

Unit and Lesson Context

- This is Lesson 5: English Colonial America from Unit 2: European Exploration and Colonization in Social Studies 7. Students have previously learned about reasons for European Exploration and European Colonization. This lesson focuses in on the three regions of the 13 English Colonies.
- The 7th grade course also aligns with the 8th grade curriculum. This lesson specifically aligns to 8th grade and provides a review for those students. This rigor lesson of this is also appropriate for 6th grade students.

Unit Plan Daily Details

What

Standards: <i>What knowledge and/or skills are students working towards?</i>	Daily Objectives: <i>What will students do today?</i>
<ul style="list-style-type: none"> • 7.2 C – identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo. 	<ul style="list-style-type: none"> • SWBAT identify the three British colonial regions in North America and their eastern and western borders. • SWBAT describe major geographic and economic characteristics of each colonial region.

Key Points: *What will students know today?*

- England developed the Middle, Southern, and New England colonies in North America. These colonies were located between the Appalachian Mountains and the Atlantic Ocean with colonists first settling coastal areas. The geography of each colonial region would determine the economic activity of its colonists.
- The Southern colonies contained an abundance of flat, fertile land and a warm climate which provided the space and environment colonists needed to develop large farms, called plantations, where cash crops like tobacco, rice, indigo, and eventually cotton, were grown through the use of enslaved labor.
- Many individuals moved from Great Britain for the economic opportunities farming and growing cash crops provided. These cash crops were sent back to Great Britain as part of mercantilism and the Triangle Trade.
- With a short growing season, rocky soil and hilly terrain (land), the New England colonies were unable to use agriculture (farming) to support their economy like the Southern colonies. This led to the region relying on its abundance of forests and access to water for economic opportunities such as fishing, whaling, lumber, and shipping.
- The climate and geography of the Middle colonies made the region ideal for growing wheat and other types of grains. Because of this, the region would become known as the “Breadbasket” colonies.

How

Materials needed for this lesson:

- Handout 2.5
- Key Points Tracker

Engage: ~15 minutes

- Students analyze the map to answer the questions. Cold/Warm call to review answers.
 - Students should use their prior knowledge about maps, climate, and sedentary cultures from Unit 1 to answer these questions.
- Today’s vocabulary: climate (review), colony (review), cash crop, plantation

Explore: ~15 minutes

- Students work in table groups to analyze the chart and answer the questions on their handout (5-7 minutes). Call on volunteers to share their answers when students have finished working (5-7 minutes).
 - **Note:** For the last question, students should use the words favorable and unfavorable to complete the sentence.

Explain: ~25 minutes

- Students will work in table groups to complete the map on their **Key Points Tracker**. Pause between steps 1 and 2 to ensure students have the correct labels on their maps before they begin to add the pictures in step 2. Show an exemplar map when students have finished working for them to correct their answers, as needed.

Elaborate: ~20 minutes

- Students will work in table groups to read the passages and answer the questions. Pause between the two passages to review the answers to questions 1-3. Review the answer to question 4 after students have finished with the second passage.
 - **Note:** Emphasize to students that people were enslaved in all colonial regions, even though it became much more important to the Southern region.

Evaluate: ~15 minutes

- Students will answer the multiple choice question and practice prompt independently.
- Then have students share their written response with a partner, before reviewing possible answers whole class.

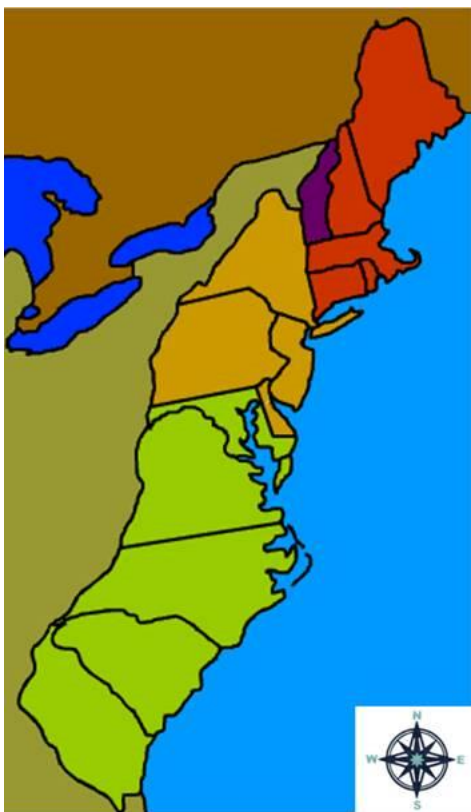
Other Notes

- **Guiding Question(s):** What were the defining characteristics of the New England, Middle, and Southern colonies that made them both similar and different from each other?

Student Facing Materials

Engage

Directions: Use the map below to answer the questions.



This map shows 3 different regions of colonies founded by the English.

Think about: What can you infer about the climate of each of the three regions based on their location? Answer the two questions below.

1. Which color region (red, orange, green) would have the coldest average temperature?

2. Which color region (red, orange, green) would have the warmest average temperature?

Think about: All three of these regions were settled by colonists who lived a sedentary lifestyle. Answer the question below.

3. What can you infer about the things these colonists might have done to make money?

Vocabulary:

	The average or yearly weather conditions in an area
	Land controlled by a country outside of its borders
	A crop that is widely produced to be sold for profit
	A very large farm where cash crops were produced and sold using enslaved labor

Explore

Directions: Use this chart and your knowledge of social studies to answer the questions below.

The Colonial Environment and its Economic Impacts

Colonial Region	Land	Climate	Way of Making Money
New England	Rocky, forested, poor soil	Long cold winters, very short growing season	Fishing, whaling, shipbuilding, lumber
Middle	Fertile river valleys	Milder winters, longer growing season	Farmed, grew grains: wheat, rye, and barley Known as the "Breadbasket" of the colonies
Southern	Flat coastal plains, broad rivers, fertile soil	Warm, moist summers, very short and mild winter	Plantations where rice, indigo, and tobacco were grown

What are the three colonial regions?

Why did the New England region make its money by doing things other than farming?

Describe a difference you notice about the crops grown in the Middle region and some of the crops grown in the Southern region.

Why might the New England region be more successful than the Southern region at fishing, whaling, shipbuilding, and lumbering?

Complete the following sentence using our vocabulary words, *favorable* and *unfavorable*:

The climate in the Southern colonies was _____ to agriculture, so they grew cash crops to make money, while the New England colonies depended on fishing and shipbuilding because their climate was _____ to farming.

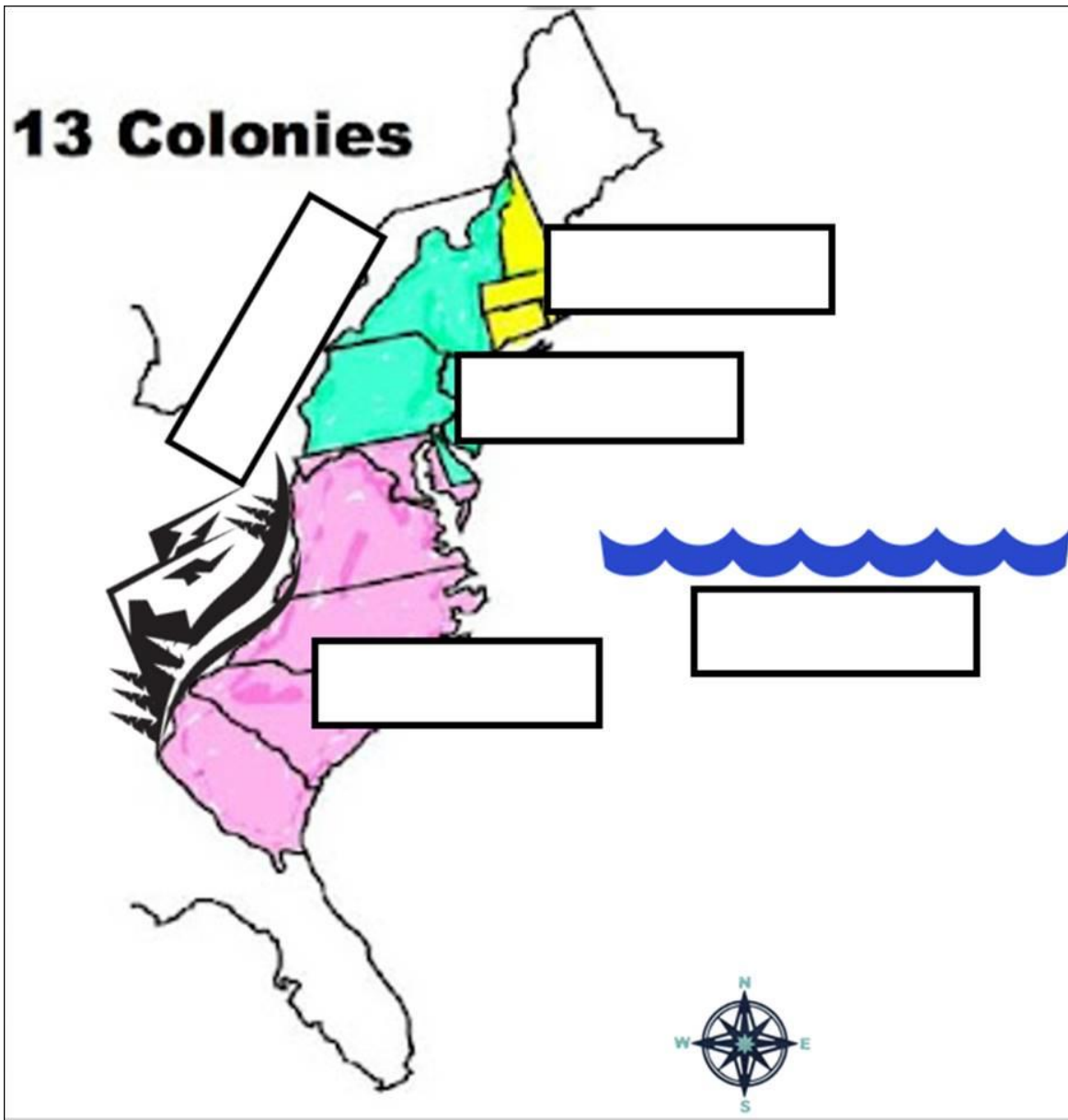
Explain

You will complete this part of the lesson on your **Key Points Tracker**.




Key Points Packet

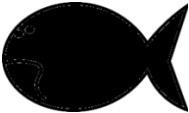

Step 1: Use the Word Bank to fill in each of the boxes on the map.

Word Bank		
Appalachian Mountains	Southern Colonies	New England Colonies
Middle Colonies		Atlantic Ocean



Step 2: Draw each of the icons below on your map in the correct region.

Draw a...	In the...
	Coldest colonial region
	Warmest colonial region
	Region that grew cash crops to make money

	Region that depended on fishing and shipbuilding to make money
	Region that was known as the "breadbasket"

Elaborate

Labor in the Colonies



1. Describe how the British used Native Americans to gain wealth in the colonies.

2. Which colonial region would most use Native American labor? Why?

As the demand for labor grew with the cultivation (*growing*) of tobacco, the British colonists developed a variety of labor systems to meet that demand, including indentured servants (people who worked for a period of time) and enslavement. While indentured servants were commonly poor people from England, the British landowners also purchased or captured Native Americans to use as forced labor in growing tobacco, rice, and indigo. Although this practice was not as common as it was in the Spanish colonies, indigenous cultures were an important source of labor for the first British colonists, before the African slave trade became their primary source of labor.



Context: A Dutch ship brought the first enslaved Africans to Virginia in 1619. By the 1700s Africans were enslaved in all of the English colonial regions, and enslaved Africans had become the main source of labor in the Southern colonies. The following passage is an example of experiences faced by enslaved people on plantations.

Thomas was born into slavery in North Carolina. Once a year, Thomas was given one pair of shoes, one blanket, one hat and five yards of rough cloth, which he had to use to make his own clothes. He was hungry all the time, with nothing to eat but corn that was ground into bread. During planting season on the plantation, Thomas and his family worked from 3 o'clock in the morning until past dark at night. They had to chop wood, dig ditches, and clear land for planting. Sometimes it was so cold their tears would almost freeze. One of Thomas' earliest memories was of his sister being stripped and tied up in a smokehouse to be whipped. She was so badly beaten that her body was scarred very badly. The family was never quite the same after that terrible event.

When Thomas was 9 years old, he was sold to a neighbor who lived in Wilmington, N.C., and taken by horse and carriage to his new home. On the day he left, Thomas hung on to his mother's skirts and cried. His mother told him that she could not save him, and he must go. His mother followed him out to the road, crying, until the driver hit her and ordered her to go back home. When Thomas was at his new enslaver's home, he was whipped for the first time. He learned that even when he tried very hard, if he didn't finish all of his work and it wasn't perfect, he would be beaten.

Describe the life of enslaved people at the plantation.

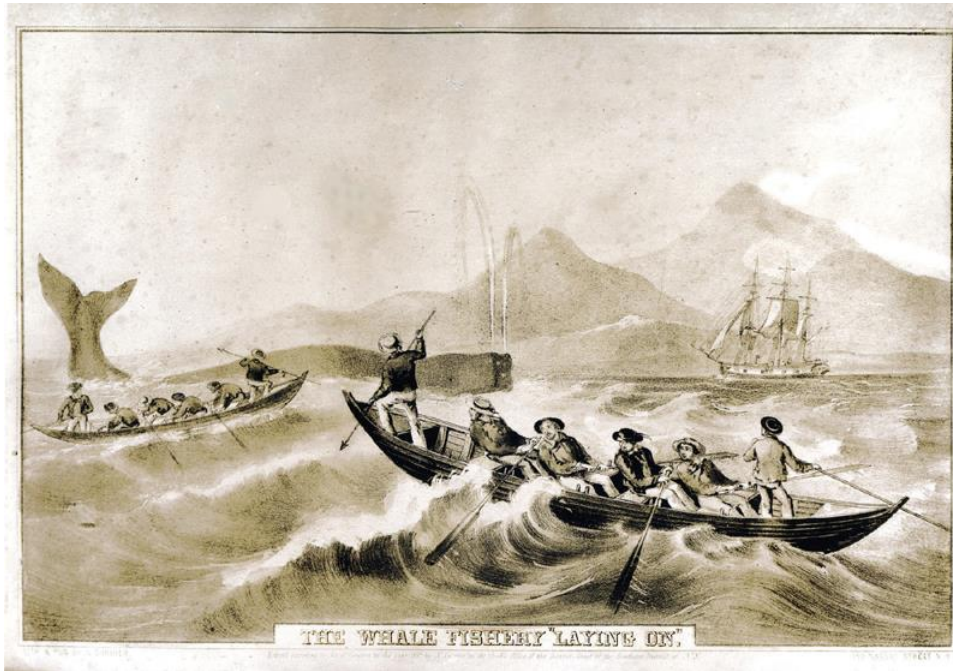
- **What was their job?**
- **When/where did they work?**
- **How were they treated?**

Evaluate

1. Which of the following were common activities individuals in the Southern Colonies did to make money?

Select the two correct answers.

- Building ships
- Growing rice
- Fishing
- Exporting tobacco
- Harvesting wheat



Evaluate whether this image most likely represents life in the Southern, New England, or Middle Colonies.

Criteria for Success

- Claim: Identity the correct region.
- Evidence: Identify a specific piece of evidence from the image that supports your claim.
- Reasoning: Explain how this evidence supports your claim.

Optional Sentence Stems:

- This image represents the _____ colonies.
- In the image I see _____.
- This is connected to the _____ colonies because _____.