

GEOGRAPHY OF THE 13 COLONIES/SOUTHERN COLONIES

Grade Level or Special Area: Third Grade

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Length of Unit: Ten lessons of approximately 30-45 minutes each

I. ABSTRACT

In this history/geography unit, students will gain knowledge and understanding of how and why early settlers journeyed to America, as well as why European countries desired to establish colonies in this new land. Students will engage in teacher-guided discussions about the southern colonies and complete activities to achieve understanding. The unit will be evaluated by administration of an assessment test.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships (*Colorado Model Content Standards for History*, Standard 1).
2. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future (*Colorado Model Content Standards for Geography*, Standard 6).
3. Students will understand how physical geography processes shape the Earth's surface patterns and systems.

B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: American History and Geography (pp.72-73)
 - a. The Thirteen Colonies: Life and Times Before the Revolution
 - i. Geography
 - a) The thirteen colonies by region: New England, Middle Atlantic, Southern
 - b) Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
 - c) Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 - ii. Southern Colonies
 - a) Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
 - b) Virginia
 - i) Chesapeake Bay, James River
 - ii) 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - iii) Establishment of Jamestown, first continuous English colony in the New World
 - iv) Trade with Powhatan Indians (see al Eastern "Woodland" Indians, above)

- v) John Smith
- vi) Pocahontas, marriage to John Rolfe
- vii) Diseases kill many people, both colonists and Indians
- viii) The Starving Time
- ix) Clashes between American Indians and English Colonists
- x) Development of tobacco as a cash crop, development of plantations
- xi) 1619: slaves brought to Virginia
- c) Maryland
 - i) A colony established mainly for Catholics
 - ii) Lord Baltimore
- d) South Carolina
 - i) Charleston
 - ii) Plantations (rice, indigo) and slave labor
- e) Georgia
 - i) James Oglethorpe's plan to establish a colony for English debtors
- f) Slavery in the Southern colonies
 - i) Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - ii) The difference between indentured servant and slaves: slaves as property
 - iii) The Middle Passage

C. Skill Objectives

1. The students will define the vocabulary words *colony*, *climate*, *Atlantic Ocean*, *Charleston* and *cartographer*.
2. The students will define the vocabulary words: *settlement*, *Roanoke Island*, *Virginia*, *England*, *governor*, and *Croatoan*.
3. The students will define the vocabulary words *gentlemen*, *James River*, and *John Smith*.
4. The students will define the vocabulary phrase *Starving Time*.
5. The students will define the vocabulary word *Pocahontas*.
6. The students will define the vocabulary words *tobacco*, *cash crop*, *plantations*, and *slaves*.
7. The students will define the vocabulary words *Lord Baltimore*, *Church of England*, *Catholics*, *Maryland*, *wigwam* and *plantation colony*.
8. The students will define the vocabulary words *Carolina* and *indigo*.
9. The students will define the vocabulary words *James Oglethorpe*, *debt* and *Georgia*.
10. The students will demonstrate knowledge of the geography of North America, specifically the Eastern coastal region as it relates to the original 13 colonies, as well as European settlement and colonization through reading and teacher-guided discussion.
11. The students will complete a map labeling the three colonial areas (New England, Middle Colonies, and Southern Colonies), important cities and distinguishing physical attributes.

12. The students will be able to complete a creative writing activity using facts they have learned to create and explanation of what happened to the colonists of the Lost Colony.
13. Students will be able to answer specific questions using facts from their reading about the Jamestown settlement.
14. Students will be able to answer specific questions using facts from their reading about the Starving Time in the Jamestown settlement.
15. The students will demonstrate knowledge of how Pocahontas assisted colonists at the Jamestown settlement and how her life was changed through reading and teacher-guided discussion.
16. The students will be able to complete a creative writing activity using facts they have learned to about Pocahontas.
17. The students will demonstrate knowledge of how the development of tobacco as a cash crop changed the life of the colonists through reading and teacher-guided discussion.
18. The students will be able to complete a brief cloze activity using facts they have learned in their reading.
19. The students will demonstrate knowledge of how Maryland became a colony through reading and teacher-guided discussion.
20. The students will be able to complete a true/false activity using facts they have learned in their reading.
21. The students will demonstrate knowledge of how Carolina became a colony through reading and teacher-guided discussion.
22. The students will be able to complete a word search using facts they have learned in their reading.
23. The students will demonstrate knowledge of how Georgia became a colony through reading and teacher-guided discussion.
24. The students will be able to complete a crossword puzzle using facts they have learned in their reading.
25. The students will review the unit vocabulary words.
26. The students will demonstrate knowledge of the geography of North America, specifically the Thirteen English Colonies as well as English settlement through review and teacher-guided discussion (review game).
27. The students will be able to answer specific questions using facts from their reading about the Thirteen English Colonies.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, Jr. E.D., *What Your 3rd Grader Needs To Know*, pp. 131-156
2. Hirsch, Jr. E.D., *Pearson Learning Core Knowledge: History and Geography (Third Grade)*, pp. 163-223

B. For Students

1. Kindergarten History and Geography: American History and Geography: Early Exploration and Settlement: Voyage of Columbus in 1492
 - a. The idea of what was, for Europeans, a “New World”
2. First Grade History and Geography: American History and Geography: From Colonies to Independence: The American Revolution
 - a. Locate the original thirteen Colonies
3. First Grade History and Geography: American History and Geography: Early Exploration and Settlement: English Settlers
 - a. The Story of the Lost Colony

- i. Sir Walter Raleigh
 - ii. Virginia Dare
 - b. Virginia
 - i. Jamestown
 - ii. Captain John Smith
 - iii. Pocahontas and Powhatan
 - c. Slavery, plantations in the Southern Colonies
- 4. Second Grade History and Geography: American History and Geography: Immigration
 - a. America perceived as a “land of opportunity”

IV. RESOURCES

- A. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography* (Third Grade)

V. LESSONS

Lesson One: Introduction of Unit: Geography (45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
 - 2. Lesson Content
 - a. Geography
 - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
 - ii. Differences in climate from north to south
 - iii. Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 - 3. Skill Objective(s)
 - a. The students will define the vocabulary words *colony*, *climate*, *Atlantic Ocean*, *Charleston* and *cartographer*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the Eastern coastal region as it relates to the original 13 colonies, as well as European settlement and colonization through reading and teacher-guided discussion.
 - c. The students will complete a map labeling the three colonial areas (New England, Middle Colonies, and Southern Colonies), important cities and distinguishing physical attributes.
- B. *Materials*
 - 1. Appendix A, page 1, A, page 2.1 (vocabulary page) and A, page 3 (one copy per student, one transparency for teacher)
 - 2. Appendices B, page 1 (vocabulary page) and B, page 3 (one copy for teacher)
 - 3. Appendix A, page 2.1 and A, page 3 (made into a transparencies)
 - 4. Overhead projector
 - 5. Common classroom supplies: notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter

- C. *Key Vocabulary*
1. A *colony* is a land that is settled and ruled by a country that is far away.
 2. *Climate* is the usual weather of a place, including its temperature and precipitation.
 3. The *Atlantic Ocean*, the second largest ocean in the world, is east of North and South American and west of Europe and Africa.
 4. *Charleston* is a city in South Carolina and was one of the most important cities in the Southern Colonies.
 5. A *cartographer* is a person who designs and studies maps.
- D. *Procedures/Activities*
1. Spark lesson anticipation by asking, “What were the Thirteen Colonies?” Allow time for student responses.
 2. Tell students, “Today we are going to begin a new unit about the Southern Colonies.”
 3. Distribute student Southern Colonies packets (Appendix A, pages 1-14) and direct students to write their names on the cover page.
 4. Say to students, “Now we will define words that will help us to better understand what we are learning today.”
 5. Supply students with the correct vocabulary definitions located in Appendix B, page 1 by using a transparency of the student vocabulary page from Appendix A, page 2.1, #1-5 to write the correct vocabulary definitions on using the overhead projector.
 6. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A, page 2.1, #1-5.
 7. While students are transferring the definitions, be sure to stress the importance of studying these words for a vocabulary test at the end of the unit.
 8. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 9. Direct students to turn back to Appendix A, page 3 in their 13 Colonies packet.
 10. Place the transparency of Appendix A, page 3 on the overhead projector.
 11. Read aloud the short paragraph.
 12. Identify each colony, and city listed on the map.
 13. Direct students to demonstrate understanding by pointing to each item as you point to it on the overhead transparency.
 14. Next, explain how the colonies are divided into regions. Say, “The colonies are divided into three regions. Each region has something that makes it special and different from the others. For example, the Southern Colonies were known for farming. We will learn even more special facts about the colonies as we study this unit.”
 15. Instruct student to color the states of New England blue, The Middle Colonies red, and the Southern Colonies yellow. They can distinguish the colonial regions by observing the map key.
 16. Allow students ten to fifteen minutes to color the colonies on Appendix A, page 3.
 17. End the lesson by telling students that tomorrow they will learn about the first settlements in the thirteen colonies.

- E. *Assessment/Evaluation*
1. While students are coloring the maps, monitor work and check for completion and accuracy.

Lesson Two: The Lost Colony (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Southern Colonies
 - i. Virginia
 - a) Chesapeake Bay, James River
3. Skill Objective(s)
 - a. The students will define the vocabulary words: *settlement, Roanoke Island, Virginia, England, governor, and Croatoan*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
 - c. The students will be able to complete a creative writing activity using facts they have learned to create and explanation of what happened to the colonists of the Lost Colony.

B. *Materials*

1. Appendix A, page 2.1 (vocabulary page), A, page 4 and A, page 5 (one copy per student)
2. Appendix A, page 2.1 (vocabulary page) made into a transparency
3. Appendix B, page 1 (teacher vocabulary page/answer key)
4. Overhead projector

C. *Key Vocabulary*

1. A *settlement* is a place in which people choose to live together and create a town or city.
2. *Roanoke Island* is an island off the coast of North Carolina.
3. *Virginia* is a state on the eastern coast of the United States and was the first colony established by England in the New World.
4. *England* is an island country off the northwestern coast of Europe that established many colonies, including the thirteen colonies in North America.
5. A *governor* is a leader who is either appointed or chosen by the people.
6. *Croatoan* is the word that was found carved on a tree near the Lost Colony.

D. *Procedures/Activities*

1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate responses (geography of the thirteen colonies).
2. Tell students, "Today we are going to learn about the Lost Colony."
3. Say to students, "Let's define words that will help us to better understand what we are going to learn today."
4. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary page from Appendix A,

page 2.1, #6-11 to write the correct vocabulary definitions on using the overhead projector.

5. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary page Appendix A, page 2.1, #6-11.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 8. Direct students to turn to Appendix A, page 4 in their Southern Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
 9. Stop to briefly discuss the information about The Lost Colony and address questions that the students may have.
 10. Direct students to turn to page A, page 5 in their Southern Colonies packet.
 11. Read the directions aloud to the students. Also, be sure to tell them that they may review Appendix A, page 4 while they are completing the writing assignment if they need to.
 12. Allow students 10 minutes to complete Appendix A, page 5.
 13. End the lesson by telling students that tomorrow they will learn about the first settlement that lasted in the Southern Colonies.
- E. *Assessment/Evaluation*
1. Grade students' writing from Appendix A, page 5 using the rubric from Appendix B, page 3.

Lesson Three: Jamestown (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content (from the *Core Knowledge Sequence*)
 - a. Southern Colonies
 - i. Virginia
 - a) Chesapeake Bay, James River
 - b) 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - c) Establishment of Jamestown, first continuous English colony in the New World
 - d) Trade with Powhatan Indians
 - e) John Smith
3. Skill Objective(s)
 - a. The students will define the vocabulary words *gentlemen*, *James River*, and *John Smith*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to 13

Colonies, as well as European settlement through reading and teacher-guided discussion.

- c. Students will be able to answer specific questions using facts from their reading about the Jamestown settlement.

B. *Materials*

1. Appendix A, page 2.1 (vocabulary page), A, page 6, and A, page 7 (one copy per student, one transparency for teacher)
2. Appendix B, page 1 (teacher vocabulary page/answer key), B, page 4 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. A *gentleman* is a man who belonged to the upper class of England in the 1600s.
2. The *James River* is a river in central Virginia flowing into Chesapeake Bay. Near its mouth, Jamestown was established in the early 1600s as the first permanent settlement in America.
3. *John Smith* was an English soldier and explorer who helped to start the settlement of Jamestown.

D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate responses (the Lost Colony and what happened to the colonists).
2. Tell students, “Today we are going learn about the first settlement that lasted in the New World, Jamestown.”
3. Say to students, “Now we will define words that will help us to better understand the facts we will learn about Jamestown today.”
4. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary pages from Appendix A, pages 2.1 and 2.2, #12-14 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages in Appendix A, pages 2.1 and 2.2, #12-14.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
8. Direct students to turn to Appendix A, page 6 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
9. Stop to briefly discuss the information about Jamestown and address questions that the students may have.
10. Direct students to turn to page A, page 7 in their Southern Colonies packet.
11. Read the directions aloud to the students. Be sure to tell them that they may review Appendix A, page 6 while they are completing the assignment if they need to.
12. Place the transparency of Appendix A, page 7 on the overhead projector. Complete the first question with the students.
13. Allow students five minutes to complete Appendix A, page 7.

14. End the lesson by telling students that tomorrow they will learn about the Starving Time.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A, page 7 using Appendix B, page 4.

Lesson Four: The Starving Time (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Southern Colonies
 - i. Virginia
 - a) Chesapeake Bay, James River
 - b) 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - c) Establishment of Jamestown, first continuous English colony in the New World
 - d) Diseases kill many people, both colonists and Indians
 - e) The Starving Time
 - f) Clashes between American Indians and English colonists
 - g) Trade with Powhatan Indians
 - h) John Smith
3. Skill Objective(s)
 - a. The students will define the vocabulary phrase *Starving Time*.
 - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
 - c. Students will be able to answer specific questions using facts from their reading about the Starving Time in the Jamestown settlement.

B. *Materials*

1. Appendix A, page 2.2 (vocabulary page) and A, page 8 (one copy per student)
2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 5 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. The *Starving Time* occurred during the winter of 1609-1610 when many of the Jamestown colonists starved and died.

D. *Procedures/Activities*

1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate responses (the first permanent, successful settlement in the New World, Jamestown).
2. Tell students, "Today we are going to learn about a terrible winter in Jamestown the colonists called the Starving Time."

3. Say to students, “Now we will define a phrase that will help us to better understand what we are going to read about today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #15 to write the correct vocabulary definition on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.2, #15.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meaning of the vocabulary definition with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
 8. Direct students to turn to Appendix A, page 8 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
 9. Stop to discuss, briefly, the information about the Starving Time and address questions that the students may have.
 10. Read the directions at the bottom of the page aloud to the students. Stress the importance of writing answers in a complete sentence. Also be sure to tell them that they may review the reading above while they are completing the assignment if they need to.
 11. Allow students five minutes to complete Appendix A, page 8.
 12. End the lesson by telling students that tomorrow they will learn about how one special Native American helped the people of Jamestown after the Starving Time.
- E. *Assessment/Evaluation*
1. Grade students’ independent work from Appendix A, page 8 using Appendix B, page 5.

Lesson Five: The Indian Princess, Pocahontas (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 2. Lesson Content
 - a. Southern Colonies
 - i. Virginia
 - a) Chesapeake Bay, James River
 - b) Establishment of Jamestown, first continuous English colony in the New World
 - c) Trade with Powhatan Indians
 - d) John Smith
 - e) Pocahontas, marriage to John Rolfe
 3. Skill Objective(s)
 - a. The students will define the vocabulary word *Pocahontas*.

- b. The students will demonstrate knowledge of how Pocahontas assisted colonists at the Jamestown settlement and how her life was changed through reading and teacher-guided discussion.
 - c. The students will be able to complete a creative writing activity using facts they have learned to about Pocahontas.
- B. *Materials*
 - 1. Appendix A, page 2.2 (vocabulary page), A, page 9, and A, page 10 (one copy per student)
 - 2. Appendix B, page 2 (teacher vocabulary page/answer key), B, page 6, writing rubric (one copy for teacher)
 - 3. Colored transparency pens (for teacher)
 - 4. Overhead projector
- C. *Key Vocabulary*
 - 1. *Pocahontas* was the daughter of the Indian chief Powhatan. She helped John Smith and the colonists of Jamestown.
- D. *Procedures/Activities*
 - 1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate responses (the Starving Time in Jamestown).
 - 2. Tell students, “Today we are going learn about someone who helped the colonists in Jamestown survive.”
 - 3. Say to students, “Now we will define a word that will help us to better understand what we are going to read about today.”
 - 4. Supply students with the correct vocabulary definition located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #16 to write the correct vocabulary definition on using the overhead projector.
 - 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.2, #16.
 - 6. While students are transferring the definition, be sure to stress the importance of studying these words for a test at the end of the unit.
 - 7. Briefly discuss the meanings of the vocabulary definition with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
 - 8. Direct students to turn to Appendix A, page 9 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
 - 9. Stop to briefly discuss the information about the Indian princess, Pocahontas and address questions that the students may have.
 - 10. Direct students to turn to page A, page 10 in their Southern Colonies packet.
 - 11. Read the directions aloud to the students. Also, be sure to tell them that they may review Appendix A, page 9 while they are completing the writing activity if they need to.
 - 12. Allow students 15 minutes to complete the creative writing activity on Appendix A, page 10.
 - 13. End the lesson by telling students that tomorrow they will learn about tobacco and cash crops.
- E. *Assessment/Evaluation*
 - 1. Grade students’ independent work from Appendix A, page 10 using the writing rubric, Appendix B, page 6.

Lesson Six: Tobacco, the Cash Crop (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Southern Colonies
 - i. Virginia
 - a) Chesapeake Bay, James River
 - b) Establishment of Jamestown, first continuous English colony in the New World
 - c) Development of tobacco as a cash crop, development of plantations
 - d) 1619: slaves brought to Virginia
3. Skill Objective(s)
 - a. The students will define the vocabulary words *tobacco*, *cash crop*, *plantations*, and *slaves*.
 - b. The students will demonstrate knowledge of how the development of tobacco as a cash crop changed the life of the colonists through reading and teacher-guided discussion.
 - c. The students will be able to complete a brief cloze activity using facts they have learned in their reading.

B. *Materials*

1. Appendix A, page 2.2 (vocabulary page) and A, page 11 (one copy per student)
2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 7 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. *Tobacco* is a tall, broad-leafed plant grown for mostly for smoking.
2. A *cash crop* is a crop that a farmer grows in large amounts to sell to make money.
3. *Plantations* are large farms where cash crops are grown.
4. *Slaves* were people who worked for no pay on plantations who were also bought and sold.

D. *Procedures/Activities*

1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate responses (Pocahontas).
2. Tell students, "Today we are going to learn about tobacco and what a cash crop is."
3. Say to students, "Now we will define words that will help us to better understand what we are going to learn about today."
4. Supply students with the correct vocabulary definitions located on Appendix B-2.2 by using a transparency of student vocabulary pages from Appendix A-2.2, #17-20 to write the correct vocabulary definition on using the overhead projector.
5. Direct students to transfer the correct vocabulary definition shown on the teacher's transparency onto their student vocabulary pages Appendix A-2.2, #17-20.

6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
 8. Direct students to turn to Appendix A, page 11 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
 9. Stop to discuss, briefly, the information about tobacco and plantations, answering any questions as necessary.
 10. Read the directions at the bottom of Appendix A, page 11 aloud to the students. Be sure to tell them that they may review the reading while they are completing the cloze activity if they need to.
 11. Allow students five minutes to complete the cloze activity.
 12. End the lesson by telling students that tomorrow they will learn about the colony of Maryland.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A, page 11 using Appendix B, page 7.

Lesson Seven: Maryland (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Southern Colonies
 - i. Maryland
 - a) A colony established mainly for Catholics
 - b) Lord Baltimore
3. Skill Objective(s)
 - a. The students will define the vocabulary words *Lord Baltimore*, *Church of England*, *Catholics*, *Maryland*, *wigwam* and *plantation colony*.
 - b. The students will demonstrate knowledge of how Maryland became a colony through reading and teacher-guided discussion.
 - c. The students will be able to complete a true/false activity using facts they have learned in their reading.

B. *Materials*

1. Appendix A, page 2.2 (vocabulary page) and A, page 12 (one copy per student)
2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 8 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. *Lord Baltimore* was given the land of Maryland by the King of England to start a colony.
2. The *Church of England* was the church where the King of England wanted everyone to worship.

3. *Catholics* believed differently than the King of England and wanted to worship freely.
4. *Maryland* was the colony Lord Baltimore started for Catholics.
5. A *wigwam* is a type of Native American house in which the first colonists of Maryland lived.
6. A *plantation colony* is a colony in which most of the land is used to grow cash crops.

D. *Procedures/Activities*

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate responses (tobacco and cash crops).
2. Tell students, “Today we are going learn about a different colony, Maryland.”
3. Say to students, “Now we will define words that will help us to better understand what we are going to learn about today.”
4. Supply students with the correct vocabulary definitions located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #26-28 to write the correct vocabulary definition on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.2, #26-28.
6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
8. Direct students to turn to Appendix A, page 12 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
9. Stop to discuss, briefly, the information about Maryland, answering any questions as necessary.
10. Read the directions at the bottom of Appendix A, page 12 aloud to the students. Be sure to tell them that they may review the reading while they are completing the true/false activity if they need to.
11. Allow students five minutes to complete the true/false activity.
12. End the lesson by telling students that tomorrow they will learn about the colony of Carolina.

E. *Assessment/Evaluation*

1. Grade students’ independent work from Appendix A, page 12 using Appendix B, page 8.

Lesson Eight: Carolina (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.

2. Lesson Content
 - a. Southern Colonies
 - i. South Carolina
 - a) Charleston
 - b) Plantations (rice, indigo) and slave labor
 3. Skill Objective(s)
 - a. The students will define the vocabulary words *Carolina* and *indigo*.
 - b. The students will demonstrate knowledge of how Carolina became a colony through reading and teacher-guided discussion.
 - c. The students will be able to complete a word search using facts they have learned in their reading.
- B. *Materials*
1. Appendix A, pages 2.2 (vocabulary page) and A, page 13 (one copy per student)
 2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 9 (one copy for teacher)
 3. Colored transparency pens (for teacher)
 4. Overhead projector
- C. *Key Vocabulary*
1. *Carolina* was the name of the colony named after King Charles
 2. *Indigo* was a crop grown in Carolina that is used to make a dye.
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (Carolina).
 2. Tell students, “Today we are going learn about a different colony, Carolina.”
 3. Say to students, “Now we will define words that will help us to better understand what we are going to learn about today.”
 4. Supply students with the correct vocabulary definitions located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #27-28 to write the correct vocabulary definition on using the overhead projector.
 5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.2, #27-28.
 6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
 8. Direct students to turn to Appendix A, page 13 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
 9. Stop to discuss, briefly, the information about Carolina, answering any questions as necessary.
 10. Read the directions at the bottom of Appendix A, page 13 aloud to the students. Be sure to tell them that they may review the reading while they are completing the true/false activity if they need to.
 11. Allow students five minutes to complete the true/false activity.
 12. End the lesson by telling students that tomorrow they will learn about the colony of Carolina.

- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A, page 13 using Appendix B, page 9.

Lesson Nine: Georgia (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Southern Colonies
 - i. Georgia
 - a) James Oglethorpe's plan to establish a colony for English debtors
3. Skill Objective(s)
 - a. The students will define the vocabulary words *James Oglethorpe*, *debt* and *Georgia*.
 - b. The students will demonstrate knowledge of how Georgia became a colony through reading and teacher-guided discussion.
 - c. The students will be able to complete a crossword puzzle using facts they have learned in their reading.

B. *Materials*

1. Appendix A, page 2.2 (vocabulary page) and A, page 14 (one copy per student)
2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 10 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

C. *Key Vocabulary*

1. *James Oglethorpe* was the man who convinced the King of England to give him
2. land to start a colony for people in debt.
3. *Debt* is money that one person owes another person.
4. *Georgia* is the colony that James Oglethorpe started for people who were in debt in England.

D. *Procedures/Activities*

1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate responses (Carolina).
2. Tell students, "Today we are going learn about the last Southern colony, Georgia."
3. Say to students, "Now we will define words that will help us to better understand what we are going to learn about today."
4. Supply students with the correct vocabulary definitions located on Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #29-31 to write the correct vocabulary definition on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher's transparency onto their student vocabulary pages Appendix A, page 2.2, #29-31.

6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
 7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
 8. Direct students to turn to Appendix A, page 14 in their Southern Colonies packet. Reading aloud with the class, choose individual students to read one paragraph each until the page has been completely read.
 9. Stop to discuss, briefly, the information about Georgia, answering any questions as necessary.
 10. Read the directions at the bottom of Appendix A, page 14 aloud to the students. Be sure to tell them that they may review the reading while they are completing the crossword puzzle if they need to.
 11. Allow students 15 minutes to complete the true/false activity.
 12. End the lesson by telling students that tomorrow they will engage in a review activity to prepare for the unit test.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A, page 14 using Appendix B, page 10.

Lesson Ten: Slavery in the Colonies (30 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
 - a. Slavery in the Southern Colonies
 - i. Economic reasons that the Southern colonies came to rely on slavery
3. Skill Objective(s)
 - a. The students will demonstrate knowledge of how Africans became slaves through reading and teacher-guided discussion.
 - b. The students will be able to answer questions about their reading.

B. *Materials*

1. Appendix A, page 2.2 (vocabulary page) and A, page 14 (one copy per student)
2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 10 (one copy for teacher)

C. *Key Vocabulary*

1. *Plantations* are large farms where cash crops are grown.
3. *Slaves* were people who worked for no pay on plantations who were also bought and sold.

D. *Procedures/Activities*

1. Have students to listen as teacher reads aloud from page ___ in their packets.
2. After reading through the selection, allow students time to answer questions at the bottom of the page independently.
3. Allow students to share their answers and allow time to discuss student responses to the reading.

4. End the lesson by reminding students that even though it is often overlooked, slavery was a major part of the Southern Colonies.
- E. *Assessment/Evaluation*
1. Review student written answers and check for understanding, reviewing with individual students who need additional explanation.

Lesson Eleven: Unit Review (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
 - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
 - c. Students will understand how physical geography processes shape the Earth's surface patterns and systems.
2. Lesson Content
 - a. The Thirteen Colonies: Life and Times Before the Revolution
 - i. Geography
 - a) The thirteen colonies by region: New England, Middle Atlantic, Southern
 - b) Differences in climate from north to south:
 - d) corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
 - e) Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
 - ii. Southern Colonies
 - a) Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia
 - b) Virginia
 - i) Chesapeake Bay, James River
 - ii) 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - iii) Establishment of Jamestown, first continuous English colony in the New World
 - iv) Trade with Powhatan Indians
 - v) John Smith
 - vi) Pocahontas, marriage to John Rolfe
 - vii) Diseases kill many people, both colonists and Indians
 - viii) The Starving Time
 - ix) Clashes between American Indians and English colonists
 - x) Development of tobacco as a cash crop, development of plantations
 - xi) 1619: slaves brought to Virginia
 - c) Maryland
 - i) A colony established mainly for Catholics

- ii) Lord Baltimore
- d) South Carolina
 - i) Charleston
 - ii) Plantations (rice, indigo) and slave labor
- e) Georgia
 - i) James Oglethorpe's plan to establish a colony for English debtors
- f) Slavery in the Southern colonies
 - i) Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)

3. Skill Objective(s)

- a. The students will review the unit vocabulary words.
- b. The students will demonstrate knowledge of the geography of North America, specifically the Thirteen English Colonies as well as English settlement through review and teacher-guided discussion (review game).
- c. The students will be able to answer specific questions using facts from their reading about the Thirteen English Colonies.

B. *Materials*

- 1. Appendix E, pages 1-3 (teacher review game question sheet)
- 2. Appendix D (one copy per student)

C. *Key Vocabulary*

There will be no new vocabulary presented in this lesson. However, all vocabulary from the unit will be used as review.

D. *Procedures/Activities*

- 1. Ask students, "Who remembers what we learned about in our last lesson?" Allow time for student responses. Reinforce appropriate responses (Georgia).
- 2. Tell students, "Today we are playing a review game to help us get ready for our test tomorrow."
- 3. Proceed to divide students into two groups. Allow the groups to give themselves a team name that has to do with something in the unit. (For example, Colonists vs. Native Americans, etc.) Write the team names on the board.
- 4. After students have settled on a name, direct one student from each team to go to the chalkboard in front of their team name.
- 5. Tell students that they must raise their hand high when they are ready to answer a question. The first student to raise their hand will have to answer the question, even if has not been completely read. If they get the question correct, their team will receive a point. If they do not get the question correct, the other team will be allowed to hear the entire question again and have the opportunity to answer it. If they get the question correct, they will receive a point for their team. If they do not get the question correct, both students will be asked to sit down and two new students will come to the board and an entirely new question will be asked.
- 6. Begin the game by asking questions from Appendix C, pages 1-3 and following the procedure in step 5.
- 7. After all questions have been asked, the team with the most points "wins" and the game is over.
- 8. Give students a copy of Appendix D to use to study for the test.
- 9. After the game is over, if time permits, allow the students to quietly study with a partner to help them prepare for the test tomorrow.
- 10. To conclude the lesson, remind the students to study their vocabulary pages to be best prepared for the test they will have tomorrow.

- E. *Assessment/Evaluation*
 - 1. An informal evaluation will occur while the teacher is leading the game and observing the student responses (test will be given on the thirteen colonies after an additional unit about the Middle and New England colonies).

VI. CULMINATING ACTIVITY

- A. 13 Colonies Unit Review, Appendix C
- B. 13 Colonies Unit Test, Appendix D

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student 13 Colonies Packet
- B. Appendix B: Teacher 13 Colonies Packet and Answer Key/Rubrics
- C. Appendix C: 13 Colonies Review Game Teacher Question Sheet
- D. Appendix D: 13 Colonies Unit Test

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Appendix A, page 1
Student 13 Colonies Packet

13
Colonies

Name: _____

Student Vocabulary Definition Sheet

1. colony: _____

2. climate: _____

3. Atlantic Ocean: _____

4. Charleston: _____

5. cartographer: _____

6. settlement: _____

7. Roanoke Island: _____

8. Virginia: _____

9. England: _____

10. governor: _____

11. Croatoan: _____

12. gentlemen: _____

13. James River: _____

14. John Smith: _____

15. Starving Time: _____

16. Pocahontas: _____

17. tobacco: _____

Appendix A, page 2.2

- 18. cash crop: _____

- 19. plantations: _____

- 20. slaves: _____

- 21. Lord Baltimore: _____

- 22. Church of England: _____

- 23. Catholics: _____

- 24. Maryland: _____

- 25. wigwam: _____

- 26. plantation colony: _____

- 27. Carolina: _____

- 28. indigo: _____

- 29. James Oglethorpe: _____

- 30. debt: _____

- 31. Georgia: _____

Student 13 Colonies Packet

Where are the 13 Colonies?

Our country, the United States, began as a small group of 13 *colonies*. These colonies are on the eastern coast of North America. To begin our study of the 13 colonies, let's learn some important places and facts about this region by becoming *cartographers*!

THE 13 COLONIES



Student 13 Colonies Packet

Name: _____ Date: _____

The Lost Colony

Wouldn't it be exciting to be the first person to ever live in a new land? That is what Sir Walter Raleigh thought when he decided to start the first English colony in America. He used his mostly his own money to take seven ships loaded with 100 people (men, women, and children). They sailed away from England in hopes of a new life. They landed on Roanoke Island (off the coast of North Carolina, today). They called their new colony Virginia (in honor of England's queen). They tried to establish a settlement in the area, but were unhappy. It was very hard work trying to start a new town in the wilderness! After less than a year at Roanoke Island, the settlers and Sir Walter Raleigh went home to England.

The next year, in 1587, Sir Walter Raleigh tried again. He was determined to be the first to establish a settlement for England in America. This time, he brought 117 people (men, women, and children) including Captain John White, who would also be the governor of the colony. Once they reached Roanoke Island, a baby girl was born. They named her Virginia Dare since she was the first child born in Virginia. She was John White's granddaughter. After a few months, the colonists had used up most of their food and were getting worried. So, the leader of the group, John White, returned to England for supplies (food, clothing, and building materials). When he reached England, he found that was unable to return because England was in a war with Spain. Unfortunately, he didn't return until three years later.

By the time that John White returned to the colony in 1590, everyone was gone! Where were they? He saw no sign of his daughter or granddaughter. All he found were deserted building, rusty armor, and weeds. As he searched for some clues as to where all of the 118 colonists had gone, he found a post near the door of the fort that had the word *CROATOAN* carved into it. That was the name of a Native American tribe in the area. Sadly, a terrible storm prevented John White from searching for his friends and family, including baby Virginia. He went home to England without finding his family or knowing what happened to them. Did they starve to death? Did they join the Native Americans? To this day, know one knows for sure what happened to the missing colonists of Roanoke Island.

Student 13 Colonies Packet

Name: _____ Date: _____

The First Settlement, Jamestown

After a few years, some businessmen from England decided to try again at building a colony in America. They sent some men to start a colony and find gold or other riches in this new land.

The London Company sent three ships to America and to the new land they called Virginia. This time, no women and children went along. Only men were on the ship. They were mostly gentlemen. In England, a gentleman is a man who was wealthy and didn't work very hard. They chose a place 30 miles up the James River to set up the colony. When the men arrived in Virginia, they did not want to work hard to start the settlement. However, one man did work hard. His name was John Smith, and he began building a fort to secure the settlement. Eventually, the other men began helping him and the settlement, which they now called Jamestown (after King James), was built.

The place that the men had chosen to build Jamestown was not a good choice. The land was swampy and wet. When it was summertime, mosquitoes spread diseases and many of the colonists died. Since most of the colonists were gentlemen, they did not know how to hunt or fish for food. They began to starve, even though there was an abundance of animals and other food around them. Besides, they were there to look for gold for the London Company, and didn't want to bother with worrying about food. Finally, John Smith made the other men work hard to find food and plant crops. He also tried to communicate with the Powhatan tribe of Native Americans in the area.

One young girl helped him learn the language. She learned his language too. Her name was Pocahontas. She was the daughter of the Powhatan Chief.

Unfortunately, John Smith was badly injured in a gunpowder explosion and had to return to England for medical attention. When he set sail for England, the colonists at Jamestown had enough food for two months. He was sure that they would be able to survive.

Student 13 Colonies Packet

Name: _____ Date: _____

The First Settlement, Jamestown

DIRECTIONS: Circle the best answer to each question.

1. What was the name of the company that sent the first ships to Jamestown in 1607?

Gold Seekers Inc.

London Company

James Brothers Company

2. Only _____ were on board the ship to start the Jamestown colony.

women

children

men

3. Who was the man that led the colonists, made them work hard and plant crops, and tried to communicate with the Native Americans?

John White

John Smith

King James

4. Who was the young Native American girl who helped John Smith learn the Native American language?

Squanto

Sacajawea

Pocahontas

Student 13 Colonies Packet

Name: _____ Date: _____

The Starving Time

Many of the colonists were happy to see John Smith leave. He had made them all work very hard. Even so, they had plenty of food and supplies while he was their leader. When he left, many colonists didn't work to keep up the food and water supply.

One group of colonists decided to go trade with the Native Americans outside of the settlement at Jamestown. They tried to cheat the Native Americans when they were trading. This made the Native Americans furious! They fought with the colonists and killed many of them.

Winter was coming and the colonists were about to run out of food. They couldn't go to hunt or fish because the angry Native Americans would not let them go outside of the fort. They could not go gather fruits, nuts, or berries either.

Pretty soon, the colonists had no food. They ran out of food for fires, too. After a while, they began to tear apart their houses to burn to keep warm. When all of the chickens, cows, and pigs were gone, they started to eat their horses, dogs, cats and even their boots and shoes!

At the end of the winter of 1609, only 60 colonies were still alive. That winter is now known as the starving time. The colonists decided to leave Jamestown, but just as they were leaving, they saw another ship coming!

That ship had 300 more settlers, a new leader, and worked hard to rebuild the colony. Now Jamestown was a better place to live and a Virginia was becoming a successful colony.

DIRECTIONS: Answer the following questions with a complete sentence.

1. Why did the colonists begin to starve? _____

2. What were some of the things that the colonists ate during the Starving Time?

Student 13 Colonies Packet

Name: _____ Date: _____

The Indian Princess

Do you remember who the person was that tried to communicate with the Native Americans? That's right, he was John Smith. The person he communicated with and helped him learn Native American words was a little girl! Her name was Pocahontas. She liked John Smith and wanted to help him. She made him feel like he was a part of her family. She even secretly brought food to him and the settlers when they were having a hard time in the beginning.

When Pocahontas was about 15 years old, she was kidnapped by some English traders at a new settlement called Henrico. She was *lured* on to a ship by an Englishman and they wouldn't let her off. Another man, John Rolfe, had a plantation nearby. He fell in love with Pocahontas and asked the governor if he could marry her.

Soon they were married, and a peace began between the Native Americans and the settlers. Her father, the Chief Powhatan, did not attend the wedding, but her uncle and two brothers did come.

Pocahontas and John Rolfe had a baby and named him Thomas. John Rolfe was so proud of his new family that he wanted to take them to his home and other family in England. When they arrived in England, Pocahontas was given a new name, Lady Rebecca, new clothes. She missed her Native American family in Virginia. John Rolfe prepared for a journey back to the colony, but Pocahontas became very sick with smallpox, and died before making the journey. She was only 22 years old.

Pocahontas helped the settlers in many ways. She helped them find food and because of her, the settlers and the Native Americans could communicate. Her marriage also helped bring peace to Virginia. Even so, when she died in England away from her *homeland*, it angered the Native Americans and the peaceful times were over.

Student 13 Colonies Packet

Name: _____ Date: _____

Cash Crop

The colonists in Virginia were becoming very good farmers. They discovered that they could grow tobacco very well in the rich soil. Many people used tobacco in England to smoke in their pipes. Since tobacco was expensive to buy in England, if you grew it in Virginia and shipped it back to England, you could become rich! That is why we call tobacco a cash crop.

Even though the colonists were learning how to grow crops, it still took many men working very hard to plant, take care of, cut, and dry the tobacco. In addition, to get the most money possible, the colonists needed large farms to grow the tobacco. The colonists who grew tobacco and had large farms became known as planters, and their large farms were called plantations.

Many wars broke out among the colonists and the Native Americans during this time. The Native Americans were angry because the colonists were taking their land to make plantations and grow tobacco. The colonists were greedy and wanted more and more land so that they could become rich.

After a while, the planters decided they needed more help. They didn't want to pay workers to help, because that would cause them to make less money. They wanted people who would work for free. Therefore, in 1619, the planters sent ships to Africa to bring slaves back to work in their plantation fields. The slaves were captured, put in chains, and brought back on slave ships to work in the tobacco fields of Virginia. We will read more about the slaves later in a short unit.

DIRECTIONS: Fill in the blanks with the correct answers.

1. _____ was a cash crop for the planters in Virginia.
2. The large farms where tobacco was grown were called _____.
3. Native Americans were angry because tobacco plantations took their _____.
4. In 1619, planters sent ships to capture _____ to help them in the fields.

Student 13 Colonies Packet

Maryland

King James liked Lord Baltimore. Lord Baltimore had worked for the king for many years. The king had said that all people must be Protestant and worship in the Church of England. This upset many Catholics who lived in England, including Lord Baltimore. However, since the king liked Lord Baltimore, he decided to give him his own colony in America, named Maryland. Maryland was named after the Queen, Henrietta Maria and was just north of Virginia.

In 1634, 200 settlers boarded a ship bound for Maryland. The settlers were crowded on the ship. There was little room because the ship was full of the settlers' belongings and the supplies they would need for the first year.

When they arrived in Maryland, the year was 1636. When they landed, they found a deserted Native American village. Governor Calvert, Lord Baltimore's brother, bargained with the Native Americans to live in the deserted village until they could build their own houses. The Maryland colonists lived in wigwam homes in the village. They were clean and dry, and made a good temporary home.

The colonists worked very hard planting crops and building the colony. Catholics worked and built a church that all could worship in. After all the work, Maryland soon became a plantation colony like Virginia.

DIRECTIONS: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. _____ Lord Baltimore worshipped in the Church of England just like the King.
2. _____ The king liked Lord Baltimore and gave him land for a colony.
3. _____ 350 Catholic settlers boarded a ship for Maryland in 1634.
4. _____ The settlers built new homes as soon as they arrived in Maryland.
5. _____ Maryland became a plantation colony like Virginia.

Student 13 Colonies Packet

Carolina

In 1663, King Charles of England gave a colony in America to some wealthy Englishmen. The Englishmen named the colony Carolina (Carolus is Latin for Charles) in honor of the king. The wealthy men began plantations to grow cash crops. Tobacco would not grow in Carolina, so the men planted rice and indigo (a plant used to make a blue-green dye) instead. They also needed slaves, and soon, a slave trade began in Carolina, just as in Virginia. The center of trade for the colonies at this time was Charleston (named in honor of King Charles). Charleston became a very important city in the Southern colonies.

DIRECTIONS: Find the words below about the Southern colonies in the word search.

P G S B M M V I X E Q K S O O
J L X U X D B V C N R K L D M
D L A B L F P A B G H J Y C J
X J W N B O S Y Y L J I I J O
M D S D T H R S V I O A Y Q G
V P N K C A M A E S N P O Y I
J S I R J T T P C H V W P H D
K Q O K B T S I W M R E Q Q N
Y P Z V M I E P O E Q D K E I
S A N I L O R A C N E S G I D
Y N T I B C D W R X E Q X Y C
C C W E N J T Q C W W Y S U Z
Z Q D W V R G X R M A C U E A
G D A C K V S C P C O V U M B
C H A R L E S T O N O Y C X F

CAROLINA CAROLUS CASHCROPS
CHARLESTON ENGLISHMEN
INDIGO PLANTATION

Student 13 Colonies Packet

Georgia

A man named James Oglethorpe and some other businessmen in England asked the king to allow them to start a special colony south of Carolina. This colony would only be for people who were in terrible debt in England. Some people were in jail because they could not pay their bills. James Oglethorpe wanted to help these people have a new start.

The king gave him the land. James Oglethorpe called this land *Georgia*, and had many dreams for his colony. He had a man who was an expert in planning cities come to design a great, beautiful city. The city was named Savannah, and had many parks and wide, straight streets. He also wanted his colony to be free of slaves. He made a rule that no slaves were allowed in *Georgia*. James Oglethorpe also made a rule that no white man could cheat the Native Americans. He was well respected and was called the "Great Man" by the Native Americans in *Georgia*.

Unfortunately, the colonists in *Georgia* could only grow rice. No other crops would grow well there. So eventually, *Georgia* colonists began to bring in slaves from Africa, too. *Georgia* became a rich plantation colony like the other Southern colonies.

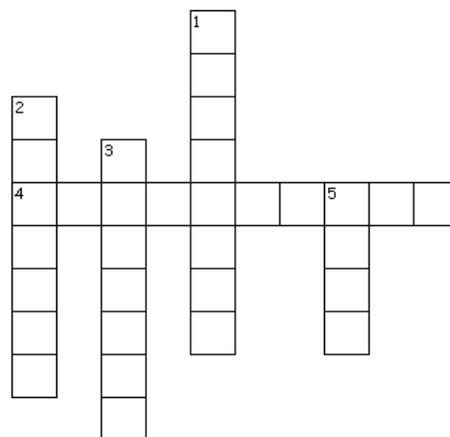
DIRECTIONS: Complete the crossword puzzle using the clues below about the *Georgia* colony.

Down

1. what the Native Americans called James Oglethorpe
2. the colony started by James Oglethorpe for people in debt
3. not allowed when *Georgia* first became a colony
5. the only crop that grew well in *Georgia*

Across

4. last name of the man who started the *Georgia* colony



Student 13 Colonies Packet

Slavery

I am so scared. They took me away from my village. I am wearing chains. Some other people I know are chained up, too. I don't know where my family is.

Now we are getting shoved onto a big wooden ship. These men that talk funny and have strange clothes are pushing and yelling at us. We can't understand them. I just saw one of my friends from the village go under the floor of the ship. I guess that's where we are going, too.

Later...

After riding in the ship with no food for what seemed like forever, I am so tired. I wish I knew where my family was. The men in the funny clothes are leading us up to a big group of people. They are all raising their hands and yelling. One of them grabbed me and we're riding in a wagon, now.

Now we are at a big building (house) with lots of plants that look the same all around it (plantation). The man gave me a tool. I guess he wants me to work out in this field. I miss my family...

Directions: Answer each question with a complete sentence.

1. Who wrote this story? _____

2. Where did this person come from? _____

3. What do you think is going to happen to this person? _____

4. Do you think that this person will ever see his family again? _____

Teacher Vocabulary Definition Sheet

1. colony: land that is settled far from the country that governs it
3. climate: the usual weather of a place, including its temperature and precipitation
4. Atlantic Ocean: the second largest ocean in the world located east of North and South America and west of Africa
5. Charleston: an old seacoast city in South Carolina
9. cartographer: one who designs and studies maps
10. settlement: a place where people choose to live together and build a town or city
10. Roanoke Island: an island off the eastern coast of North Carolina
11. Virginia: a state on the eastern coast of the United States that was one of the original thirteen colonies
15. England: An island country off the northwestern coast of Europe which began colonies in North America
16. governor: a person who is appointed or chosen by vote to lead and an area
18. Croatoan: the word found written on a tree after the settlers of the Lost Colony could not be found
20. gentlemen: an Englishman from the 1600s who belonged to the upper class and was not accustomed to hard work
21. James River: a river in central Virginia that flows into the Chesapeake Bay
24. Pocahontas: daughter of a chief, she helped the people of Jamestown survive
25. Starving Time: the winter of 1609-1610 when many settlers of Jamestown starved to death

Appendix B, page 2

26. tobacco: a plant grown in the Southern colonies used primarily for smoking
27. cash crop: a crop grown for sale or trade
29. plantations: large farms on which cash crops were grown
30. slaves: people who worked on plantations that were not paid, and were bought and sold as property
31. Lord Baltimore: the man who was granted land by the King to begin the colony of Maryland
32. Church of England: the church that the king wanted all English people to worship in
33. Catholics: a group of people who wanted to go to Maryland so that they would not have to worship in the Church of England
34. Maryland: the colony granted to Lord Baltimore by the King of England for Catholics
35. wigwam: a type of Native American house, which was used by the settlers of Maryland
36. plantation colony: a colony made up mostly of plantations
37. Carolina: one of the original thirteen colonies, located on the eastern coast of North America
38. indigo: a plant used to make dye, which was grown as a cash crop in Carolina
40. James Oglethorpe: a man who wanted and did start a colony for people who were in debt
41. debt: money that is owed to someone else
42. Georgia: the colony started for people in debt, which eventually became a plantation colony

What Happened to the Lost Colony? Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99% of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
DETAILS	Student has explained with at least three details what they believe happened to the lost colony using and listed at least two reasons why they think their theory is correct.	Student has explained with at least two details what they believe happened to the lost colony using and listed at least two reasons why they think their theory is correct.	Student has explained with at least one detail what they believe happened to the lost colony using and listed at least one reason why they think their theory is correct.	Student has not explained what they believe happened to the lost colony and has only listed one or no reasons why they think their theory is correct.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR	The student has made no grammatical errors in his/her writing.	The student has made less than two grammatical errors in his/her writing.	The student has made less than four grammatical errors in his/her writing.	The student has made more than four grammatical errors in his/her writing.	
TOTAL SCORE:	<p style="text-align: right;">Points _____/16</p> <p style="text-align: right;">Percentage _____%</p> <p style="text-align: right;">Letter Grade _____</p>				

Answer Key

Answers are shown in bold print*

The First Settlement, Jamestown

DIRECTIONS: Circle the best answer to each question.

1. What was the name of the company that sent the first ships to Jamestown in 1607?

Gold Seekers Inc.

London Company

James Brothers Company

2. Only _____ were on board the ship to start the Jamestown colony.

women

children

men

3. Who was the man that led the colonists, made them work hard and plant crops, and tried to communicate with the Native Americans?

John White

John Smith

King James

4. Who was the young Native American girl who helped John Smith learn the Native American language?

Squanto

Sacajawea

Pocahontas

Answer Key

The Starving Time

Many of the colonists were happy to see John Smith leave. He had made them all work very hard. Even so, they had plenty of food and supplies while he was their leader. When he left, many colonists didn't work to keep up the food and water supply.

One group of colonists decided to go trade with the Native Americans outside of the settlement at Jamestown. They tried to cheat the Native Americans when they were trading. This made the Native Americans furious! They fought with the colonists and killed many of them.

Winter was coming and the colonists were about to run out of food. They couldn't go to hunt or fish because the angry Native Americans would not let them go outside of the fort. They could not go gather fruits, nuts, or berries either.

Pretty soon, the colonists had no food. They ran out of food for fires, too. After a while, they began to tear apart their houses to burn to keep warm. When all of the chickens, cows, and pigs were gone, they started to eat their horses, dogs, cats and even their boots and shoes!

At the end of the winter of 1609, only 60 colonies were still alive. That winter is now known as the starving time. The colonists decided to leave Jamestown, but just as they were leaving, they saw another ship coming!

That ship had 300 more settlers, a new leader, and worked hard to rebuild the colony. Now Jamestown was a better place to live and a Virginia was becoming a successful colony.

DIRECTIONS: Answer the following questions with a complete sentence.

1. Why did the colonists begin to starve?
They were afraid to gather food because the angry Native Americans were outside the fort.
2. What were some of the things that the colonists ate during the Starving Time?
They ate horses, dogs, cats, and even their shoes.

The Indian Princess Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99% of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
DETAILS	Student has described at least two ways he/she would feel about the English colonists and has described how he/she would feel living in England using at least two specific feelings.	Student has described at least one ways he/she would feel about the English colonists and has described how he/she would feel living in England using at least one specific feeling.	Student has described at least one ways he/she would feel about the English colonists and has not adequately described how he/she would feel living in England.	Student has not described how he/she would feel about the English colonists and has not described how he/she would feel living in England.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR	The student has made no grammatical errors in his/her writing.	The student has made less than two grammatical errors in his/her writing.	The student has made less than four grammatical errors in his/her writing.	The student has made more than four grammatical errors in his/her writing.	
TOTAL SCORE:	<p style="text-align: right;">Points _____/16</p> <p style="text-align: right;">Percentage _____%</p> <p style="text-align: right;">Letter Grade _____</p>				

Answer Key

Cash Crop

The colonists in Virginia were becoming very good farmers. They discovered that they could grow tobacco very well in the rich soil. Many people used tobacco in England to smoke in their pipes. Since tobacco was expensive to buy in England, if you grew it in Virginia and shipped it back to England, you could become rich! That's why we call tobacco a cash crop.

Even though the colonists were learning how to grow crops, it still took many men working very hard to plant, take care of, cut, and dry the tobacco. In addition, to get the most money possible, the colonists needed large farms to grow the tobacco. The colonists who grew tobacco and had large farms became known as planters, and their large farms were called plantations.

Many wars broke out among the colonists and the Native Americans during this time. The Native Americans were angry because the colonists were taking their land to make plantations and grow tobacco. The colonists were greedy and wanted more and more land so that they could become rich.

After a while, the planters decided they needed more help. They didn't want to pay workers to help, because that would cause them to make less money. They wanted people who would work for free. Therefore, in 1619, the planters sent ships to Africa to bring slaves back to work in their plantation fields. The slaves were captured, put in chains, and brought back on slave ships to work in the tobacco fields of Virginia. We will read more about the life of the slaves later in the unit.

DIRECTIONS: Fill in the blanks with the correct answers.

1. Tobacco was a cash crop for the planters in Virginia.
2. The large farms where tobacco was grown were called Plantations.
3. Native Americans were angry because tobacco plantations took their land.
4. In 1619, planters sent ships to capture slaves to help them in the fields.

Answer Key Maryland

King James liked Lord Baltimore. Lord Baltimore had worked for the king for many years. The king had said that all people must be Protestant and worship in the Church of England. This upset many Catholics who lived in England, including Lord Baltimore. However, since the king liked Lord Baltimore, he decided to give him his own colony in America, named Maryland. Maryland was named after the Queen, Henrietta Maria and was just north of Virginia.

In 1634, 200 settlers boarded a ship bound for Maryland. The settlers were crowded on the ship. There was little room because the ship was full of the settlers' belongings and the supplies they would need for the first year.

When they arrived in Maryland, the year was 1636. When they landed, they found a deserted Native American village. Governor Calvert, Lord Baltimore's brother, bargained with the Native Americans to live in the deserted village until they could build their own houses. The Maryland colonists lived in wigwam homes in the village. They were clean and dry, and made a good temporary home.

The colonists worked very hard planting crops and building the colony. Catholics worked and built a church that all could worship in. After all the work, Maryland soon became a plantation colony like Virginia.

DIRECTIONS: Write the word *True* in the blank if the statement is true.
Write the word *False* in the blank if the statement is false.

1. False Lord Baltimore worshipped in the Church of England just like the King.
2. True The king liked Lord Baltimore and gave him land for a colony.
3. False 350 Catholic settlers boarded a ship for Maryland in 1634.
4. False The settlers built new homes as soon as they arrived in Maryland.
5. True Maryland became a plantation colony like Virginia.

Answer Key Carolina

In 1663, King Charles of England gave a colony in America to some wealthy Englishmen. The Englishmen named the colony Carolina (Carolus is Latin for Charles) in honor of the king. The wealthy men began plantations to grow cash crops. Tobacco would not grow in Carolina, so the men planted rice and indigo (a plant used to make a blue-green dye) instead. They also needed slaves, and soon, a slave trade began in Carolina, just as in Virginia. The center of trade for the colonies at this time was Charleston (named in honor of King Charles). Charleston became a very important city in the Southern colonies.

DIRECTIONS: Find the words below about the Southern colonies in the word search.

<u>P</u>	<u>G</u>	<u>S</u>	<u>B</u>	<u>M</u>	<u>M</u>	<u>V</u>	<u>I</u>	<u>X</u>	<u>E</u>	<u>Q</u>	<u>K</u>	<u>S</u>	<u>O</u>	<u>O</u>
<u>J</u>	<u>L</u>	<u>X</u>	<u>U</u>	<u>X</u>	<u>D</u>	<u>B</u>	<u>V</u>	<u>C</u>	<u>N</u>	<u>R</u>	<u>K</u>	<u>L</u>	<u>D</u>	<u>M</u>
<u>D</u>	<u>L</u>	<u>A</u>	<u>B</u>	<u>L</u>	<u>F</u>	<u>P</u>	<u>A</u>	<u>B</u>	<u>G</u>	<u>H</u>	<u>J</u>	<u>Y</u>	<u>C</u>	<u>J</u>
<u>X</u>	<u>J</u>	<u>W</u>	<u>N</u>	<u>B</u>	<u>O</u>	<u>S</u>	<u>Y</u>	<u>Y</u>	<u>L</u>	<u>J</u>	<u>I</u>	<u>I</u>	<u>J</u>	<u>O</u>
<u>M</u>	<u>D</u>	<u>S</u>	<u>D</u>	<u>T</u>	<u>H</u>	<u>R</u>	<u>S</u>	<u>V</u>	<u>I</u>	<u>O</u>	<u>A</u>	<u>Y</u>	<u>Q</u>	<u>G</u>
<u>V</u>	<u>P</u>	<u>N</u>	<u>K</u>	<u>C</u>	<u>A</u>	<u>M</u>	<u>A</u>	<u>E</u>	<u>S</u>	<u>N</u>	<u>P</u>	<u>O</u>	<u>Y</u>	<u>I</u>
<u>J</u>	<u>S</u>	<u>I</u>	<u>R</u>	<u>J</u>	<u>T</u>	<u>T</u>	<u>P</u>	<u>C</u>	<u>H</u>	<u>V</u>	<u>W</u>	<u>P</u>	<u>H</u>	<u>D</u>
<u>K</u>	<u>Q</u>	<u>O</u>	<u>K</u>	<u>B</u>	<u>T</u>	<u>S</u>	<u>I</u>	<u>W</u>	<u>M</u>	<u>R</u>	<u>E</u>	<u>Q</u>	<u>Q</u>	<u>N</u>
<u>Y</u>	<u>P</u>	<u>Z</u>	<u>V</u>	<u>M</u>	<u>I</u>	<u>E</u>	<u>P</u>	<u>O</u>	<u>E</u>	<u>Q</u>	<u>D</u>	<u>K</u>	<u>E</u>	<u>I</u>
<u>S</u>	<u>A</u>	<u>N</u>	<u>I</u>	<u>L</u>	<u>O</u>	<u>R</u>	<u>A</u>	<u>C</u>	<u>N</u>	<u>E</u>	<u>S</u>	<u>G</u>	<u>I</u>	<u>D</u>
<u>Y</u>	<u>N</u>	<u>T</u>	<u>I</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>W</u>	<u>R</u>	<u>X</u>	<u>E</u>	<u>Q</u>	<u>X</u>	<u>Y</u>	<u>C</u>
<u>C</u>	<u>C</u>	<u>W</u>	<u>E</u>	<u>N</u>	<u>J</u>	<u>T</u>	<u>Q</u>	<u>C</u>	<u>W</u>	<u>W</u>	<u>Y</u>	<u>S</u>	<u>U</u>	<u>Z</u>
<u>Z</u>	<u>Q</u>	<u>D</u>	<u>W</u>	<u>V</u>	<u>R</u>	<u>G</u>	<u>X</u>	<u>R</u>	<u>M</u>	<u>A</u>	<u>C</u>	<u>U</u>	<u>E</u>	<u>A</u>
<u>G</u>	<u>D</u>	<u>A</u>	<u>C</u>	<u>K</u>	<u>V</u>	<u>S</u>	<u>C</u>	<u>P</u>	<u>C</u>	<u>O</u>	<u>V</u>	<u>U</u>	<u>M</u>	<u>B</u>
<u>C</u>	<u>H</u>	<u>A</u>	<u>R</u>	<u>L</u>	<u>E</u>	<u>S</u>	<u>T</u>	<u>O</u>	<u>N</u>	<u>O</u>	<u>Y</u>	<u>C</u>	<u>X</u>	<u>F</u>

CAROLINA	CAROLUS	CASHCROPS
CHARLESTON	ENGLISHMEN	
INDIGO	PLANTATION	

Answer Key

Georgia

A man named James Oglethorpe and some other businessmen in England asked the king to allow them to start a special colony south of Carolina. This colony would only be for people who were in terrible debt in England. Some people were in jail because they could not pay their bills. James Oglethorpe wanted to help these people have a new start.

The king gave him the land. James Oglethorpe called this land Georgia, and had many dreams for his colony. He had a man who was an expert in planning cities come to design a great, beautiful city. The city was named Savannah, and had many parks and wide, straight streets. He also wanted his colony to be free of slaves. He made a rule that no slaves were allowed in Georgia. James Oglethorpe also made a rule that no white man could cheat the Native Americans. He was well respected and was called the "Great Man" by the Native Americans in Georgia.

Unfortunately, the colonists in Georgia could only grow rice. No other crops would grow well there. So eventually, Georgia colonists began to bring in slaves from Africa, too. Georgia became a rich plantation colony like the other Southern colonies.

DIRECTIONS: Complete the crossword puzzle using the clues below about the Georgia colony.

Down

5. GREAT MAN
6. GEORGIA
7. SLAVERY
6. RICE

Across

8. OGLETHORPE

Southern Colonies Review Game Teacher Question Sheet

answers are in parentheses following the question

1. Who were the people that did not want to worship the Church of England and started the colony of Maryland? (Catholics)
2. What was the man's name who wanted to start a colony especially for people in debt? (James Oglethorpe)
3. What was the plant that was grown for smoking that became a cash crop? (tobacco)
4. Which colony was started only to grow cash crops and now is divided into two separate states? (Carolina)
5. What is the name of the plant used to make dye and was a cash crop in Carolina? (indigo)
6. What were the large farms called that grew cash crops? (plantations)
7. What was the name of the colony started by Lord Baltimore for Catholics? (Maryland)
8. What is the name for someone who studies maps? (cartographer)
9. What is the name of the second largest ocean in the world, located between North/South America and Europe/Africa? (Atlantic Ocean)
10. What was the word that was found written on a tree when people came to look for the lost colonists? (CROATOAN)

Appendix C, page 2

11. Who helped the Jamestown colonists and eventually married an Englishman? (Pocahontas)
12. What was the time called during the winter of 1609-1610 when many settlers of Jamestown died? (The Starving Time)
13. What is the name of the European island country that began the thirteen colonies (England)
14. What is the name of the old seacoast city in Carolina? (Charleston)
15. What is the term for the usual weather of a place? (climate)
16. What type of Native American house did the early settlers of Maryland live in? (wigwam)
17. What is money that is owed to someone else called? (debt)
18. What is the name of the church that the King of England wanted all of the English people to worship in? (The Church of England)
19. What is the person that is appointed or elected to lead a group of people called? (governor)
20. What kind of men who were from the upper class in England and weren't used to doing hard work helped to settle Jamestown? (gentlemen)
21. What is a crop that is grown to sell or trade called? (cash crop)
22. What is the name for land that is settled far away from the land that governs it? (colony)
23. What is the name of the island off the northwestern coast of Carolina where the lost colony was started? (Roanoke Island)

Appendix C, page 3

24. What is the man's name that started the colony of Maryland? (Lord Baltimore)
25. Who were the people that worked on plantations, were not paid, and were bought and sold like property? (slaves)
26. What was the name of the colony that was started by James Oglethorpe for people in debt? (Georgia)
27. What do we call a colony that is used for growing cash crops? (plantation colony)
28. What is a place where people choose to live together and start a town or a city? (settlement)
29. What is the name of the river where Jamestown was settled? (James River)
30. What is the name of the first colony started in North America? (Virginia)

Appendix D
Student Unit Assessment

Name: _____ Date: _____

Directions: Match the colony to its description by drawing a line.

- | | |
|----------|--|
| Carolina | founded by Lord Baltimore especially for Catholics |
| Georgia | it's cash crop was Indigo |
| Virginia | Jamestown was the first settlement there |
| Maryland | founded for people in debt to start a new life |

Directions: Circle the correct answer for each question.

- Who began the Georgia colony?
SIR WALTER RALIEGH KING CHARLES JAMES OGLETHORPE
- What is a plantation?
A SMALL STORE A CARGO SHIP A LARGE FARM
- What was the name for the crop that is grown to make money?
CASH CROP MONEY MAKER POOR PRODUCE

Directions: Write the correct answer for each question.

Name two cash crops grown in the Southern Colonies.

1. _____ 2. _____

Who was the Indian Princess who helped the people in Jamestown?

Directions: Write a complete sentence to answer the question.

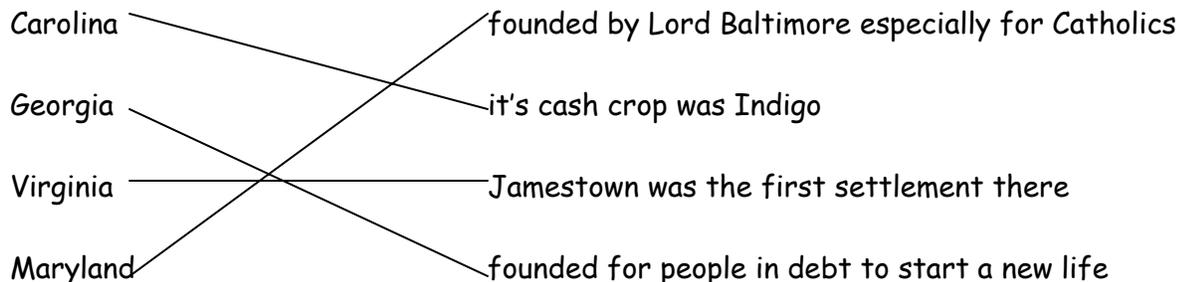
Why did the plantation owners want to have slaves?

Appendix E

Student Unit Assessment/Teacher Answer Key

CORRECT ANSWERS ARE UNDERLINED

Directions: Match the colony to its description by drawing a line.



Directions: Circle the correct answer for each question.

1. Who began the Georgia colony?

SIR WALTER RALIEGH KING CHARLES JAMES OGLETHORPE

2. What is a plantation?

A SMALL STORE A CARGO SHIP A LARGE FARM

3. What was the name for the crop that is grown to make money?

CASH CROP MONEY MAKER POOR PRODUCE

Directions: Write the correct answer for each question.

Name two cash crops grown in the Southern Colonies.

1. TOBACCO 2. INDIGO

Who was the Indian Princess who helped the people in Jamestown?

POCAHONTAS

Directions: Write a complete sentence to answer the question.

Why did the plantation owners want to have slaves? **ANSWERS MAY VARY***

THE PLANTATION OWNERS WANTED SLAVES TO HELP THEM GROW CROPS AND WORK ON THE PLANTATION.