

Fifth Grade Social Studies: Integrated Early American History

Unit 3: Colonization and Settlement

Big Picture Graphic

Overarching Question:

Why did different colonial regions develop in North America?

Previous Unit:

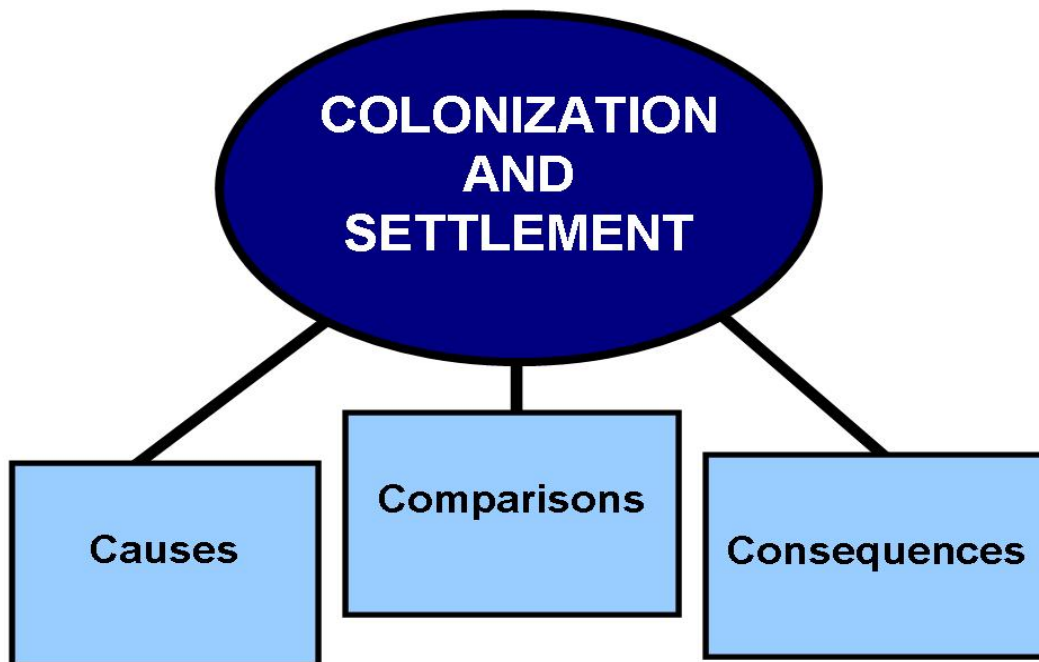
Three Worlds Meet

This Unit:

Colonization and Settlement

Next Unit:

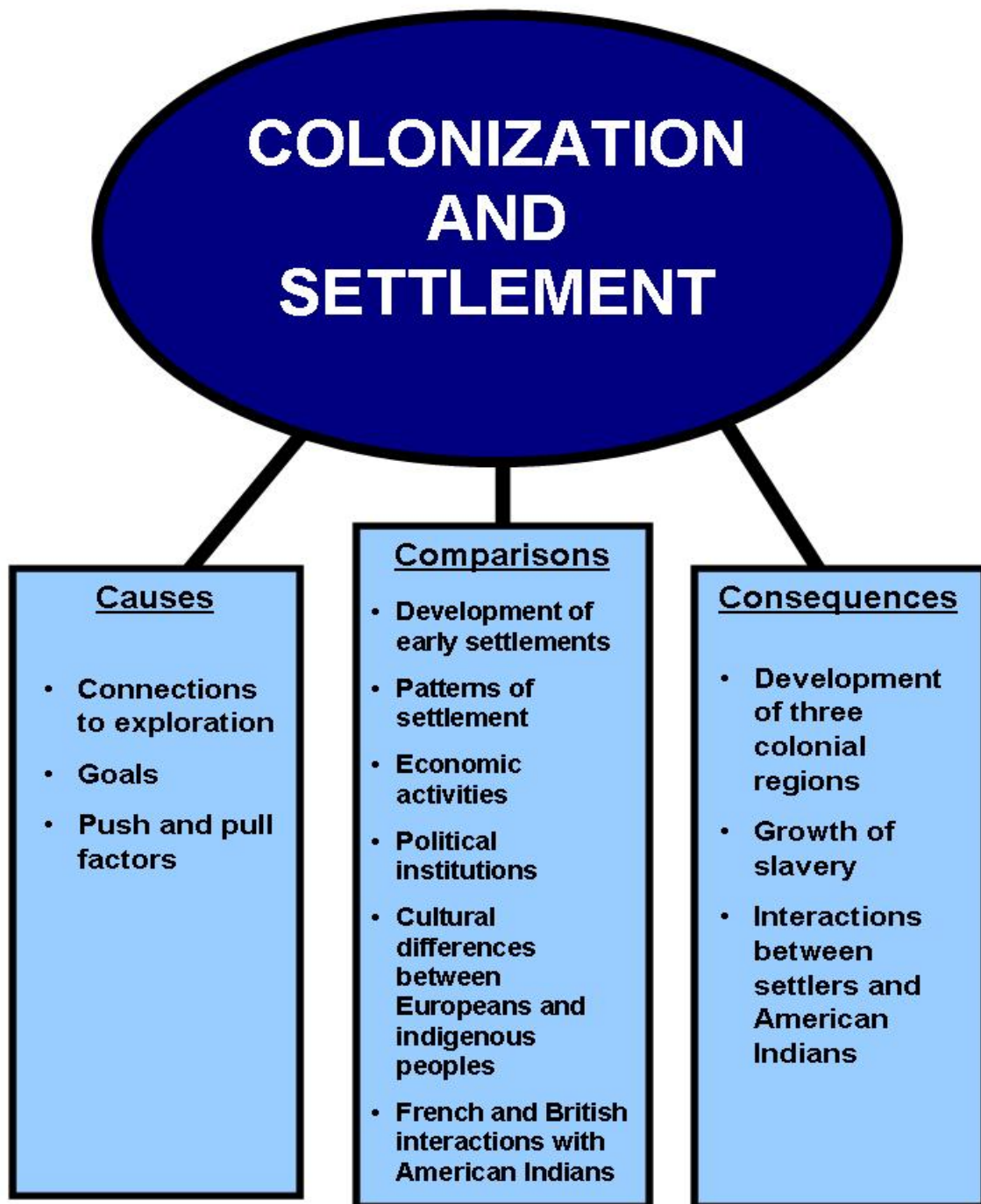
Life in Colonial America



Questions To Focus Assessment and Instruction:

1. How did push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect the settlement patterns and the economic development of each colonial region?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?

Graphic Organizer



Middle School Foundations (see Grade 8, F1.1)

Describe the ideas, experiences, and interactions that influenced the colonists' decision to declare independence by analyzing

- colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights)
- experiences with self-government (e.g., House of Burgesses and town meetings).

Historical Overview

Migration studies are best understood through the lens of push and pull factors, and the European peopling of North America is no different. Several principal groups - the English, French, Spanish, and Dutch - were driven to North America by myriad factors, including but not limited to enclosure¹, mercantilism², colonial competition, and religious aspiration. Their arrival to North America was met by a varied indigenous response that contributed to the milieu that was the early New World. Along with the forced arrival of enslaved Africans in 1619, this incredible situation eventually developed into three distinct colonial societies: the New England Colonies, the Middle Colonies, and the Southern Colonies.

Tragedy and failure are words that come to mind when thinking of early English attempts to settle the Chesapeake region of what would become the Southern Colonies. From the disaster at Roanoke to the starving time of the Jamestown colony, the English commercial experiment in Virginia was saved by one contentious development: the cultivation and emergence of a thriving tobacco economy. Faced with growing demand for the intoxicating crop from the Old World, New World farmers expanded in terms of space and labor force to meet market pressures. Driven by the allure of greater profits, plantation farmers pushed increasingly for the expansion of forced or unfree labor, which contributed significantly to the eventual development of slavery throughout the South. Unlike the commercial motive driving the initial English colonies in the South, Puritan discontent fueled English settlement of the New England colonies. In September 1620, a group of Separatists (the Pilgrims) aboard the Mayflower sailed from Plymouth, England for the New World to create a new godly community. After originally aiming for Virginia, the Pilgrims eventually ended up on Cape Cod, stepping ashore at Plymouth Rock on December 21, 1620. The New England colonies developed along a different path from their southern cousins. In general, instead of being characterized by a growing population of forced labor and large plantations, the New England colonies saw the rise of the small independent town as the centerpiece of life; along with varied economic activities, including agriculture, iron working, ship building, and small-scale manufacturing. Finally, the relatively diverse

¹ Enclosure is the process which ends traditional rights such as mowing meadows for hay, or grazing livestock on common land. Once enclosed, these uses of the land become restricted to the owner, and it ceases to be common land. In England and Wales the term is also used for the process that ended the ancient system of arable farming in open fields. Under enclosure, such land is fenced (enclosed) and deeded or entitled to one or more owners.

² Mercantilism was an economic system that sought to unify and increase the power and monetary wealth of a nation by strict governmental regulation of the entire national economy. The regulatory policies were designed to secure an accumulation of bullion (mostly gold), export more than import (a favorable balance of trade), and establish foreign trading monopolies.

and generally more tolerant Middle Colonies were a kind of middle ground, especially in terms of diverse immigration patterns and varied interactions between indigenous and European groups. Unlike either the small town Puritan life of New England or the increasingly agricultural and unfree life in the Southern Colonies, the Middle Colonies developed along much more varied lines.

In addition to the general patterns of colonial societies outlined above, there also existed different general modes of settlement/native interaction for the three largest European groups to conquer North America: the English, the French, and the Spanish. Of particular interest to the Atlantic seaboard colonies are the differences between the English and French styles. Influenced by their experiences with the Irish, early English leaders desired a “plantation model” of settlement in which they would literally attempt to transplant their entire English society to the New World, from everyday patterns of life to vegetation, all the while keeping indigenous Americans separate and apart from their communities. The French, who were active settlers of what is now Canada, the Great Lakes, and the Ohio River Valley, practiced a much different form of settlement. Influenced by a large fur trapping and Jesuit presence, the French did not push indigenous Americans back, but rather created societies with them, relying on them for their survival and continued growth in the New World. This different approach not only established different demographic patterns among the French and English in the New World, but also laid the foundations for the epic eighteenth century clash for control of North America: The French and Indian War (the Seven Years War).

Challenges for Students:

Combining temporal and spatial scales will likely present problems for students. Previously in the MC3 grades K-4, students explored the physical geography of places such as their neighborhood, local community, and the state of Michigan. They explored how these physical features or characteristics influenced the development of human characteristics. For example, towns built near rivers have bridges to cross them. In exploring natural characteristics of the United States, students examined the Grand Canyon and how humans modified the surrounding environment by creating hotels, stores, parking lots, etc. In this unit, we ask students to delve into a place they will have heard about (eastern seaboard of the United States); yet consider what it was like 300-400 years ago. While the physical geography has not changed much, the tools and technology humans have available to modify or adapt to their environment has changed significantly. Be mindful of students’ tendency of presentism – introducing present-day perspectives into interpretations of the past. Some modern historians seek to avoid presentism in their work because they believe it creates a distorted understanding of their subject matter.

The importance of distinguishing the past from the present may be best illuminated through the concept of colonial regions. Students have studied regions in earlier grades, but their learning experiences have been tied to the contemporary world. However, the concept of “colonial regions” not only speaks about a place, but suggests place at a particular time in the past. It is advised to take time to introduce this with students. Since students were introduced to the geography of the United States, it is worthwhile to build up their prior knowledge, yet distinguish new content. For instance, they may know about Massachusetts or Virginia, but Massachusetts Bay colony should be distinguished from the present day state. Similarly, the Virginia Colony was much more expansive than the present day state of Virginia. The entire states of West Virginia, Kentucky, Indiana and

Illinois, and portions of Ohio were all later created from the territory encompassed earlier by the Colony of Virginia.

Unit Abstract:

In this unit students examine the causes and consequences of European settlement in North America during the seventeenth and early eighteenth centuries. Throughout the unit, students use primary and secondary sources to examine how Europeans adapted to life in North America. Students begin the unit by exploring the reasons for European colonization and identifying push and pull factors that caused people to migrate to the New World. Students next examine a variety of early settlements such as Roanoke, New Amsterdam, Jamestown, and Plymouth. In doing so, students explore how the reasons for migration and the physical geography of the New World influenced patterns of early colonial settlements and their development. Students explore the three distinct colonial regions: New England, Middle, and Southern colonies. They investigate significant developments in each colonial region, focusing on political institutions and economic activities. For example, in studying the growth political institutions, students explore the Mayflower Compact, colonial representative assemblies, the establishment of town meetings, and growth of royal government. Emphasis is also placed on the economic development of each region, including the establishment of staple-crop agricultural economies in the south and the growth of manufacturing and small farms in New England. Students also consider how regional economic differences influenced the use of slave labor in different colonial regions. In exploring the relationships between the European settlers and American Indians, students compare how the British and French differed in their interactions with indigenous peoples. In considering the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and the subsequent English takeover of the Middle colonies, students analyze immigration patterns that led to ethnic diversity. Students also assess the role of religion when exploring each colonial region. Throughout the unit, students gather and evaluate evidence to answer the question: Why did different colonial regions develop in North America?

Focus Questions

1. How did push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect settlement patterns and the economic development of each colonial region?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?

Content Expectations

- 4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
- 5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

- 5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.
- 5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).
- 5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
 - establishment of Jamestown
 - development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)³
 - relationships with American Indians (e.g., Powhatan)
 - development of colonial representative assemblies (House of Burgesses) and royal government
 - development of slavery.
- 5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
 - relations with American Indians (e.g., Pequot/King Phillip's War)
 - growth of agricultural (small farms) and non-agricultural (shipping, fishing, manufacturing) economies
 - the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government⁴
 - religious tensions in Massachusetts that led to the establishment of other colonies in New England.
- 5 – U2.1.3: Describe significant developments in the Middle colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
 - the growth of Middle colonies economies (e.g., breadbasket)
 - the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
 - immigration patterns leading to ethnic diversity in the Middle colonies.
- 5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

³ Note that the term "one-crop economies" as used in this expectation is not the proper historical term. Rather, the proper reference should be to "staple-crops." For instance, South Carolina planters grew rice, cotton, and indigo. While the South Carolina economy grew more than one type of crop, it relied heavily on plantation-grown staple crops, which increased reliance of slave labor. Accordingly, both "one-crop economies" and "staple-crops" will be referenced in the key concepts.

⁴ The development and growth of royal government is referenced in the expectations relating to both the Southern and New England colonial regions. This relates to the re-establishment of more British control over her colonies. It is significant to note that royal government was established much sooner in Virginia than in Massachusetts – by more than a half of a century.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

Common Core State Standards:

- RI.5.3:* Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4:* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6:* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7:* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- SL.5.1:* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.4:* Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5:* Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Key Concepts

cause and effect
colonial regions
colonization
conflict and cooperation
cultural differences
economic development
ethnic diversity
migration
push and pull factors
role of religion
representative government
settlement
settlement patterns

Duration

6 weeks

Lesson Sequence

- Lesson 1: From Exploration to Colonization
- Lesson 2: English Settlement
- Lesson 3: The Development of the Southern Colonies
- Lesson 4: Religious Freedom and Early New England Settlements
- Lesson 5: The Development of the New England Colonies
- Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements
- Lesson 7: The Development of the Middle Colonies
- Lesson 8: Comparing Regional Settlement Patterns
- Lesson 9: European Settlement and Native Americans

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

5 – U2.1.1 5 – U2.1.2 5 – U2.1.3	Create a map depicting the natural features of the three colonial regions and explain in writing how those features shaped the economy and culture of each region.
5 – U2.1.1 5 – U2.1.2 5 – U2.1.3 5 – U1.4.2	Write an evidentiary-based argument that answers the question: “Why did different colonial regions develop in North America?”

Resources

Equipment/Manipulative

- 12 X18 drawing paper for constructing the graphic organizer used for assessment
- Chart paper
- Color Markers for highlighting – two different colors for each student
- Glue or glue sticks
- Map of the Western Hemisphere
- Overhead Projector or Document Camera and Projector
- Scissors
- White construction paper
- World Map

Student Resource

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McGovern, Ann. *If You Sailed on the Mayflower*. New York: Scholastic, 2000. (optional)

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- - -. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*. New York: Scholastic, 1989 (optional)

- - -. *Tapenum's Day: A Wampanoag Indian boy in Pilgrim Times*.. New York: Scholastic, 1996. (optional)

*The Way People Live Series. San Diego, DA: Lucent Books, 1999.

Yero, Judith Lloyd. *The Mayflower Compact*. Documents of Freedom series. Washington, D.C: National Geographic, 2004. (optinal)

Yolen, Jane and Heidi Elizabeth Yolen-Stemple. Roanoke Colony: An Unsolved Mystery from History. New York: Simon & Schuster Children's Books, 2002. (optional)

**You are the Archaeologist*. Historic Jamestowne. 5 Oct. 2011
<http://www.historicjamestowne.org/learn/interactive_exercises.php>.

You are the Historian: Investigating the First Thanksgiving. 5 Oct. 2011<http://www.plimoth.org/education/olc/index_js2.html>.

Teacher Resource

1657 Comberford Map. University of North Carolina at Chapel Hill. 5 Oct. 2011
<http://www.learnnc.org/lp/media/uploads/2008/03/south_part_virginia.jpg>.

Ann Hutchinson. Wikipedia School Section. 25 July 2011 <<http://schools-wikipedia.org/wp/p/Puritan.htm>>.

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Indentured Servant Ad. The Glasgow Story. 5 Oct. 2011 <http://www.theglasgowstory.com/images/TGSE00607_m.jpg>.

Jamestown Artifacts. Virtual Jamestown. 5 Oct. 2011 <<http://www.virtualjamestown.org/images/artifacts/jamestown.html>>.

James Fort Drawing. Historic Jamestown Rediscovery. 5 Oct. 2011 <<http://www.apva.org/history/fort.html>>.

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**Map of the Southern Colonies*. The Thirteen Colonies. 5 Oct. 2011 <http://www.mce.k12tn.net/colonial_america/southern_colonies.htm>.

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**New France*. The Canadian Encyclopedia. 5 Oct. 2011 <<http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=A1ARTA0005701>>.

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