

Settlement of Colonial America

By Barbara Turner

Description: European settlement patterns were influenced by geographic conditions such as access to water, harbors, natural protection, arable land, natural resources and adequate growing season and rainfall. Examine a variety of primary sources to determine why colonists were drawn to a particular region of the country.

Subject: English Language Arts, Social Science

Duration: 135 min

Grade Level: 5

Standards

Standards:

| | |
|-------------------|---|
| IL-1 | GOAL: Read with understanding and fluency. |
| IL-3 | GOAL: Write to communicate for a variety of purposes. |
| IL-5.A | STANDARD: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas. |
| IL-17.D.2a | > Describe how physical characteristics of places influence people's perceptions and their roles in the world over time. |
| IL-18 | GOAL: Understand social systems, with an emphasis on the United States. |
| IRA-1.1 | ...demonstrate recognition that reading should be taught as a process |
| IRA-2.13 | ...illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders) |
| IRA-5.6 | ...promote the integration of language arts in all content areas |
| IRA-5.7 | ...use instructional and information technologies to support literacy learning |
| NCTE- | ...recognize the impact that culture, societal events and issues |

2.6 have on teachers, students, the English language arts curriculum, and education in general;

NCTE-3 KNOWLEDGE of English Language Arts -- The program prepares English language arts teachers who are knowledgeable about language, literature, oral, visual, and written literacy, print and nonprint media, technology, and research theory and findings.

Resources

Resources:

[A Plan of the Town of Boston](#)

A plan of the town of Boston with the intrenchments &ca. of His Majesty's forces in 1775, from the observations of Lieut. Page of His Majesty's Corps of Engineers, and from those of other gentlemen.

[Iron Ship Building. Harrison Loring, City Point Works, South Boston.](#)

Emergence of Advertising in America, 1850-1920: Selections from the Collections of Duke University

[Boston Shipbuilders Advertisement \(1769\)](#)

[Faneuil Hall \(P&P\)](#)

Faneuil Hall, from the water / painted by E. Prentis ; engraved by A.L. Dick.

[Port of Boston \(P&P\)](#)

Vuë de Boston. Prospect von Boston gegen der Bucht am Hasen Vuë de Boston vers le Cale du Port / gravé par Francois Xav. Habermann.

[Plan of the city and environs of Philadelphia](#)

A plan of the city and environs of Philadelphia, survey'd by N. Scull and G. Heap. Engraved by Will Faden.

[Pennsylvania WPA Federal Art Project \(P&P\)](#)

[Proposals for printing a newspaper to called the Pennsylvania Ledger January 2, 1775](#)

[The Accident in Lombard Street, Philadelphia 1787 \(P&P\)](#)

The accident in Lombard Street Philada. 1787--The pye from Bake-house she had brought ... The pye that's scatter'd on the ground / design'd and engraved by C.W. Peale.

[Philadelphia, August 9, 1798 Writ of Fieri Facias](#)

Philadelphia, August 9, 1798. By virtue of a writ of fieri facias to me directed, will be sold at public vendue on Tuesday the 14th of August inst, at 9 o'clock in the forenoon, at the house lately occupied by Doctor Thomas Ruston, the corner of eighth and Chestnut-street a large quantity of very good mahogany household & kitchen furniture. Also a piano forte, and sold plate. seized and taken in execution as the property of William Harrison, by Jonathan Penrose, Sheriff. [Philadelphia] Printed by D. Humphries, No. 48, Spruce-street [1798].

[Life of George Washington - The Farmer / painted by Stearns](#)

Life of George Washington--The farmer / painted by Stearns ; lith. by Régnier, imp. Lemercier, Paris.

[A plan of my farm - George Washington](#)

A plan of my farm on Little Huntg. Creek & Potomk. R. G. W. Washington, George, 1732-1799.

[For Sale! 389,565 acres of farm land](#)

For sale. The quantity of 389,565 acres of farm lands, in sixty adjoining and adjacent tracts, fit for wheat, rye and other grain, cattle, tobacco and cotton. These lands (except one tract) are situated in the county of Rutherford, District of Morgan, and state of North-Carolina [1790?].

[Providence October 20, 1815 Cotton manufacturing interests](#)

Providence, October 20, 1815. Sir. The cotton manufacturers of this town and its vicinity have, at two several meetings, taken into consideration the present situation of the cotton manufacturing interest, and the difficulties arising from the competition of foreign goods. They have appointed a Committee, who have prepared a memorial to Congress on the subject ... [Providence, 1815].

[North Carolina Minutes of Seat of State Government](#)

North-Carolina. The following minutes concerning the state of North-Carolina, will tend to shew the situation and prospects of that state ... [1790?].

[A Home in the Sunny South!](#)

[Lands for Sale](#)

[Hermitage](#)

CREATED/PUBLISHED
1867

[Primary Source Tool Kit](#)

Primary sources are actual records that have survived from the past, such as letters, photographs, articles of clothing.

[Guide to Examining and Analyzing Primary Sources worksheet](#)

[Regional Analysis worksheet](#)

[graphic organizer](#)

graphic organizer on similarities and differences of the three regions

[American Memory](#)

Search the American Memory collections for more sources that depict/describe the region.

[Technology Lesson Plan Site](#)

Details

Objectives: Students will:

- analyze, interpret, and conduct research with online primary sources;
- examine regional differences in Colonial America;
- determine reasons for location to a particular region; and

- identify how colonists adapted to their environments.

Materials:

- Card stock
- Paper
- Pencil
- Maps of the region:
 - England Colonies Region
 - Middle Colonies Region
 - Southern Colonies Region.
- On-line computer access
- [Lesson Outline and rubric](#)
- [primary source packets](#)
- [Guide to Examining and Analyzing Primary Sources](#) worksheet
- [Regional Analysis](#) worksheet
- [Regional Analysis](#) worksheet
- [graphic organizer](#)
- [American Memory](#) collections

Activities:

Procedure:

PREPARATION: Teacher Planning (one planning period)

Create two identical [primary source packets](#) for each region. Print out all resources on card stock to make the sources look authentic. The sources to be printed are linked from the [resources](#) page.

- [New England Colonies](#)
- [Middle Atlantic Colonies](#)
- [Southern Colonies](#)

DAY ONE ACTIVITY: Warm Up with Students (one class period)

[Discover](#) the American Memory collections through a series of engaging activities including use of [keywords](#). These activities can be done with the whole class or you can use computer lab time and have the students self-guide themselves through the activities. Select a primary source from each region (a map of

the region is especially good) to show the class.

DAY TWO ACTIVITIES:

STEP ONE: Class Discussion (10-15 minutes)

How does environment affect where a person lives?

Discuss with students how people adapt to the environment of a particular location or relocate to suit their needs/wants. For example, people who live in the midwest are most likely farmers. Most actors move to California and New York. Why?

Sample questions for your students:

- If you wanted to become a movie star, where would you live?
- If you wanted to be a lobster fisherman, what region of the country would suit your needs?
- Where would a dairy farmer most likely live?

At the end of this class discussion, give each student a copy of the [Lesson Outline and rubric](#) to serve as a guide throughout the activity. (Requires: [Adobe Acrobat Reader 5.0](#))

STEP TWO: 20-30 minutes

Divide students into 6 groups; 2- New England Colonies Region, 2- Middle Colonies Region, 2- Southern Colonies Region.

Distribute primary source packets. Assign each group member at least one source to examine and analyze using the [Guide to Examining and Analyzing Primary Sources](#) worksheet.

(Requires: [Adobe Acrobat Reader 5.0](#))

DAY THREE ACTIVITIES: 90 minute block

STEP ONE: In groups, share findings about the primary sources in your packet. Fill out the [Regional Analysis](#) worksheet as a group. (Requires: [Adobe Acrobat Reader 5.0](#))

STEP TWO: Based on the information in the [Regional Analysis](#) worksheet, students write a [letter](#) to a sibling "back home" describing his/her experience in the new country and convincing

the sibling to join him/her. (Requires: [Adobe Acrobat Reader 5.0](#))

STEP THREE: Students exchange letters with a member of each of the other regions and fill out the [graphic organizer](#) on similarities and differences of the three regions. (Requires: [Adobe Acrobat Reader 5.0](#))

Remediation Adaptation: Assign a partner to a group member needing extra help finding at least one source to examine and analyze using the [Guide to Examining and Analyzing Primary Sources](#) worksheet. Have students work with a partner to write the letter to a sibling “back home” activity.

Enrichment Adaptation: Challenge enrichment students to search the [American Memory](#) collections for more sources that depict/describe the region.

Assessments: Students will turn in the following worksheets as informal assessment:

[Regional Analysis](#) worksheet

[Guide to Examining and Analyzing Primary Sources](#) worksheet.

[graphic organizer](#)

Formal assessment:

[Rubric](#) to evaluate the content and quality of the letter.

(Requires: [Adobe Acrobat Reader 5.0](#))

<http://memory.loc.gov/learn/lessons/01/tinker/rubric.pdf>

Reflections: The lesson plans encourage students to self-guide themselves through the activities so care must be given to monitor Internet sites and to make sure students remain focused on tasks.

I believe students will enjoy the investigative activities.
