects that you had the students use to demonstrate what they had learned from the PBL activity.

3. Rubrics that can be used to score these projects are as follows:

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Constitutional Convention Assembly Debate Oral Presentation Rubric

CATEGORY	4	3	2	1
Comprehension of Content Material	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Time-Limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.

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Newspaper Article for Colonial Job Location Rubric

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Layout - Columns	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think " fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read.
Contributions of Group Members	Each person in the group has contributed at least two articles and one graphic without prompting from teachers or peers.	Each person in the group has contributed at least one article and one graphic with a few reminders from peers.	Each person in the group has contributed at least one article with some minimal assistance from peers.	One or more students in the group required quite a lot of assistance from peers before contributing one article.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.

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Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.
Articles - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Use of Primary Sources	Reading of primary source material was thorough.	Reading of primary source material was fairly thorough.	Reading of primary source material was incomplete.	Reading of primary source material was not done.

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Colonial American Occupations and Location - HyperStudio/PowerPoint

Appearance and Content Rubric

CATEGORY	4	3	2	1
Background	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
Graphics Sources	Graphics are hand-drawn. The illustrator(s) is given credit somewhere in the presentation.	A combination of hand-drawn and HyperStudio graphics are used. Sources are documented in the presentation for all images.	Some graphics are from sources that clearly state that non-commercial use is allowed without written permission. Sources are documented in the presentation for all "borrowed" images.	Some graphics are borrowed from sites that do not have copyright statements or do not state that non-commercial use is allowed, OR sources are not documented for all images.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1-2 cards.	Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought.
Text - Font Choice & Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Content - Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.

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Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors, but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.	Most information is organized in a clear, logical way. One card or item of information seems out of place.	Some information is logically sequenced. An occasional card or item of information seems out of place.	There is no clear plan for the organization of information.
Use of Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive, but all support the theme/content of the presentation.	All graphics are attractive, but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Cooperation	Group delegates tasks and shares responsibility effectively all of the time.	Group delegates tasks and shares responsibility effectively most of the time.	Group delegates tasks and shares responsibility effectively some of the time.	Group often is not effective in delegating tasks and/or sharing responsibility.
Effectiveness	Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.	Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide.	Project is missing more than two key elements. It would make an incomplete study guide.	Project is lacking several key elements and has inaccuracies that make it a poor study guide.

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Brochures Rubric

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle, and end.	Most sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.
Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Spelling & Proofreading	No spelling errors remain after one person, other than the typist, reads and corrects the brochure.	No more than 1 spelling error remains after one person, other than the typist, reads and corrects the brochure.	No more than 3 spelling errors remain after one person, other than the typist, reads and corrects the brochure.	There are several spelling errors in the brochure.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

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Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

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Constitutional Convention Role Play

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity, and make the presentation better.	Student uses 1-2 props that accurately fit the period and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

REFERENCES/CITATIONS

ALTEC. "Rubistar: Create Rubrics for you Project-Based Learning Activities." 4Teachers.org. 2009. Lawrence, KS. Advanced Learning Technologies Consortia (ALTEC) at the University of Kansas. 23 June 2009 **<http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=4&section_id=1&>**. Adapted by Cindy Mapston for the Northwest History Consortium with permission.

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 21 May 2009 **<http://nchs.ucla.edu/standards/us-standards5>**.

Mapston, Cindy. "Where Will You Live in the Colonies?" NWESD Organization. 2008. Anacortes, WA. 23 June 2009 **<http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/2.1_Where to Live. Mapston.5.pdf>**.