

Northwest History Consortium

Establishing A Colony In The New World

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8th Grade

National Standards

Era 2: Colonization and Settlement (1585 – 1763) / Standards 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

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

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

Washington State GLEs

GLE 2.1.1: (Economics) Analyzes examples of how groups and individuals consider profit and personal values in making economic choices in U.S. History

GLE 3.2.1: (Geography) Understands and analyzes how the environment has affected people and how people have affected the environment in U.S. History

GLE 4.2.1: (History) Understands and analyzes how individuals and movements impact U.S. History

GLE 4.3.1: (History) Understands and analyzes historical materials from a variety of perspectives in U.S. History.

Enduring Understandings

What is a colony?

Why did European countries create colonies?

BACKGROUND

You and your team are explorers living in Norway. The King of Norway has sent the following message to all of his people:

Dear Faithful Subject,

His Royal Highness requests your experience, research skills, and decision-making ability. He has heard about European colonization of the New World, and he would like to establish a Norwegian colony. He needs your insight on how to do so. What should his plan include?

You will present your report to him in front of his court and council.

- His Royal Highness, King of Norway

SCENARIO

The year is 1600. The French, Spanish, Dutch, and English are exploring North America in the New World. As new lands are “discovered” the explorers have claimed the land for their nation. Each nation has great incentive to claim as much land as possible and establish colonies because of the valuable resources each colony provides. Reports have gotten back to Europe about New World Colonization and several nations are keen to join them and claim their share.

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TASK

Steps:

1. **Inquiry task:** The classroom teacher will post a picture showing colonization on the document camera.
 - a. "Write down everything you see in this picture in 1 minute."
 - b. "Write down what questions you have about this scene."
 - c. "Share with a neighbor what you saw and what questions you have for 2 minutes."
 - d. We will then finish with a 5-minute discussion on the picture/scene.

OR

1. "Write down everything you know about colonization."
2. The classroom teacher will give the scenario and tasking.
3. Students will go through the PBL steps 1-6.
4. Students will present their list of questions and problem statement to the teacher.
5. Students will gather information (step 7) by visiting each colony informational table (1/2 day at each).
6. Students will meet and present their findings to each other and develop a plan of presentation (step 8).

Presentation format: You will participate in a Socratic Seminar and write a paper preparing for the Socratic Seminar.

1. **Socratic Seminar:** You will be allowed to participate in a Socratic Seminar where you will discuss the pros and cons of colonization: preparation and needs, site selection, resources, relationship with natives, dangers, and purposes of a colony.
2. **Paper:** You will write a paper (individually) addressing what you have learned about colonization. You must address the key idea of why European Nations established colonies.
7. Students will present their findings to the classroom in a Socratic Seminar.
8. We will have a debrief discussion and students will write a reflection addressing two questions:
 - a. What is a colony?
 - b. Why did European countries create colonies?

***This will allow the teacher to assess their learning of the enduring understandings.**

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RESOURCES

Student Resources:

The research process will involve movement for the students in which the teacher will create four informational tables each representing one of the four nations—France, Spain, New Netherlands, and England. On each table students will be provided with informational packets about French, Spanish, Dutch and English colonies in North America. For each nation a packet will include:

- Region(s) colonized
- Natural resources of land (to be utilized and exported)
- Method(s) for claiming
- Interaction between colonists and natives
- Description of what life was like in the colony
- Permanent settlements built in the colony
- Map of colony (use primary source map, if possible)
- Primary sources – pictures, maps, cartoons, documents, quotes, and private letters on each table from settlers/colonists who wrote about their experiences in the colonies

Information provided will also include: climate, agricultural opportunity (planting/farming), fishing (food)/forests (building/warmth), potential dangers/threats (including weather), food storage/availability, hostile/friendly natives, economic possibilities—agriculture, trade, forestation, minerals, furs, imports/exports.

***The actual names, longevity, and success of each colony will not be shared with the students. They must infer whether the colonies were successful and develop their own successful colonial model.**

ASSESSMENT

Students' learning will be assessed from their participation and contributions in the Socratic Seminar. The teacher will be interested in how they apply their learning.

Socratic Seminar: The Socratic Seminar will take one classroom period. The purpose is not to debate but to expand the understanding of colonization. PBL will have forced the students to creatively ask questions and seek answers they value. Students have the opportunity to earn 3 points through participation by contributing three times. A valid contribution consists of one of the following:

- A new idea/concept
- The refutation of another idea/concept with a new supporting argument
- A valuable question that connects two ideas

*** The student MUST cite their source when contributing their idea; (example: "In the primary source map of North America from Brown University we saw there was an**

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abundance of forest land in the. . .”).

Paper:

- The student’s paper is their ticket to participate in the Socratic Seminar.
- The paper is for credit/no credit
- The paper must be turned in on time in order to earn the grade for the Socratic Seminar.
- If the paper is not turned in on time students will watch the Socratic Seminar, but they will not be allowed to participate. Outside of class time they must complete the paper.

***As an alternative to the Socratic Seminar the students must take notes focusing specifically on new ideas and new supporting arguments from what other students contributed during the Socratic Seminar.**

REFERENCES/CITATIONS

“Archive of Early American Images.” Brown University (The John Carter Brown Library). 2010. Providence, RI. 5 May 2010 <<http://jcb.lunaimaging.com/luna/servlet>>.

A collection of primary source pictures and maps. The classroom teacher will provide pictures of explorers, colonists, natives, and maps of 15th – 17th century North America.

Cogdill, Nate. “Establishing a Colony in the New World.” NWESD Organization. 2008. Anacortes, WA. 5 May 2010 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/1.1-3__NewWorldColonies.Cogdill.8.pdf>.

History Alive! The United States Through Industrialism. Student Edition. Green Cove Springs, FL: TCI Publishing Co., 2005.

Collection of primary source pictures and quotes; provides historical background and some factual description of the land, process, and people.

“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-standards5-12.html>>.

Ordinary Americans: U.S. History Through the Eyes of Everyday People, edited by Linda R. Monk. 2nd edition. N Alexandria, VA: Close Up Publishing, 2003.

Collections of quotes, journal entries, and letters from early Americans describing their experience. The classroom teacher will use this to provide primary source descriptions of the early colonies.

OSPI. “Social Studies Essential Academic Learning Requirements: A Recommended Grade-by-Grade Sequence for Grade Level Expectations – Grades K-12.” Office of Superintendent of Public Instruction. 2009. Olympia, WA. 5 May 2010 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesGLEs.pdf>>.