

Northwest History Consortium

What Colonial Region Is Best For Me?

Donnica Farnsworth

5th Grade

National Standard

Era 2 – Colonization and Settlement (1585-1763)

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

Standard 2A: Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered

Standard 2B: Religious diversity in the colonies and how ideas about religious freedom evolved

Standard 2C: Social and cultural change in British America

Washington State Standard

GLE 2.1.1 Understands that people have to make choices between wants and needs and value the outcomes of those choices

GLE 3.1.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface

GLE 4.3.1 Understands that there are multiple perspectives and interpretations of historical events

TEACHER NOTES

Guide students to think about:

- Where is your region located? What is the land like? What resources are available? Climate? (geographic)
- What are the people like? (settlers and Native American) What is life like? (civic)
- How do you make a living in your area? (economic)
- Why have people settled in your region and why should future settlers choose or not choose this area? (historic)
- What is special and unique about your area? (geographic, civic, economic, and historic)
- How successful is your region?

QUOTATIONS FROM PRIMARY SOURCES TO CONSIDER

Life was certainly not easy in the colonies. In 1750, a German immigrant, Gottlieb Mittelberger, wrote, "No one can have an idea of the sufferings which women in confinement have to bear with their innocent children on board these ships. Few of this class escape with their lives; . . ." He went on to explain, "Many parents must sell and trade away their children like so many head of cattle, for if their children take the debt upon [themselves], the parents can leave the ship free and unrestrained; but as the parents often do not know where and to what people their children are going, it often happens that such parents and children, after leaving the ship, do not see each other again for many years, perhaps no more in all their lives."

"Passage To America, 1750." EyeWitness to History.com. 1997-2009. Columbia, MD. 25 June 2009
<<http://www.eyewitnesstohistory.com/passage.htm>>.

West Jersey: "There are several Meetings of Worship in this Country, viz. the Presbyterians, Quakers, and Anabap[t]ists[.]" Their Privilege as to Matter of Law, is the same both for Plaintiff and Defendant, as in England."

"The Air is very Clear, Sweet and Wholesome; in the depth of Winter it is something colder, but as much hotter in the heighth of Summer than in England. . . ."

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Pennsylvania: “. . . I must needs say, even the present Encouragements are very great and inviting, for Poor People (both Men and Women) of all kinds, can here get three times the Wages for their Labour they can in England or Wales.”

Thomas, Gabriel (quote). “An Historical Description of the Province and County of West-New-Jersey in America (London, 1698) 1-31, passim from *American History Told by Contemporaries*.” Ed. Albert Bushnell Hart. New York, NY, 1898, Vol. 1, 573-575.” Swarthmore College. 2009. Swarthmore, PA. 25 June 2009 <<http://www.swarthmore.edu/SocSci/bdorseyl/41docs/36-tho.html>>.

SCENARIO

Between 1607 – mid 1700’s, the 13 colonies were developing and being populated by immigrants from many countries in Europe. Due to geographic and cultural differences of the land and people, colonies developed relatively distinct “personalities” in regards to historic, civic, economic, and geographic themes. Because of similarities between colonies geographically close to one another, the thirteen English colonies became loosely grouped into three regions: northern, middle, and southern regions. There were positives and negatives to moving and living in each region.

What will you come to believe? Is it worth it for your friends and family to leave the security of Europe and move to the colonies? If so, where should they settle?

ESSENTIAL QUESTIONS

- What were the differences and similarities between the three regions of English colonies (northern, middle, and southern) that developed on the North American continent in the 17th and 18th centuries?
- Is it worth it to move there, and where should new immigrants settle?

TASK

You are a colonist living in one of the 13 colonies in the 1730’s. You and a group of people who also live in your “region” (northern, middle, or southern) are interested in convincing more immigrants from Europe to settle in your area. Become an expert on your region—the negative as well as the positive.

Investigate your region thoroughly. Is this area a good place to live in the 13 colonies? How will you convince others? The representatives from your region will be responsible for educating the other regions about the positives and negatives of your area.

Create a product that shares the information about your region.

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Product ideas suggested, but not limited to:

➤ PowerPoint	➤ Storyboard
➤ Poster	➤ Artifact Box
➤ Reader's Theatre	➤ Skit

After hearing about each of the regions, make your choice.

- Should new immigrants leave their homes and move to the colonies?
- If so, what region sounds the most inviting and promising?
- Write a letter home to friends or family in Europe, either convincing them to leave and settle in a particular region or dissuading them from leaving their homes and make the journey across the ocean to settle in a region of the 13 colonies.

Ideas to consider:

- Should settlers leave their homes and move to the colonies. Is it even worth it? If not, why?
- Different individual perspectives, such as landowners, wives, indentured servants, children, different religions, different jobs (merchants, farmers), etc.

RESOURCES

Barnett, Joan. "Colonial Days Web Links." Goleta, California School District. 2009. Goleta, CA. Ellwood Elementary School. 26 June 2009 <<http://www.ellwood.goleta.k12.ca.us/colonialmain.html>>.

Books

Fifth grade history textbook

Hakim, Joy. A History of US: Making Thirteen Colonies, 1600-1740. Oxford, NY: Oxford University Press, Inc., 2003.

McGovern, Ann. If You Lived in Colonial Times. New York, NY: Scholastic, Inc., 1992.

Taylor, Dale. The Writer's Guide to Everyday Life in Colonial America From 1607-1783. Cincinnati, OH: Writer's Digest Books, 1997.

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C., Sarah. "'The Thirteen Colonies' from *America Will Be*" by Beverly J. Armento, et al. Boston, MA: Houghton Mifflin, 1991. The Benjamin School. 1998. North Palm Beach, FL. The Benjamin Lower School. 26 June 2009 <http://www.benjaminschool.com/lower/hagy1/thirteen_colonies.htm>.

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Elson, Henry William. “Occupations and Customs in Colonial America’ from *History of the United States of America.*” New York, NY: MacMillan, 1904. 201-206. History of the USA. 2001-2009. Grand Cayman, Cayman Islands. 26 June 2009 <<http://www.usahistory.info/colonial/customs.html>>.

Middle Colonies

S., Mike and Allison C. “The Middle Colonies.” East Buchanan Community Schools. 2000-2001. Winthrop, IA. 26 June 2009 <http://www.east-buc.k12.ia.us/00_01/CA/13c2.htm>.

Northern Colonies

Sayles, James R. “Child Life in the New England Colonies.” Yale University. 2009. New Haven, CT. Yale – New Haven Teachers’ Institute. 26 June 2009 <<http://www.yale.edu/ynhti/curriculum/units/2003/2/03.02.06.x.html>>.

Primary Sources (Read what people at the time wrote)

Alsop, George. “‘They Live Well in the Time of their Service’ from *A Character of the Province of Maryland (1666).*” Ed. Newton D. Mereness. Cleveland, OH. The Burrows Brothers, 1902. History Matters. 1998-2005. Fairfax, VA. George Mason University. 26 June 2009 <<http://historymatters.gmu.edu/d/5815>>.

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“‘Passage to America,1750’ from *Gottlieb Mittelberger's Journey to Pennsylvania in the Year 1750 and Return to Germany in the year 1754*” by Gottlieb Mittelberger. Germany. German Society of Pennsylvania, 1898. Eyewitness to History. 2006. Columbia, MD. 26 June 2009 <<http://www.eyewitnesstohistory.com/passage.htm>>.

Pond. “‘A Letter Home From Massachusetts Bay in 1631’ from *Proceedings of the Massachusetts Historical Society, 2nd Series, vol. 8.*” Boston, MA. 1892–1894. History Matters. 1998-2005. Fairfax, VA. George Mason University. 26 June 2009 <<http://historymatters.gmu.edu/d/5787>>.

Sprigs, Elizabeth. “‘We Unfortunate English People Suffer Here’ from *Letter to Mr. John Sprigs in White Cross Street near Cripple Gate, London, September 22, 1756,*” in Isabel Calder, ed., *Colonial Captivities, Marches, and Journeys.* New York, NY. MacMillan Co., 1935. History Matters. 1998-2005. Fairfax, VA. George Mason University. 26 June 2009 <<http://historymatters.gmu.edu/d/5796>>.

“‘Regions’ from Problem Solving Through History: The Development of the 13 Colonies.” BRT: Behavioral Research & Teaching. 2008. Eugene, OR. University of Oregon. 26 June 2009 <<http://www.brtprojects.org/cyberschool/history/ch04/regions.html>>.

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Southern Colonies

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ASSESSMENT

Research Project

Name _____ Group Number _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Contributes					
Shares Ideas	Does not relay any ideas or information to teammates	Relays very few ideas or little information	Shares some ideas and basic information	Shares many ideas and a great deal of information	
Is Punctual	Late turning in all unit components	Hands in most unit components late	Hands in most unit components on time	Hands in all unit components on time	
Takes Responsibility					
Fulfills Team Role's Duties	Does not perform any duties of assigned team role	Performs very few duties	Performs nearly all duties	Performs all duties of assigned team role	

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Listens to Other Teammates	Is always talking—never allows anyone else to speak	Usually doing most of the talking—rarely allows others to speak	Listens, but sometimes talks too much	Listens and speaks a fair amount	
Cooperates with Teammates	Usually argues with partner(s)	Sometimes argues with partner(s)	Rarely argues with partner(s)	Never argues with partner(s)	
Project					
Information Researched and Presented	Information is incomplete or lacking.	Some vital information is included, but it needs more development.	Most vital information is included and explained.	All vital information is clearly included and explained.	
Project Design	Project is incomplete—more time and effort needed.	Project is almost complete—some more time and effort would help.	Project is complete and informative—time and effort evidenced.	Project is very complete, informative, and creative.	
Total					

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Persuasive Letter

Name _____

Group Number _____

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
LETTER CONTENT/ RESEARCH	Information is missing or incomplete—fewer than 2 clear, accurate ideas presented.	Information needs development—2 accurate ideas presented or ideas are inaccurate or unclear.	Information is mostly complete—3-4 accurate reasons presented clearly.	Information is very complete—at least 5 accurate reasons presented clearly.	
ABILITY TO CONVINCE / EVIDENCE	No convincing evidence or unclear; immigrants will not be convinced to follow recommendations	Little convincing evidence—needs more clarity; immigrants do not have enough information to make a decision	Some convincing evidence—clear; immigrants may follow the recommendations.	Very convincing evidence—very clear; immigrants will follow the recommendations.	
ORGANIZATON	Little/no evidence of paragraphs or organization	Paragraphs unclear—attempted, but each reason is not presented as its own paragraph.	Paragraphs mostly complete and clear; letter component mostly followed.	Clear, evident, multiple paragraph letter ; each reason has its own paragraph.	
CONVENTIONS	Greater than 10 errors	8-10 errors	5-7 errors	Fewer than 4 errors	
PUNCTUALITY	Late completing all tasks	Few tasks completed on time.	Most tasks completed on time.	All tasks completed on time.	Total

REFERENCES/CITATIONS

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