

# Northwest History Consortium

## The Colonies

Chris Mura

5<sup>th</sup> Grade

### National Standards

**Era 2: Colonization and Settlement (1585-1763)**

### **Standards 2 and 3**

*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 America*

### Washington State

**Grade Level Expectation 3.2.3:** Understands how trade affected the economy of the thirteen colonies

### PROBLEM

Investors from the New Virginia Company need to discover if it would be a wise investment to send more settlers to the colonies in North America.

### SCENARIO

During the 17<sup>th</sup> century, many European countries encouraged their citizens to colonize their newly acquired land holdings in North America. European settlers set out on their adventures for a variety of reasons. Many sought religious freedom, new economic opportunities, and the prospect of becoming wealthy traders. The settlers arrived in North America, and their investors who orchestrated their journey are unsure whether they should finance another voyage to North America.

### TASK

European settlers from England have created colonies in New England, Virginia, and the south—in particular North Carolina. However, there has been little communication since the ships left England. You have been commissioned by a group of investors from the New Virginia Company to report to them on the conditions of these new settlements. Should this group of investors risk sending more settlers to the following colonies?

Massachusetts Bay Colony  
Plymouth

Jamestown  
North Carolina

Pennsylvania

In your report, you will need to inform the investors if the environment is conducive to making a living.

- Are the colonists tolerant or intolerant of a variety of religious beliefs?
- How have they adapted to the natives in that area?
- What form of government has developed?
- How are the colonists surviving—is agriculture thriving in the colony, is the colony trading, or are there other opportunities stabilizing their economies?

## Northwest History Consortium

### The Colonies

#### RESOURCES

“American History 101: Massachusetts Bay Colony.” CelebrateBoston.com. 2009. Campton, NH. 24 June 2009 <<http://www.celebrateboston.com/history/period02/p020203massachusettsbay.htm>>.

“American History 101: “Pennsylvania Colony History.” CelebrateBoston.com. 2009. Campton, NH. 24 June 2009 <<http://www.celebrateboston.com/history/period02/p0211pennsylvania.htm>>.

American History textbook

Grolier, Inc. “Plymouth Colony.” 2009. Scholastic, Inc. 1996-2009. New York, NY. 24 June 2009 <<http://teacher.scholastic.com/researchtools/researchstarters/plymouth/>>.

“History of Jamestown.” Preservation Virginia. 2009. Richmond, VA. 24 June 2009 <[http://www.preservationvirginia.org/rediscovery/page.php?page\\_id=6](http://www.preservationvirginia.org/rediscovery/page.php?page_id=6)>.

Library resources on the 13 colonies

“Massachusetts Bay Colony.” 2009. Wikimedia Foundation, Inc. 2001-2009. San Francisco, CA. 24 June 2009 <[http://en.wikipedia.org/wiki/Massachusetts\\_Bay\\_Colony](http://en.wikipedia.org/wiki/Massachusetts_Bay_Colony)>.

Murray, Bill. “13 Originals: Founding the American Colonies - North Carolina.” 2006. The TimePage: Cycles in U.S. History. 2009. Seattle, WA. 24 June 2009 <<http://www.timepage.org/spl/13colony.html-nocarolina>>.

Ordinary Americans, 2<sup>nd</sup> edition. Ed. Linda R. Monk, foreword by Ken Burns. Alexandria, VA: Close Up Publishing, 2003.

“Plymouth Colony.” 2009. Wikimedia Foundation, Inc. 2001-2009. San Francisco, CA. 24 June 2009 <[http://en.wikipedia.org/wiki/Plymouth\\_Colony](http://en.wikipedia.org/wiki/Plymouth_Colony)>.

“Province of Pennsylvania.” 2009. Wikimedia Foundation, Inc. 2001-2009. San Francisco, CA. 24 June 2009 <[http://en.wikipedia.org/wiki/Province\\_of\\_Pennsylvania](http://en.wikipedia.org/wiki/Province_of_Pennsylvania)>.

Taylor, Alan. “Part II: Colonies.” American Colonies: The Settling of North America. New York, NY: Penguin Group, 2001. 117-245.

# Northwest History Consortium

## The Colonies

### ASSESSMENT

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

### Research Rubric

CATEGORY	15	10	5	1
<b>Ideas/Research Questions</b>	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.
<b>Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
<b>Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
<b>Quality of Research</b>	The research was thoroughly completed with extensive detail.	The research was sufficiently completed with some detail.	Some of the research was partially completed.	The required task was missing.

# Northwest History Consortium

## The Colonies

### 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=3&section\\_id=5&PHPSESSID=935f9e67dc3c85c721fc0078d399262e&PHPSESSID=935f9e67dc3c85c721fc0078d399262e](http://rubistar.4teachers.org/index.php?screen=CustomizeTemplate&bank_rubric_id=3&section_id=5&PHPSESSID=935f9e67dc3c85c721fc0078d399262e&PHPSESSID=935f9e67dc3c85c721fc0078d399262e)>. Adapted by Chris Mura 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. 24 June 2009 <<http://nchs.ucla.edu/standards/us-standards5>>.

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. 24 June 2009 <<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesGLEs.pdf>>.