



## **WE'RE NOT GOING TO TAKE IT ANYMORE: CREATING A COLONY**

**DESIGNED BY:** Charles Vaughan, Dent Middle School

**SUBJECT AREA/COURSE:** Social Studies    **GRADE LEVEL:** 8

**ESTIMATED INSTRUCTIONAL TIME:** 2 class periods

**OVERVIEW:** The 15<sup>TH</sup> and 16<sup>th</sup> centuries were a time of great change in Europe. Economic competition created the need for exploration. The Reformation was the catalyst for religious divisions that are still evident today. Many colonies in North America were established as economic ventures and as religious safe havens. Students will use this knowledge to create new colonies.

### **SC CURRICULUM STANDARD(S), STRAND(S), AND/OR AREA(S) TARGETED:**

- 8.2.3      Compare and contrast early European settlements in South Carolina and the American colonies, including political, economic, and social institutions.
  
- 8.2.5      Describe the political and social divergence of South Carolinians and other Anglo-American colonists from England.

### **APPLIED/REINFORCED:**

- 8.6.2      Identify and explain historical, geographic, social and economic factors that have helped shape American democracy.
  
- 8.8.1      Make and use maps, globes, graphs, charts, and models to illustrate and analyze location and spatial distributions of physical and cultural features in South Carolina and the United States.
  
- 8.8.3      Explain how people interacted with their physical environment to create distinctive regions in South Carolina and the United States.
  
- 8.8.4      Describe the geographic patterns and types of migrations as they affect ecosystems and natural resources, settlement, economic development, and population change in South Carolina and the United States.
  
- 8.10.1     Provide examples of the basic institutions of capitalism: private property, free enterprise, competition profit.

**RICHLAND SCHOOL DISTRICT TWO STUDENT TECHNOLOGY BENCHMARK(S)  
ADDRESSED:**

**APPLICATION SOFTWARE**

**Identify the characteristics of and utilize word processing software**

- 5.1 Create, edit, save, save as, open, close, and print documents
- 5.2 Apply formats (e.g., text, font, bold, color, alignment)
- 5.3 Utilize spellcheck and thesaurus
- 5.5 Insert objects and files from application software and the Internet (e.g., graphics, text, tables, charts, databases, spreadsheets)
- 5.9 Use tool bars (e.g., standard, formatting, drawing)

**Identify the characteristics of and utilize multimedia software**

- 5.19 Create and display linear and non linear presentations
- 5.20 Insert objects and files from application software and the Internet (e.g., graphics, text, tables, charts, databases, spreadsheets)
- 5.21 Use painting and drawing tools
- 5.22 Insert sound and animation
- 5.23 Use a variety of advanced features (e.g., looping, and formatting slides)

**INFORMATION GATHERING**

**Use technology to retrieve, evaluate, and interpret information in all content areas**

- 6.1 Use search engines to locate and retrieve information
- 6.3 Select and use appropriate information resources to collect, analyze, and display data (e.g., electronic encyclopedia)
- 6.4 Use appropriate techniques to copy and save data and graphics from the Internet
- 6.5 Modify and use information relevant to classroom assignments
- 6.6 Evaluate and critique information for validity, content, and usefulness

**FOCUS QUESTION(S) FOR ACTIVITY:**

1. What were reasons people established colonies in North America?
2. How did people make a living in these new colonies?
3. What types of governments did the people of the colonies create?
4. What role did the environment play in the shaping of the colony?
5. How did the various ethnic/religious groups interact?

**ASSESSMENT(S)/PROCESSING FOR ACTIVITY:**

1. Evaluate the presentations and each objective based upon the criteria established in the rubric.
2. Check journal entries for length requirements, mechanics, etc.

**STRATEGIES /PROCEDURES:**

1. Review basic reasons for exploration and colonization.
2. Divide the class into groups of 3-4 students. This lesson could also work well as an independent activity for a portfolio or as an independent project.
3. Explain lesson procedures to the students (see **Criteria Sheet**).
4. Pass out materials to each group.
5. Circulate about the room to offer assistance and answer questions as needed.
6. Once all groups have finished, initial research, then groups would begin creating Power Point presentations on their colony.
7. Teacher will ask groups to present completed assignment.

Additionally, students could complete the following:

8. Compare the charters of each colony and write a paragraph describing each colony.
9. Create a student colonial travel guide promoting the colonies.
10. Create a European newspaper classified section that highlights the student-made advertisements.

**ACTIVITY RESOURCES/REFERENCES:**

1. Criteria Sheet
2. Scoring Rubric
3. Oral Presentation Rubric

# WE'RE NOT GOING TO TAKE IT ANYMORE: CREATING A COLONY

## Criteria Sheet

### Directions

Just as early entrepreneurs and religious dissidents did in the 17<sup>th</sup> and 18<sup>th</sup> centuries, your mission is to create a colony in North America. Below is a list of requirements your group must meet to complete the assignment.

### **I. Colonial Charter**

Your first task is to draft a charter for your colony. The charter should include people allowed to settle within your colony (Will you allow all religious groups to settle here or only certain groups?). There should be some description of the government (Will the Parliament in London rule the colony or will there be a representative government based on land ownership? Will a corporation rule the colony or will there be a small group of proprietors that are in charge?) Next, there should be some description of how land will be distributed to the settlers (Will there be different classes of landowners, such as caciques and landgraves in South Carolina, or will everyone receive an equal grant? Will people own the land or will they lease it from the government?) Finally, you should decide if there should be a provision dealing with Native American- colonists relation.

### **II. Colonial Advertisement**

Pretend that you are a proprietor and are trying to attract settlers to your colony. Create an advertisement for the colony that you could post in Europe, other colonies, etc. You may only advertise things that existed during the 1700s. For example, you might offer colonists a headright, transportation to the colony, supplies, etc. You should highlight the principal economic activity of your colony. You **MAY NOT** offer things that did not exist at that time, such as cars, electricity, plane or train rides, etc.

Think about the ads you see every day. What types of things do people put in ads (money back guarantee, contact information, special offers, price)? Remember that you want people to notice your ad. Use style, color, eye-catching information in order to make your colony stand apart from others.

### **III. Colonial Flag**

Your next task is to design a flag for your colony. It should be colorful and contain the colors of the flag from your mother country (England, Spain, or France). You may also want design an official seal for the colony.

### **IV. Map of Journey to the New World**

You should take the role of cartographer and draw a map of your journey to the New World. Keep in mind that the current in the Atlantic Ocean between Europe in North America runs in a clockwise direction. Don't worry if your map does not look like a satellite-generated map. You should indicate the route your ship(s) took from the mother country to your colony.

### **V. Map of the colony**

You should produce a map of your colony. Indicate area(s) of major settlement, natural features (such as rivers, mountains, lakes, etc.), and indicate any Native American settlements within the boundaries of your colony. Keep in mind that this is a new colony and there would not be any more than one or two settlements.

## VI. Journal Entries of your Journey

Pretend you are a settler on the way to the colony that your group created. You should write 10 entries (half page in length) describing your journey. Keep in mind that the journey to the New World will take approximately 6 weeks. Describe life on a ship with limited personal space, your hopes for a new life in a colony and your fears of leaving everything behind. Two of your entries should describe the colony once you arrive (Is it the same as the advertisement or were you misled?).

**Items I, II, and III should be placed in a PowerPoint Presentation of no more than five slides. Make sure you use the drawing tools to create an original flag.**

### England's Principal Mainland Colonies

NAME	ORIGINAL PURPOSE	DATE OF FOUNDING	PRINCIPAL FOUNDER	MAJOR EXPORT	ESTIMATED POPULATION c. 1700
Virginia	Commercial Venture	1607	Captain John Smith	Tobacco	64,560
New York (New Amsterdam)	Commercial Venture	1613 (made English colony, 1664)	Peter Stuyvestant, Duke of York	furs, grain	19,107
Plymouth	Refuge for English Separatists	1620 (absorbed by Massachusetts, 1691)	William Bradford	grain	see Massachusetts
New Hampshire	commercial venture	1623	John Mason	wood, naval stores	4958
Massachusetts	refuge for English Puritans	1628	John Winthrop	grain, wood	55,941
Maryland	refuge for English Catholics	1634	George Calvert, Lord Baltimore	tobacco	34,100
Connecticut	expansion of Massachusetts	1635	Thomas Hooker	grain	25,970
Rhode Island	refuge for dissenters from Mass.	1636	Roger Williams	grain	5894
Delaware (New Sweden)	commercial venture	1638 (included Penn grant, 1681; given separate assembly, 1703)	Peter Minit William Penn	grain	2470
North Carolina	commercial venture	1663	Anthony Ashley Cooper	wood, naval stores, tobacco	10,720
South Carolina	commercial venture	1663	Anthony Ashley Cooper	naval stores, rice	5720
New Jersey	consolidation of new English territory, Quaker settlement	1664	Sir George Carteret	grain	14,010
Pennsylvania	refuge for English Quakers	1681	William Penn	grain	18,950
Georgia	discourage Spanish expansion, charity	1733	James Oglethorp	silk, rice, wood, naval stores	5200 (in 1750)

**Rubric**  
**WE'RE NOT GOING TO TAKE IT ANYMORE:**  
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Group Members \_\_\_\_\_

<b>Category</b>	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Score</b>
Students will create a colony and draft a charter to govern the colony.	-Colony will be linked to a European country -describe land policies -indicate Native American policy -indicate people who are allowed to settle in colony	-Colony will be linked to a European country -describe land policies -indicate people who are allowed to settle in colony	-Colony will be linked to a European country -describe land policies	-Colony will be linked to a European country	
Students will design a flag for their colony.	-Flag contains colors of mother country -Flag has a design representing the colony	-Flag contains colors of mother country	-Flag has a design representing the colony but is not colorful	-Flag was not complete.	
Students will create an ad attracting settlers to the colony.	-Ad is colorful -Ad describes land distribution -Ad illustrates major crop of colony	-Ad describes land distribution -Ad illustrates major crop of colony	-Ad illustrates major crop of colony	-Ad was not complete.	
Students will draw a map illustrating journey to the New World.	- indicates country of origin -contains names of bodies of water - locates colony	- indicates country of origin - locates colony	- locates colony	- Map was not complete.	
Students will draw a map of their colony.	-indicate landforms and bodies of water -indicate major	-indicate major settlement -indicate areas of Native American settlement	-indicate major settlement	-Map of colony was not complete.	

	settlement -indicate areas of Native American settlement				
Students will write 10 journal entries.	-describe journey and settlement -uses descriptive writing	-describe journey	-entries not the half page requirement	-Journal was not complete.	
Students will create a PowerPoint presentation of no more than five slides.	-contained all material on 5 slides			-Presentation was not complete	

**Oral Presentation Rubric**  
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Your Name: \_\_\_\_\_ Group Topic : \_\_\_\_\_

Group Members: \_\_\_\_\_

Oral Presentation Rubric	Possible Points	Self-Assessment	Teacher Assessment
Presenters met all stated objectives in the presentation	10		
Presentation was well planned and coherent	10		
Audience was able to hear presenters	10		
Presenters responded to student questions	10		
Project material was neat and attractive	10		
<b>Total Possible Points</b>	<b>50</b>		

Rate each category according to the following scale: 9-10 = excellent, 7-8 = very good, 5-6 = good, 3-4 =satisfactory, 1-2 = poor, and 0 = unsatisfactory.

**Teacher Comments** \_\_\_\_\_

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**Student Comments** (When responding to this section, address the following areas: What did I like best about the presentation? What could I have done better?)

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