Social Studies Unit 1

Colonial America: Commerce and the 13 Colonies

***Resources by Sections***

***in MAPS101 in Digital Content in BCPSONE website***

Interactive maps/ American History

1. Status of slavery
2. Industry and Agriculture

New Resources

1. The Natural Resources of the 13 colonies

Field Trips/ K-12 collection

1. Lewis and Clark
2. Christopher Columbus
3. Slave trade
4. 13 colonies
5. The Salem witch trials
6. Spanish Influence in Texas

Additional Resources and Links

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| 1 | * Watch this *BrainPop* on the Thirteen Colonies to model filling out organizer: <http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/> * Have students recall prior knowledge about what they learned about colonial America in fourth grade. Use clips to assist them in making predictions:   + *The Thirteen Colonies: The Pilgrims and the Mayflower Chapter 1 (5 min 14 sec)* [*http://10.4.1.240/?a=1839&ch=1*](http://10.4.1.240/?a=1839&ch=1)   + *The Early American Settlers: English and Dutch Colonists, Puritans and Quakers Chapter 5 (5 min 50 sec)* [*http://10.4.1.240/?a=1839&ch=5*](http://10.4.1.240/?a=1839&ch=5)   + *Coming to America: European Colonists and Enslaved Africans Chapter 3 (3 min 57 sec)* [*http://10.4.1.240/?a=1702&ch=3*](http://10.4.1.240/?a=1702&ch=3) |
| 2 | * Use this map of the 13 Colonies instead: <http://www.worldbookonline.com/kids/media?id=lr005372> * Use this map to answer the following questions: <http://learner.org/biographyofamerica/prog03/maps/index.html>  1. What does the title of the map tell you? 2. What empire is represented by the color red? 3. What empire is represented by the color green? 4. What empire is represented by the color beige?  * Use the color coded map areas to learn more about the three colonial regions: <http://mrnussbaum.com/13colonies/13regions/> and <http://mrnussbaum.com/13colonies/13map/> |
| 3 | * Have students use the interactive site to extend their knowledge about colonial crafts and trades: <http://mrnussbaum.com/13colonies/13trades/> |
| 4 | * Have students view “The Ox-Cart Man” *Reading Rainbow* video via Safari Montage: <http://10.4.1.240/?a=100222&ch=2> (6 min 57 sec) * Use this link for a political map of colonial America <http://www.worldbookonline.com/student/extmedia?id=ar576000&em=lr005021> * Physical, Political, Regional and Economic Maps: <https://21stcenturylearning.sharepoint.com/Pages/USGeography.aspx> * World Book Student, Life in Colonial America: <http://www.worldbookonline.com/student/article?id=ar124100&st=colonial+life+in+america>   + *Read under The Economy: Fishing and Whaling, Lumbering and Shipbuilding, and Trade.* * Have students watch this clip after examining the relationship between industry and resources (at the end of Before Reading):   + *Origins of Democracy (1688-1765):Chapter 3, New England clip (24 sec)* [*http://10.4.1.240/?a=1702&s=00:07:18:22&e=00:07:42:27*](http://10.4.1.240/?a=1702&s=00:07:18:22&e=00:07:42:27) |
| 5 | * All resources included in the curriculum guide and on the Wiki |
| 6 | * Use this link for additional resources on the Middle Colonies. <http://www.ushistory.org/us/4.asp> * Physical, Political, Regional and Economic Maps: <https://21stcenturylearning.sharepoint.com/Pages/USGeography.aspx> * Have students watch this clip before reading “No Grain, No Gain.” (in curriculum document)   + *Origins of Democracy (1688-1765): Chapter 3, Middle Atlantic Colonies clip (21 sec)* [*http://10.4.1.240/?a=1702&s=00:07:42:05&e=00:08:03:25*](http://10.4.1.240/?a=1702&s=00:07:42:05&e=00:08:03:25) |
| 7 | * Have students examine the location of the fall line using the U.S. Geological Survey map. <http://tapestry.usgs.gov/features/14fallline.html> |
| 8 | * Use this link to show the way in which the city of Philadelphia was planned out as a grid.   + Use this map to illustrate the gridiron layout of the colonial Philadelphia. (click enlarge, full, and zoom for the best view) <http://www.loc.gov/item/98690000> * Use this link for additional information on the founding of Philadelphia. It does NOT provide all the answer needed for the handout included in the curriculum guide.   + *City of Brotherly Love — Philadelphia* <http://www.ushistory.org/us/4c.asp> |
| 9 | * Physical, Political, Regional and Economic Maps: <https://21stcenturylearning.sharepoint.com/Pages/USGeography.aspx> * Have students watch this video after adding information to their sticky notes from the reader’s theatre reading. Have students add information from this video clip to their sticky notes as well.   + *Origins of Democracy (1688-1765): Chapter 3, Southern Colonies clip (23 seconds)* [*http://10.4.1.240/?a=1702&s=00:08:04:00&e=00:08:27:17*](http://10.4.1.240/?a=1702&s=00:08:04:00&e=00:08:27:17) |
| 10 | * All necessary resources included in curriculum guide. * Use this resources for additional information <http://www.nps.gov/jame/historyculture/tobacco-colonial-cultivation-methods.htm> * Have students watch this video to illustrate the steps in the tobacco farming process.   + *The Tobacco Economy* [*http://historyisfun.org/pdf/tobacco-economy/TobaccoEconomyUnit1-12.pdf*](http://historyisfun.org/pdf/tobacco-economy/TobaccoEconomyUnit1-12.pdf) * The following lesson plan can be used in part to address the economics of tobacco production <http://historyisfun.org/pdf/tobacco-economy/TobaccoEconomyUnit1-12.pdf> * Use this link to find additional information and resources on the tobacco economy. <http://www.ushistory.org/us/2d.asp> |
| 11 | * Show students a real Maryland southern plantation at <http://www.sotterley.org/>   + First show the movie at the bottom of the page from 3:26-6:28 so students can see how the plantation started and ran through the Revolution.   + Then, look at a map of the plantation as a living museum today: <http://www.sotterleyplantation.com/images/Visitors-Map-of-1703-Historic-Sotterley-Plantation.jpg>   + Discuss the products that were produced as well as the kinds of workers that were needed.   + Discuss what you learned so far about what the life of a slave and planter was like.   + Tell students that now you will learn even more about what their lives were like. * Give students one minute to fill out the second sticky note with new information they learned after watching this clip.   + *Slavery & Freedom Chapter 1: Introduction to Slavery and Freedom (1 min 5 sec)* [*http://10.6.163.214/?a=17424&ch=1&d=01723AA*](http://10.6.163.214/?a=17424&ch=1&d=01723AA) * Complete this as a jigsaw activity.   + Give each student one of three resources to take notes on. Once finished, group the students so they can share their notes. Go over the information as a whole class and have the students create a Venn diagram comparing the 3 groups of people for an assessment.   + Slaves (pick 1)     - <http://www.learnnc.org/lp/editions/nchist-antebellum/5602> (first 3 paragraphs or more)     - <http://historyisfun.org/pdf/colonial-life/What_was_life_like_for_slaves_on_a_Virginia_farm.pdf>     - <http://www.ushistory.org/us/6d.asp>   + Indentured Servants (pick 1)     - <http://www.pbs.org/opb/historydetectives/feature/indentured-servants-in-the-us/>     - <http://www.ushistory.org/us/5b.asp> (Both mention female servants were punished if they were pregnant)   + Planters     - <http://www.ushistory.org/us/5e.asp> (first 2 paragraphs) |
| 12 | * Map of Atlantic Slave Trade: <http://www.unc.edu/wrc/maps/08-Map.png>   + Where did enslaved persons originally come from? *(West Africa)* * Slave Population Map by Percentages: <http://commons.wikimedia.org/wiki/File:Slavery_in_the_13_colonies.jpg> * Population Data Table: <http://faculty.weber.edu/kmackay/statistics_on_slavery.htm>   + Based on the map and chart, in 1750, was there any colony that did not have enslaved persons? *(no)* * 1774 Exports to Britain Graph: <http://emc.english.ucsb.edu/imprint/warner/protocols/protocols_of_liberty_chapter_5_imports_exports.html>   + What does “1774 Exports to Great Britain” show? *(the percentage of exports according to colony)*   + Which region had the greatest share of exports in the 1770s? *(the Southern colonies)* * Have students watch this after teacher modeling of comparing and contrasting the lives of planters, indentured servants, and slaves using the graphic organizer. Teacher should model adding additional information to organizer during/after watching video.   + *Brain Pop video “Slavery”* [*http://www.brainpop.com/socialstudies/ushistory/slavery/*](http://www.brainpop.com/socialstudies/ushistory/slavery/) * Have students watch this and add to their Timeline Flipbook at the end of the During Reading, after they have already read the text.   + *Slavery & Freedom: Chapter 5: Enslaved Labor* [*http://10.6.163.214/?a=17424&ch=5&d=01723AA*](http://10.6.163.214/?a=17424&ch=5&d=01723AA) |
| 13 | * All resources included in the curriculum guide and on the Wiki |
| 14 | * Triangular Trade Route & Definition of the Triangular Trade: <http://www.landofthebrave.info/triangular-trade.htm> * Have students partner read to come up with a definition of Triangular Trade in their own words. Ask:   + How does this text relate to yesterday’s simulation? *(it shows direct trade routes with England; it discusses some of the goods that were traded)*   + What goods could have been added to the trading in yesterday’s simulation? *(13 Colonies Resources to England: sugar, rice and cotton; English resources to 13 Colonies: guns, cloth, beads)*   + Have students add these good to “Getting an Angle on Trade.” * Add slaves to Resource Sheet U1-43, “Getting the Angle on Trade” by drawing a line pointing from Africa to North America and writing “slaves” above the line. * Have students read to understand what the slave trade was like.   + Middle Passage: <http://www.ushistory.org/us/6b.asp>   + Interactive Triangular Trade Map: <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/>   + Interactive Triangular Trade Map: <http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u3/> * Have students watch this clip at the end of the Motivation to preview the points of The Triangle Trade Routes.   + *Slavery & Freedom: Chapter 7: The Atlantic Slave Trade, section focusing on The Triangle Trade Routes (56 sec)* [*http://10.4.1.240/?a=17424&s=00:18:20:00&e=00:19:16:09*](http://10.4.1.240/?a=17424&s=00:18:20:00&e=00:19:16:09) |
| 15 | * World Book Students, Thirteen Colonies Map http://www.worldbookonline.c om/kids/media?id=lr005372&gr=Welcome+Baltimore+County+Pub+Schools Ask:   + Based on our studies of the 13 Colonies so far, what areas were settled first? *(Cities like Salem and Philadelphia, areas in the north and middle that were right along the coast and major rivers)*   + Why? *(these areas were closest to England; easiest to reach; easiest to trade)*   + By the 1700s, some colonists were looking to get out of the big cities and have more land and resources. Where do you think they went? *(A bit further south along the coast into the middle colonies, the river valleys, and the coastal plain)*   + Why? *(those areas are good for farming, still easy to travel)*   + Why do you think the Southern colonies were settled last? *(they were the farthest from England)*   + What physical feature do you think would make westward movement difficult? *(the Appalachian Mountains)* * Great Wagon Road Maps and Markers, Great Wagon Road.gif: <http://freepages.genealogy.rootsweb.ancestry.com/~tqpeiffer/Documents/Ancestral%20Migration%20Archives/Migration%20Photo%20Galleries/(2)%20ROUTES%20VA,%20NC,%20SC,%20GA/GREAT%20WAGON%20ROAD/Page.html> * Have students locate the Great Wagon Road on the map. Ask what they think this might have been. Have several students share their responses. Tell students that this was the route that settlers took to get into the backcountry. Share vocabulary card.   + Middle Colonies, Ethnic Division of Colonial Population, 1775 Pie Chart: <http://kadermator13colonies.weebly.com/middle-colonies.html>   + The Great Wagon Road (Paragraphs 1-3) <http://ncpedia.org/great-wagon-road> * Distribute Resource Sheet U1-46, “Moving West.” Have students work with a partner to fill out any of outline that was covered in the class discussion. Have students share with the class. (Part 1, A-C) * Life in the British Colonies: Living in the Backcountry (Click red dots for pictures and more information.) <http://www.watertown.k12.ma.us/cunniff/americanhistorycentral/06lifeinbcolonies/Living_in_the.html> * Have students work in partners to read “The Great Wagon Road” and complete Part I, D, of the outline. Share and then ask:   + How does the outline help you take notes on the information in the text? *(helps you focus on the main idea and supporting details)*   + Is there information that we did not include in the outline? *(Indian trail, immigrants, goods traded)*   + Why was this information not included? *(They are interesting details, but do not support the main idea which is the development of the Great Wagon Road.)* * At the end of the Motivation, have students view Brain Pop video to gain a global understanding and preview the big ideas in westward movement.   + *Brain Pop video “Westward Expansion”* [*http://www.brainpop.com/socialstudies/ushistory/westwardexpansion/*](http://www.brainpop.com/socialstudies/ushistory/westwardexpansion/) * At the end of the During Reading section, watch videos and add important information to outline.   + *The Pioneer Journey Westward* [*http://10.4.1.240/?a=6227&s=00:00:52:01&e=00:01:32:29*](http://10.4.1.240/?a=6227&s=00:00:52:01&e=00:01:32:29) *(40 sec) and* [*http://10.5.219.214/?a=6227&ch=4*](http://10.5.219.214/?a=6227&ch=4) *(5 min 24 sec)* |
| 16 | * Have students use the video to review all major concepts learned during this unit in order to complete their Colonial Character.   + *Brain Pop Video “Thirteen Colonies”* [*http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/*](http://www.brainpop.com/socialstudies/ushistory/thirteencolonies/) |