

Lesson 3: The Development of the Southern Colonies

Big Ideas of the Lesson

- Following Virginia, four more southern colonies were founded along the Atlantic coast by the English.
- These included Maryland, North Carolina, South Carolina, and Georgia.
- Reasons for the founding of these colonies included the desire to make a profit, the desire for religious freedom, and the desire to provide a second chance for prisoners in England.
- The economies of these colonies were dependent mainly on cash crops such as tobacco, rice, and indigo.
- The growing of cash crops resulted in more and more enslaved Africans being brought to these colonies.

Lesson Abstract:

In this lesson, students build upon what they learned about Jamestown and the Virginia Colony as they study the development of the other four Southern Colonies. A primary source is used to launch a brief exploration of each of the colonies. A focus is placed on reasons the colonies were founded, push and pull factors affecting the movement of people into the colonies, the influence of geography on their development, and the economic activities that developed in each.

Content Expectations

- 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)
 - relationships with American Indians (e.g., Powhatan)
 - development of colonial representative assemblies (House of Burgesses)
 - development of slavery.

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

Common Core State Standards:

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.

Key Concepts

colonization
economic development
push and pull factors
colonial region

settlement
settlement patterns

Instructional Resources

Equipment/Manipulative

document camera/projector

Chart paper

12 X18 drawing paper for constructing the graphic organizer used for assessment

Student Resource

Bower, Burt, et al. *America's Past*, Social Studies Alive Program. Palo Alto, CA: Teacher's Curriculum Institute, 2010 or a similar fifth grade social studies textbook. pp. 91-93.

Journey to a New Life Online Simulation. Exploring Maryland's Roots website. 5 Oct. 2011
<<http://mdroots.thinkport.org/interactives/newlife/intro.asp>>.

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>.

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 3)*. Teacher-made material. Oakland Schools, 2012.

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

Pamphlet Introduction. University of North Carolina at Chapel Hill. 5 Oct. 2011
<<http://www.learnnc.org/lp/editions/nchist-colonial/2043>>.

Royal Charter for Georgia. Georgia Info. 5 Oct. 2011 <<http://georgiainfo.galileo.usg.edu/tdgh-apr/apr21.htm>>.

Lesson Sequence

1. Briefly review what students learned about Jamestown in the previous lesson by asking students to write two significant things they remember about the settlement in their social studies journal. Have them share their writing with a partner and then in the large group.
2. Explain that as more and more tobacco plantations were begun, settlers moved further and further from Jamestown and the colony of Virginia began to grow. Give each student a copy of the "English Colonies Map", located in the *Supplemental Materials (Unit 3, Lesson 3)*. Using the labeled map, which has also been included in the *Supplemental Materials (Unit 3, Lesson 3)* as reference, guide students in labeling the Virginia colony with a number 1 and add the term "Virginia" to the Map Key. Note that this map will be used in several lessons so caution students to keep it safely in their journals or notebooks.
3. Using Word Card #17, explain that in 1624, King James took away the charter he had given the Virginia Company and made the colony a 'royal colony.' This meant the governor would now

be appointed by the king. Ask students why they think the king did this. Discuss students' response. Possible answers include that the king wanted more control over Jamestown, that the king hoped to gain more wealth for himself, and that he felt the Company was not able to properly run Jamestown.

4. Display "Source #1", located in the *Supplemental Materials (Unit 3, Lesson 3)*. Ask students whether this is a primary source or secondary source and to give a reason for their answer. Guide students in understanding that this is an advertisement from the 1600's and is therefore a primary source. Remind students that writing has changed through the years. Draw their attention to the word 'business' in the ad and explain that during these times the letter 's' looked like the letter 'f'.
5. Have students attempt to read the ad with a partner. Note that the transcription of the ad has also been included in the *Supplemental Materials (Unit 3, Lesson 3)*. Use it as needed. Ask students what they think the ad is for. Discuss their ideas. Guide them in understanding that this ad is looking for a young blacksmith to serve as an indentured servant for four or five years. Highlight the word 'Maryland' and explain that this was a colony that was founded north of Virginia. Guide students in labeling Maryland on their Colonies Map. Explain that just like in Virginia this colony needed settlers and tried to encourage people to come as indentured servants.
6. Ask students under what conditions they might have been willing to serve as an indentured servant in Maryland or Virginia. Then, explain that only about 40% of the indentured servants lived long enough to complete their term of service in the early years of the colonies.
7. Using Word Cards #18 and #19, explain that Maryland was founded by a proprietor, or person who was given land for a colony by the king. Give each student a copy of the "Note Taking Chart", located in the *Supplemental Materials (Unit 3, Lesson 3)* and go over the sections of the chart. Explain that students will now be reading about the colony of Maryland and adding information to their chart. Assign the section of your textbook that covers the colony of Maryland. Note that in the text cited in the Student Resources this would be page 91. Also note that a chart showing sample answers has also been included in the *Supplemental Materials (Unit 3, Lesson 3)*. This chart will be used for the other three southern colonies also so caution students not to go into a lot of detail. One example for each topic is sufficient. Note also that this chart will be needed in Lesson 8 so make sure students keep it carefully.
8. The following information is provided as background information. It covers the significant ideas relating to Maryland. Note that if your text leaves out some of this information you may wish to share it with students.
 - The Calverts were a wealthy English family who were Catholic. They wanted to form a colony that would make money and also be a safe place for Catholics who were often treated unfairly in England.
 - King Charles I granted a charter to the family in 1632. Remembering the difficult times in Roanoke and Jamestown, the family planned carefully for their colony.
 - In 1633, the first settlers left England under the leadership of one of Calvert's sons. Many of them were indentured servants.

- Having learned from Jamestown, some tobacco plantations were started. The geography of Maryland, like that of Virginia, was perfect for tobacco.
 - From the beginning, Maryland welcomed settlers of many religions. In 1649 the colony passed the Toleration Act, which was the first law in the English colonies to allow all Christians to worship as they pleased.
 - Economic opportunity, however, became the pull for many Maryland colonists, not religious freedom.
 - Up until 1680, indentured servants were the main source of labor. After this time more and more enslaved Africans were brought to Maryland.
9. As an optional activity, you may wish to have students experience the “Journey to a New Life Online Simulation”, which can be found at this website:
<http://mdroots.thinkport.org/interactives/newlife/intro.asp> (also listed in the Student Resources). This simulation involves a fictional first-person adventure from the streets of London to the promise of life in America. Students can explore and interact with the crew and passengers of the *Ark* on its historic passage to Maryland.
10. Display “Source #2”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Explain that this is a map from 1657. Ask students to read the title of the map (The South Part of Virginia Now the North Part of Carolina) and explain what they think it means. Guide students in understanding that the colony of Carolina developed to the south of Virginia. Point out the island marked with an “R” and explain that this is Roanoke Island which they learned about in Lesson 1.
11. Explain that the English settlers who came into this colony had come from Virginia. Ask students why they think people would leave Virginia and move to the south. Discuss their answers and guide them in understanding that as the population of Virginia grew land became scarce as wealthy plantation owners took more and more land.
12. Distribute the text selection on “The Carolina Colony”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Have students read the selection and highlight information for their Note-Taking chart. Then, have them transfer the information to the chart.
13. Guide students in adding North and South Carolina to their Colonies Map.
14. Display “Source #3”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Read the source out loud with students and ask them what kind of document they think this was. Discuss their ideas and then explain that this was the introduction to a pamphlet, or sales brochure, published in London in 1666 to encourage settlement of the new colony of Carolina. Ask students what this description offered settlers as you highlight these phrases on the document:
- Healthiness of the Air
 - Fertility of the Earth and Waters
 - Great Pleasure and Profit
15. If time allows, have students work with a partner to design their own ad, television commercial, or radio ad encouraging settlers to come to Carolina.

16. Refer students back to the text selection of Carolina used in Step 14 and the section that explains that North and South Carolina were created out of two-thirds of the Carolina Colony. Explain that the southern third became the final southern colony.
17. Display “Source #4”, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Explain that this source is a section of the Royal Charter given to the founders of the colony of Georgia. Have students try to identify familiar words on the document and then display the “Transcription” of the document, located in the *Supplemental Materials (Unit 3, Lesson 3)*. Highlight and discuss the following phrases. Note that a highlighted version has been included in the *Supplemental Materials, (Unit 3, Lesson 3)* for you to use as reference.
- Poor subjects (explain that this refers to poor people in England)
 - Misfortunes and want of employment (explain that this refers to hard times and lack of jobs)
 - Not able to provide a maintenance for themselves and families (explain that this means they could not take care of themselves or their families)
 - Means to defray their charges of passage (explain that this means they needed a way to pay for their passage to the colony of Georgia)
 - Gain a comfortable subsistence (explain that this refers to a comfortable living)
 - Strengthen our colonies (explain that this means these people could help the colonies if they were able to get there)
18. Guide students in understanding the gist of the charter by explaining that at this time in England there were many poor people. When a person could not pay their debts they were sentenced to a debtor’s prison. The founders of the colony of Georgia hoped to offer these people a second chance by paying for their passage to Georgia.
19. Assign students the section of your text which deals with the founding of Georgia. Note that in the text cited in the Student Resources this would be pages 92 and 93. Have students read the selection and add information to their note-taking chart.
20. The following information is provided as background information. It covers the significant ideas relating to Georgia. Note that if your text leaves out some of this information you may wish to share it with students.
- In 1733, James Oglethorpe and nineteen partners were given a charter to settle a colony, which they named Georgia in honor of King George who ruled England at the time.
 - The English were hoping this colony would serve as a buffer zone between the other English colonies and Spanish Florida.
 - To get settlers to come to the colony, Oglethorpe came up with a plan to bring people who were in prison for owing money. At that time in England debtors were put in jail. He offered some of these people the opportunity to leave prison and settle in Georgia.
 - This idea, along with many others, helped Oglethorpe develop a reputation for being a very fair and humane person. In addition, he would not allow slavery in the colony of Georgia. Therefore, the colony began with small farms, not large plantations.

- In 1752, the king took control of the colony from Oglethorpe and his partners making it a royal colony. Slavery was now allowed and large plantations began to develop.
- Chief products in Georgia were rice, indigo, and lumber.
- In many ways, it resembled North Carolina in the beginning. There were mostly small farmers with a rich planter who owned a plantation here and there.

21. Have students add Georgia to their "Colonies Map." Then, have them shade the five colonies in red. Using Word Card #20, explain that although the five colonies studied in this lesson had many differences, they also shared many common characteristics. For this reason they became known as the "Southern Colonies." Explain that in the next two lessons students will explore the colonies that were founded in the north along the Atlantic coast.

Assessment

As an assessment, have students create a more detailed version of the lesson graphic organizer by using the graphic organizer pieces included in the "Lesson Assessment", located in the *Supplemental Materials, (Unit 3, Lesson 3)*. They should construct the organizer on 12" X 18" drawing paper. Note that a model of the organizer and a chart showing sample answers has also been included in the *Supplemental Materials (Unit 3, Lesson 3)* for you to use as reference.