

## Lesson 7: The Development of the Middle Colonies

### Big Ideas of the Lesson

- Thinking that New Netherland was a threat, England declared war on Holland and took over its colony.
- New Netherland became the colonies of New York and New Jersey.
- Quaker settlements begun by William Penn developed into the prosperous colony of Pennsylvania.
- A part of Pennsylvania that had once been New Sweden, became the colony of Delaware.
- These four colonies became the region of the Middle Colonies, a region of rich farmland where many grain crops were grown.

### Lesson Abstract:

In this lesson, students build upon what they learned about New Amsterdam and the Quaker settlements as they study the development of the Middle Colonies. The skill of making inferences from illustrations is emphasized as well as the skill of determining the meaning of words and phrases in informational text. Students compare and contrast the colonies using 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 – U2.1.3: 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 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

### Common Core State Standards:

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*.

### Key Concepts

colonial regions  
colonization  
cultural differences  
ethnic diversity

migration  
role of religion  
settlement  
settlement patterns

### **Instructional Resources**

#### Equipment/Manipulative

Chart paper  
Overhead projector or document camera/projector

#### 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. 89-90.

#### Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 7)*. Teacher-made material. Oakland Schools, 2012.

*Peter Stuyvesant Tears Up Surrender Papers*. 5 Oct. 2011

<<http://www.sonofthesouth.net/revolutionary-war/colonies/new-netherland.htm>>.

### **Lesson Sequence**

1. Have students take out the "English Colonies Map" they have been creating in this unit. Using your own copy of the map, point out the New England Colonies and the Southern Colonies and briefly review these two regions and their differences. Then, using Word Card #31, explain that in this lesson students will explore the development of the four colonies that became the region known as the Middle Colonies.
2. Using the lesson graphic organizer from Lesson 6, review the settlement of New Amsterdam and the founding of New Netherland. Then, display the two illustrations on the "Analyzing Illustrations" sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* or give students a copy of the illustrations. Use the following questions to discuss the illustrations:
  - What is happening in the top photo?
  - What kind of papers do you think the man has?
  - Who do you think the other people are?
  - What do you think the other people are thinking?
  - What is happening in the bottom photo?
  - What person appears in both illustrations?
  - Who do you think the other people are?
  - What do you think is going on in this illustration?
  - Why do you think the hat is on the ground?
3. Give each student a copy of "The English Confront the Dutch" informational text selection, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Explain that students should read the selection and highlight information that helps them understand what was actually happening in

the two illustrations they analyzed in Step 2. Then, ask them to write a brief summary of the founding of the colony of New York in their social studies journal

4. Use the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials, (Unit 3, Lesson 7)* to guide students in adding “New York” to the map.
5. Display “Early New Jersey Map”, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Pose the following question and discuss student answers: Why do you think the colony was divided into two regions? Note that possible answers include that the regions were economically different or geographically different. Share the following information regarding the actual reason:
  - In 1664, the Duke of York granted land that had been part of New Netherland to two of his friends, Lord Berkeley and Sir George Carteret.
  - The land was located between the Hudson River and the Delaware River
  - The grants divided the region into two areas: East Jersey and West Jersey. Berkeley was given one and Carteret the other.
  - Both these proprietors promised settlers many benefits for colonizing including cheap land, representative government, and freedom of religion. The two Jerseys grew quickly.
  - Many Quakers settled in the area along with other diverse groups
  - In 1702, the two sections were united as New Jersey and made a royal colony – but governed by New York
  - In 1738 it became its own colony.
6. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials, (Unit 3, Lesson 7)* guide students in adding “New Jersey” to the map.
7. Briefly review William Penn and the founding of the early Quaker settlements from the previous lesson.
8. Give each student a copy of “The Colony of Pennsylvania Develops” informational text selection, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Draw students’ attention to the underlined words and phrases in the text. Remind students that an important skill is the ability to determine the meaning of words and phrases in challenging social studies text. Ask students what strategies are helping in determining meaning. Discuss student ideas. Note that possible strategies include:
  - Using context clues.
  - Making connections to prior knowledge
  - Looking at word parts
9. Using a ‘think-aloud’ strategy, model the process of determining meaning by explaining the meaning of the following phrase from paragraph 2 of the section on “People”: *settled most heavily in the interior counties.*

10. Give each student a copy of the “Determining Meaning” worksheet, located in the *Supplemental Materials (Unit 3, Lesson 7)*. Go over the directions on the sheet and then have students complete the informational text activity.
11. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* guide students in adding “Pennsylvania” to the map.
12. Have students use a current United States map to determine the name of the final colony on their Colonies map. Then, share the following information regarding the founding of Delaware:
  - In 1682, William Penn was also given the land of that had been New Sweden.
  - This area had been a Swedish colony begun by Peter Minuit in 1638. The Dutch took control of the land in 1655. The English took the land from the Dutch in 1664.
  - This area stayed part of Pennsylvania until 1704, when William Penn approved the creation of a separate government for it. It was then named Delaware.
13. Using the “English Colonies Map” Teacher Reference Sheet, located in the *Supplemental Materials (Unit 3, Lesson 7)* guide students in adding “Delaware” to the map.

### **Assessment**

An assessment has been included in the *Supplemental Materials, (Unit 3, Lesson 7)* in which students describe important characteristics of the Middle colonies including reasons for founding, the influence of geography, economic activities, and push/pull factors impacting the migration of people to the colonies. After grading these assessments, hand them back to students and have them put them in their social studies journal. They will be needed in the next lesson.