

Title: Should I Stay or Should I Go

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Key Words: indentured servants, American colonies

Grade Level: 6

Time Allotted: 90 minutes (1 block)

Lesson Overview	Students will complete a choose-your-own-adventure story in which they become an indentured servant in the American colonies. They will evaluate their choices and analyze the factors that led many people to become indentured servants in the colonies.
Guiding Question(s)	Why did people decide to become indentured servants in the American colonies? Were they motivated more by “push” or “pull” factors?

Learning Objectives (SWBAT)

- Students will be able to explain the motivations that led people to become indentured servants.
- Students will be able to analyze and evaluate individuals' decisions to become indentured servants.

Standards of Learning & Essential Historical Skills Taught

SOL USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

- c) describing colonial life in America from the perspective of large landowners, farmers, artisans, women, indentured servants, and slaves.

Historical Issues-Analysis and Decision-Making

- Students will analyze the motivations that led people to enter indentured servitude in the American colonies and will evaluate their decisions.

Assessment Tool(s)

See Guided Practice and Independent Practice below

Materials/Resources

- Choose-Your-Own-Adventure: <http://indentureadventure.wikispaces.com>
- *Explain Yourself!* – handout
- *Indentured Servants* – handout for note-taking

- *Indentured Servants Demographics* – this can be projected or handed out

Modifications (to meet needs of diverse learners)

- After completing the choose-your-own-adventure story, students can write a sequel that tells the fate of their character. This story should be realistic.
- For more of a challenge, this sequel can have some decision-making points like the original story.
- As an alternative to the online choose-your-own adventure, student with a lower reading level could complete the activity titled “Englishwoman: Should you become an indentured servant in America?” from *Key Decisions in U.S. History, Vol. 1* (J. Weston Walch: 1997).

Instructional Procedures/Process

1. Opening discussion: What motivates people to move from one place to another?
 - a) Whose parents moved here from somewhere else? Why did they move?
 - b) Think-Pair-Share: Brainstorm a list of people's motivations for migrating.
 - c) Discuss the difference between “push” and “pull” factors that influence migration. Create a list of each on the board.

Push factors include economic distress, political, religious, or cultural persecution, war, famine or drought, lack of land/housing/space, few opportunities, natural disasters or environmental/agricultural degradation

Pull factors include economic opportunities, security, family ties, better living conditions, religious freedom, political freedom, climate, fertile land, availability of land, natural resources
 - d) Why did people move to the American colonies?
2. Choose-Your-Own-Adventure
 - a) Students complete Should I Stay or Should I Go online choose-your-own-adventure story: <http://indentureadventure.wikispaces.com>
 - b) At each decision point in the story, students explain their decisions on the *Explain Yourself!* worksheet.
 - c) Students can do the optional creative writing extension (*described in Modifications section above*).
3. Class Discussion (Refer to the contextual essay for elaboration on main ideas and talking points)
 - Hold a class discussion framed around the decision points in the story. Students will refer to and discuss the decisions they described in the *Explain Yourself!* worksheet.
 - Guide students in taking notes on the *Indentured Servants* handout.
 - The focal points of this discussion should be the following:
 - o What were the conditions faced by the poor in Great Britain in the 17th century?
 - o What was indentured servitude?

- o Why did people decide to become indentured servants in the colonies?
 - o What sacrifices did indentured servants have to make?
 - o What were some differences between life in Barbados and life in the Chesapeake colonies for indentured servants?
 - o Do you think the rewards of indentured servitude would have been worth the costs?
 - o What types of people were most likely to become indentured servants?
 - Show and discuss the *Indentured Servant Demographics* tables to check students' hypotheses.
- NOTE: Most of the "unknown" occupations were unskilled laborers or farmers.*

4. Guided Practice

- With a partner, students choose one of the following assignments:
 - o You have been hired by the Virginia planter Bradford Smythe to recruit 30 indentured servants for his tobacco plantation. Create an advertisement to recruit indentured servants in London.
 - o Create a visual collage of push and pull factors that motivated people to become indentured servants.
- Assess the work on the following traits:
 - o Includes at least **four motivations** for people to become indentured servants
 - o Includes **both push and pull factors** that influenced people's decisions to become indentured servants
 - o Historical accuracy
 - o Style/Presentation

Closure: Independent Practice

For homework, write one paragraph answering the following questions:

- What were the "push" and "pull" factors that made people become indentured servants?
- Do you think the push or the pull factors were more important in this decision? Explain why.

Assess the paragraph on the following traits:

- Both "push" and "pull" factors are discussed
- At least five motivations are given
- Strong support is given for student's opinion of whether push or pull factors were more important
- Clarity of writing
- Grammar and spelling