

Lesson 8: Comparing Regional Settlement Patterns

Big Ideas of the Lesson

- The English began to claim colonies in North America in the early 1600s.
- These colonies developed around early settlements that included Jamestown, Plymouth, New Amsterdam, and the Quaker settlements of Pennsylvania.
- Eventually thirteen English colonies developed.
- The thirteen colonies were divided into three distinct regions: New England, the Middle Colonies and the Southern Colonies.
- Geographic, economic, and cultural factors influenced the settlement patterns of these colonial regions.

Lesson Abstract:

In this lesson, students synthesize what they have learned so far in the unit. They begin by reviewing early settlements and planning and performing a short “Settler Skit” describing one of the settlements. Next, they make generalizations about the development of the three colonial regions. Finally, they compare and contrast regional settlement patterns by examining how geographic, economic, and social/cultural factors influence settlement.

Content Expectations

5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

Common Core State Standards:

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

colonial regions
colonization
settlement
settlement patterns

Instructional Resources

Equipment/Manipulative

Chart paper
Overhead projector or document camera/projector

Student Resources

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. 73-93.

Teacher Resource

Egbo, Carol. *Supplemental Materials (Unit 3, Lesson 8)*. Teacher-made material. Oakland Schools, 2012.

Lesson Sequence

1. List the following on the board or an overhead: Roanoke, Jamestown, Plymouth, Boston, New Amsterdam, an early Quaker settlement. Explain that students will be working in small groups to create a "Settler Skit" describing one of these settlements.
2. Divide the class into 6 groups and assign one of the settlements listed above to each group. Then, give each group a copy of "Settler Skit" directions, located in the *Supplemental Materials (Unit 3, Lesson 8)*. Go over the directions on the sheet and answer any questions students may have.
3. Give students adequate time to plan and prepare their presentation. Encourage them to use resources they have collected throughout this unit as they plan. These could include Word Cards, graphic organizers, informational text selections, illustrations, and maps.
4. Have the first group present their skit. Then, allow other class members to ask questions about the settlement. Remind the presenters that they must stay in character as they answer questions and answer as an early settler of the settlement. Repeat this process with the other groups.
5. Using the lesson graphic organizer, remind students that these early settlements would develop into colonies and eventually the English would claim 13 colonies along the Atlantic coast. These colonies would become part of three distinct colonial regions that shared a few common characteristics but differed in many ways.
6. Using the "English Colonies Map" students completed in the last lesson, have students shade in and label the three colonial regions.
7. Explain that historians study patterns in the way people settle in new places and the factors that affect these patterns. These factors often relate to geography, economic activities, and culture. Historians have discovered that these factors resulted in both similarities and differences in the patterns of settlement in the three colonial regions.
8. Explain that students will now be working as historians to compare and contrast regional settlement patterns in the early English colonies. Have students retrieve the following charts: the "Note-Taking" chart from Lesson 3, the assessment chart from Lesson 5, and the assessment chart from Lesson 7. Note that samples of all three of these documents have been included in the *Supplemental Materials (Unit 3, Lesson 8)* for you to use for reference. Also note that for struggling students, you may wish to give them copies of these completed charts to use in addition to their own versions.

9. Place students in pairs and give each pair a copy of the “Comparing Regional Settlement Patterns” chart, located in the *Supplemental Materials (Unit 3, Lesson 8)*. Explain that students should use the charts they created in lessons 3, 5, and 7 to make generalizations about the patterns of settlement in each colonial region.
10. Explain that it is important that they look for true patterns, not just isolated examples. To help them understand this idea, remind them that religion was a cultural/social factor that influenced the settlement of Maryland but you would not list it as a cultural/social factor for the settlement of the Southern Colonies in general because it had little impact in the other four colonies of this region.
11. Give pairs time to complete the chart activity. Then, using an overhead of the “Comparing Regional Settlement Patterns” chart or a similar chart you create on chart paper make a class chart by having pairs offer ideas from the charts they have created.
12. Remind students that although this lesson emphasized settlement patterns, Europeans were not the first people to settle along the Atlantic coast. Native Americans had settled these areas long before the English. Explain that in the next and final lesson of this unit, students will explore the impact of European settlement on American Indian cultures.

Assessment

An assessment has been included in the *Supplemental Materials (Unit 3, Lesson 8)* in which students complete a 3-part Venn diagram, comparing and contrasting the regional settlement patterns of the three colonial regions. A completed diagram with sample answers has also been included.