

Chapter 2

TOPIC: Thirteen Colonies

Additional Activities



Using Maps to Learn About the Past (2.2, 2.3, 2.4, 2.20, 2.21)

30 MIN

Materials Needed: Internet access; capability to display Internet in the classroom

Review what students learned about maps in Unit 1, *North America: Geography and Environment*. Explain that we can use maps to learn about the past.

Lead students through the Kid Citizen interactive "[A Bird's Eye View: Wondering with Maps.](#)"



The Thirteen Colonies Song (2.21)

15 MIN

Materials Needed: Internet access; capability to display Internet in the classroom (optional) or screenshot of video for words sung to the tune of "Yankee Doodle"

This song, sung to the tune of "Yankee Doodle," will help students remember the names of the thirteen colonies in order from north to south.

Watch the YouTube video "[Thirteen Colonies Song](#)" (0:20) with students to learn the song. Then pause the video, and practice with students, singing the names of each of the original colonies in turn.



Thirteen American Colonies (2.20, 2.21)

30 MIN

Activity Page



AP 2.1

Materials Needed: Internet access; capability to display Internet in the classroom; sufficient copies of Map of the Thirteen Colonies (AP 2.1); crayons, colored pencils, or markers

Note: Preview the Kids Academy video "[The Thirteen American Colonies](#)" (4:16) to familiarize yourself with the content. You may want to pause it to ask questions or talk about its content with students.

With students, watch the video about the thirteen American colonies. Then ask:

- What was the first American colony? (*Virginia*)
- What was the thirteenth colony? (*Georgia*)

Note the three regions the colonies were divided into—New England Colonies, Middle Colonies, and Southern Colonies—and note the differences:

- New England Colonies: good for fishing and fur trading, not much farmland
- Middle Colonies: good for crops such as wheat and farm animals
- Southern Colonies: good for cash crops such as rice and cotton, which could be sold to make money for the farmers

Distribute Map of the Thirteen Colonies (AP 2.1). Help students identify the regions shown in the video and then color the New England Colonies purple, the Middle Colonies red, the Southern Colonies yellow, and the Atlantic Ocean blue. (Have them color both areas identified as Massachusetts, as well as New Hampshire, Rhode Island, and Connecticut, purple; New York, New Jersey, Pennsylvania, and Delaware red; and Maryland, Virginia, North Carolina, South Carolina, and Georgia yellow.)

The First Music: An African Folktale (2.8)

30 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; *The First Music* by Dylan Pritchett

Review what students heard about how Africans were enslaved and forcefully brought to the thirteen colonies. Explain that when Africans were brought to North America, they brought their culture with them, including their music. Over time, the music brought from Africa changed to become the African American music styles of jazz, blues, and rock and roll. In this activity, students will hear a folk tale about how African music was invented.

Read aloud *The First Music* by Dylan Pritchett, or show the August House video read-aloud “[The First Music](#)” (4:53)

Use the following questions to guide a class discussion:

- What are some of the ways the different kinds of animals joined in the music?
- Why did the frogs stay silent at first?
- What did the animals learn from this experience?

Anansi the Spider: An African Folktale (2.8)

30 MIN

Materials Needed: Internet access; capability to display Internet in the classroom; *Anansi the Spider* by Gerald McDermott

Review what students learned about Africans being enslaved and forcibly brought to the thirteen colonies. Explain that when Africans were brought to North America, they brought their culture with them, including their stories. Many African stories include a character named Anansi the Spider. Anansi is a trickster. Like the tricksters Coyote and

Raven of Native American stories, Anansi is smart and breaks the rules or plays tricks to get what he wants. In this activity, students will hear a story about Anansi and his sons.

Read *Anansi the Spider* by Gerald McDermott, or play the [video read-aloud](#) (5:49).

After reading the story, write the names of Anansi's sons (See Trouble, River Drinker, Cushion, Game Skinner, Stone Thrower, Road Builder) on the board or chart paper. Have students identify each son's talent. How did each son use his talent to help Anansi?

TURN AND TALK—Have students identify their own talents. How could they use their talents to help other people?

If you completed the Coyote and Raven activities in Chapter 1, have students compare and contrast all three trickster stories. What do the stories have in common? How are they different?

Money in the Thirteen Colonies (2.2, 2.5)

1 CLASS PERIOD

Materials Needed: Internet access; capability to display Internet in the classroom; examples of modern bills and coins; sufficient copies of eighteenth-century coin and bill templates; scissors; markers or colored pencils; glue sticks or tape

Note: The eighteenth-century coins and bills can be found in the PBS activity "[Objects and Money from Long Ago](#)." You may wish to cut the coin and bill templates ahead of time, in lieu of students doing their own cutting.

Show students examples of modern American money (bills and coins). Explain that the thirteen colonies used money too but that it was different from the money we use today. Explain that in this activity, students will learn about colonial money and then make their own.

Show the PBS LearningMedia video "[Objects and Money from Long Ago](#)" (9:43).

Next, have students complete the accompanying PBS activity "[Objects and Money from Long Ago](#)."