

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

<b>US History - Unit Number 2 - Colonialism</b>	
<b>Elaborated Unit Focus</b>	<p>This unit examines the colonization and settlement of the American colonies. Students will learn about the economic influences on the American colonies, the reasons why these colonies were founded, and why their locations were chosen. Emphasis is placed on how the American colonies were built on a variety of cultural and religious traditions, which impacted their governmental structure. Students will also examine the impact of colonial development on American Indians and African Americans or Blacks.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p><b>Beliefs and Ideals:</b> The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.</p> <ul style="list-style-type: none"> <li>• Colonial Development (SSUSH 1b, 1c, 1d)</li> <li>• Great Awakening (SSUSH 1d)</li> </ul> <p><b>Conflict and Change:</b> The student will understand that when there is conflict within or between societies, change will result.</p> <ul style="list-style-type: none"> <li>• Period of Salutary Neglect and development of colonial self-government (SSUSH 2c)</li> </ul> <p><b>Culture:</b> The student will understand that the culture of a society is a product of the religion, beliefs, customs, traditions, and government of that society.</p> <ul style="list-style-type: none"> <li>• Diversity in American colonies (SSUSH 2a)</li> <li>• Contribution of colonial African population (SSUSH 2b)</li> </ul> <p><b>Location:</b> The student will understand that location affects a society's economy, culture, and development.</p> <ul style="list-style-type: none"> <li>• Colonial Development (SSUSH 1b, 1c, 1d)</li> </ul> <p><b>Movement/Migration:</b> The student will understand that the movement and migration of people and ideas affects all societies involved.</p> <ul style="list-style-type: none"> <li>• Middle Passage (SSUSH 2b)</li> </ul> <p><b>Production, Distribution, and Consumption:</b> The student will understand that the location, customs, beliefs, and laws of the society affect a society's production, distribution, and consumption of goods/services.</p> <ul style="list-style-type: none"> <li>• Mercantilism and trans-Atlantic trade (SSUHS 1a)</li> </ul>

<p><b>GSE for Social Studies (standards and elements)</b></p>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <ol style="list-style-type: none"> <li>Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.</li> <li>Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> </ol> <p><b>SSUSH2 - Describe the early English colonial society and investigate the development of its governance.</b></p> <ol style="list-style-type: none"> <li>Describe European cultural diversity including the contributions of different ethnic and religious groups.</li> <li>Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</li> <li>Describe different methods of colonial self-governance during Salutary Neglect.</li> <li>Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.</li> </ol>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>L11-12RHSS1</b> - Cite specific textual evidence to support analysis of primary &amp; secondary sources, connecting insights gained from specific details to an understanding whole text.</p> <p><b>L11-12RHSS2</b> - Determine the central ideas/information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details &amp; ideas.</p> <p><b>L11-12RHSS7</b> - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>L11-12RHSS9</b> - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>L11-12WHST2</b> - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>Use a map to explain impact of geography on historical and current events</li> <li>Draw conclusions and make generalizations based on information from maps</li> </ol> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>Compare similarities and differences</li> <li>Identify main idea, detail, sequence of events, and cause and effect</li> <li>Identify and use primary and secondary sources</li> <li>Construct charts and tables</li> <li>Analyze artifacts</li> <li>Draw conclusions and make generalizations</li> </ol>

	14. Formulate appropriate research questions
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<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1</b>	<p>What makes colonial settlements successful?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> <li>• Why was each English colonial region in North America settled?</li> <li>• How did the economy develop in the American colonies?</li> <li>• What was the relationship between the American colonists and the American Indians?</li> </ul>
<b>Enduring Understanding 2</b>	<p>To what extent do colonial societies mirror that of the mother country?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> <li>• How did European immigration impact the development of American colonial culture?</li> <li>• How did the importation of African slaves impact the development of American colonial culture?</li> <li>• How did Salutary Neglect and the Great Awakening influence the development of American colonial government and culture?</li> </ul>
<b>Enduring Understanding 3</b>	<p>What makes colonization an economically attractive practice for established nations?</p> <p>Supporting Questions:</p> <ul style="list-style-type: none"> <li>• How were the American colonies used to help England achieve its goals of mercantilism?</li> <li>• What was the role of the American colonies in trans-Atlantic trade?</li> <li>• How was the Middle Passage used to support the growing economy of the Southern colonies?</li> </ul>

<b>Sample Instructional Activities/Assessments</b>	
<u>Colonial America Map</u>	
<p>Students will complete a map of the political and physical features of the American colonies. This will serve as a basis for their learning throughout the rest of the unit. Labeling instructions &amp; blank copies of maps appear below.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <p>b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	n/a
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b></p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p>
<b>Enduring Understanding(s)</b>	Location

US History Colonial Map

Directions: Use the list below to label a map of the American colonies.

A blank map of the 13 Colonies can be downloaded from the Arizona Geographic Alliance:

[http://geoalliance.asu.edu/sites/default/files/maps/Am\\_Colonies.pdf](http://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies.pdf)

Label the 13 colonies

Color code the colonies by geographic region (Southern, New England, Mid-Atlantic)

Hudson River

Appalachian Mountains

Plymouth

Boston

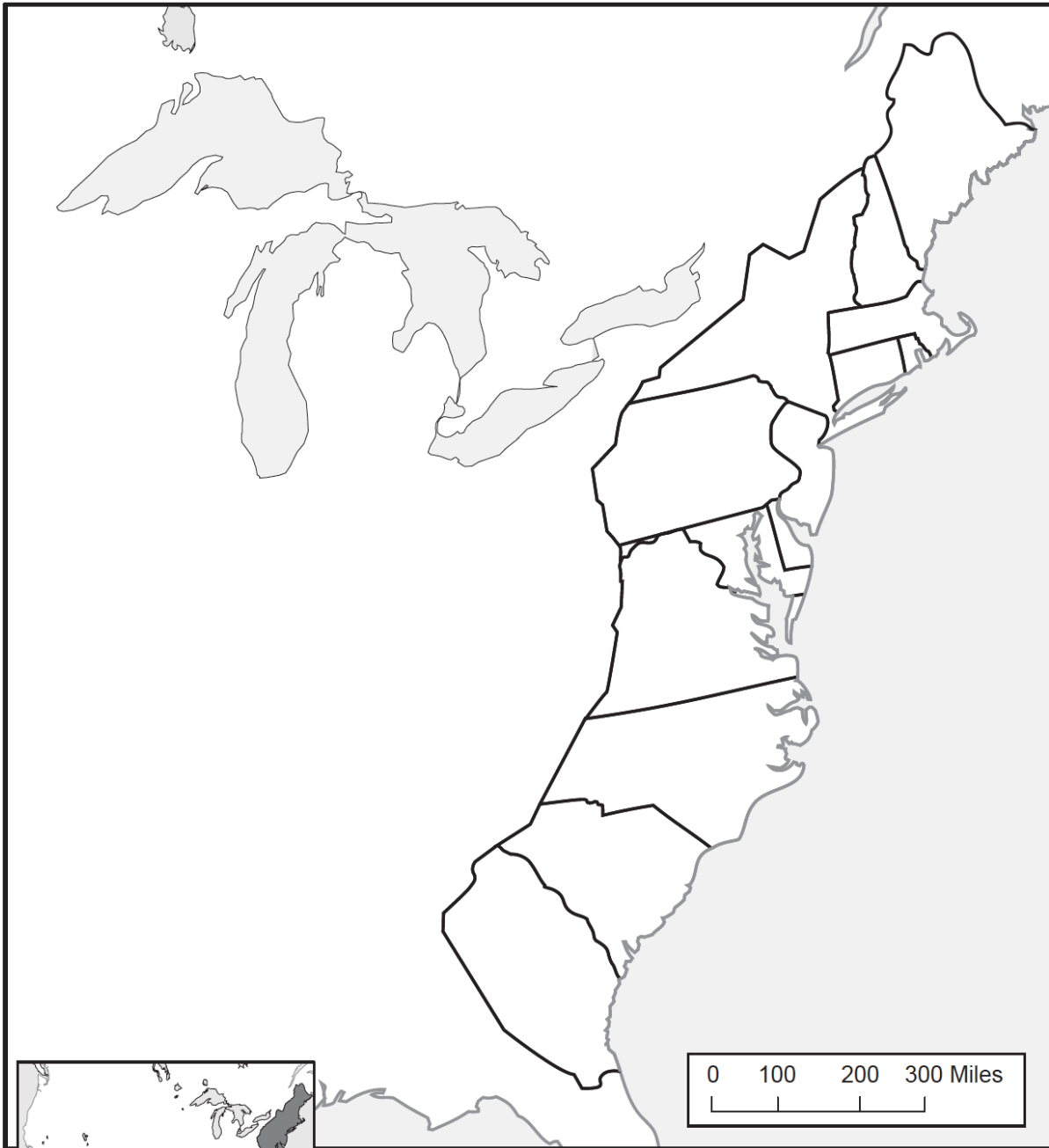
Charleston

Philadelphia

Jamestown

New York City

## American Colonies



Source: [http://www.lib.utexas.edu/maps/united\\_states/us\\_terr\\_1775.jpg](http://www.lib.utexas.edu/maps/united_states/us_terr_1775.jpg)

Colonies	New England	Middle	Southern
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Courtesy: Arizona Geographic Alliance <http://geoalliance.asu.edu/azga>  
School of Geographical Sciences and Urban Planning  
Arizona State University  
Cartographer Becky L. Eden  
Am\_Colonies.PDF09

Georgia Department of Education

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<b>Sample Instructional Activities/Assessments</b>	
<b>Development of the New England Colonies</b>	
<p>In this lesson, students will use primary sources in collaborative groups to learn about the development of the New England colonies. The impact of location and place on economic development will be explored along with the effect on American Indians. The student activity handout begins on the next page.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <p style="padding-left: 40px;">c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b></p> <p>7. Use a map to explain impact of geography on historical and current events. 8. Draw conclusions and make generalizations based on information from maps.</p> <p><b>Information Processing Skills:</b></p> <p>6. Identify and use primary and secondary sources. 10. Analyze artifacts. 11. Draw conclusions and make generalizations. 14. Formulate appropriate research questions.</p>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals Location</p>

Name \_\_\_\_\_

## Development of the New England Colonies

### **Part 1**

Each group will be presented with five primary sources found here:

<http://www.loc.gov/teachers/classroommaterials/lessons/tinker/preparation.html>. Each member of the group should look at two primary sources and complete the section below. Make sure the primary sources are evenly distributed throughout the group. You will share your findings in the next section.

*Source 1:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

*Source 2:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

### **Part 2**

As a group, share findings about the primary sources in your packet. Circle the following geographic features if they are applicable to the New England Colonies:

- Access to Drinking Water
- Navigable Harbors
- Natural Protection
- Arable Land
- Natural Resources
- Lengthy Growing Season

Answer these questions about the New England Colonies:

1. What kinds of industry can be developed here? (Include the source of your evidence.)
2. Is this area better for urban or rural living? Why? (Include the source of your evidence.)
3. What are the positive qualities of the area? (Include the source of your evidence.)
4. What are the negative qualities of the area? (Include the source of your evidence.)
5. Which resource was the most useful or helpful? Why?
6. Describe the colonists' relationship/interaction with the American Indians of the region? (Include the source of your evidence.)



<b>Sample Instructional Activities/Assessments</b>	
<b>Development of the Mid-Atlantic Colonies</b>	
<p>In this lesson, students will work in collaborative groups using primary sources to learn about the development of the Mid-Atlantic colonies. The impact of location and place on economic development will be explored along with the effect on American Indians. The student activity handout begins on the next page.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th century.</b></p> <p style="padding-left: 40px;">d - Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1 -</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b></p> <p>7. Use a map to explain impact of geography on historical and current events. 8. Draw conclusions and make generalizations based on information from maps.</p> <p><b>Information Processing Skills:</b></p> <p>6. Identify and use primary and secondary sources. 10. Analyze artifacts. 11. Draw conclusions and make generalizations. 14. Formulate appropriate research questions.</p>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals Location</p>

Name \_\_\_\_\_

## Development of the Mid-Atlantic Colonies

### **Part 1**

Each group will be presented with five primary sources found here:

<http://www.loc.gov/teachers/classroommaterials/lessons/tinker/preparation.html>. Each member of the group should look at two of the primary sources and complete the section below. Make sure the primary sources are evenly distributed throughout the group. You will share your findings in the next section.

*Source 1:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

*Source 2:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

### **Part 2**

As a group, share findings about the primary sources in your packet. Circle the following geographic features if they are applicable to the Mid-Atlantic Colonies:

- Access to Drinking Water
- Navigable Harbors
- Natural Protection
- Arable Land
- Natural Resources
- Lengthy Growing Season

Then answer these questions about the Mid-Atlantic Colonies:

1. What kinds of industry can be developed here? (Include the source of your evidence.)
2. Is this area better for urban or rural living? Why? (Include the source of your evidence.)
3. What are the positive qualities of the area? (Include the source of your evidence.)
4. What are the negative qualities of the area? (Include the source of your evidence.)
5. Which resource was the most useful or helpful? Why?
6. Describe the colonists' relationship/interaction with the American Indians of the region? (Include the source of your evidence.)

<b>Sample Instructional Activities/Assessments</b>	
<b>Development of the Southern Colonies</b>	
<p>In this lesson, students will work in collaborative groups using primary sources to learn about the development of the Southern colonies. The impact of location and place on economic development will be explored along with the effect on American Indians. The student activity handout begins on the next page.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1- Compare and contrast the development of English settlement and colonization during the 17th century.</b></p> <p>b - Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1 -</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills:</b></p> <p>7. Use a map to explain impact of geography on historical and current events. 8. Draw conclusions and make generalizations based on information from maps.</p> <p><b>Information Processing Skills:</b></p> <p>6. Identify and use primary and secondary sources. 10. Analyze artifacts. 11. Draw conclusions and make generalizations. 14. Formulate appropriate research questions.</p>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals Location</p>

Name \_\_\_\_\_

## Development of the Southern Colonies

### **Part 1**

Each group will be presented with five primary sources found here:

<http://www.loc.gov/teachers/classroommaterials/lessons/tinker/preparation.html>. Each member of the group should look at two of the primary sources and complete the section below. Make sure the primary sources are evenly distributed throughout the group. You will share your findings in the next section.

*Source 1:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

*Source 2:*

Observe (What do you see/read)?

Reflect (What can we learn from this source?)

### **Part 2**

As a group, share findings about the primary sources in your packet. Circle the following geographic features if they are applicable to the Southern Colonies:

- Access to Drinking Water
- Navigable Harbors
- Natural Protection
- Arable Land
- Natural Resources
- Lengthy Growing Season

Then answer these questions about the Southern Colonies:

1. What kinds of industry can be developed here? (Include the source of your evidence.)
2. Is this area better for urban or rural living? Why? (Include the source of your evidence.)
3. What are the positive qualities of the area? (Include the source of your evidence.)
4. What are the negative qualities of the area? (Include the source of your evidence.)
5. Which resource was the most useful or helpful? Why?
6. Describe the colonists' relationship/interaction with the American Indians of the region? (Include the source of your evidence.)

<b>Sample Instructional Activities/Assessments</b>	
<a href="#">Happy Birthday Jamestown!</a>	
Students will consider what they've learned about the colony of Jamestown and the other American colonies. Students will then determine what modern gift they could give the settlers of Jamestown that would have made a difference in the founding of the colony. Student instructions can be found below.	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th century.</b></p> <p>b - Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b></p> <p>11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	Beliefs and Ideals

## **Happy Birthday Jamestown!**

The colony of Jamestown is celebrating its birthday and you are invited to the party! You must bring a gift to the colony. Think of one example of modern technology that you would want the settlers to have in 1607 to make their life easier. You must choose one item and describe why it would help the settlers. Remember this is the only gift you can give, so defend why it is the best in the class. Your peers will pick the “best gift.”

As you decide on your present, think about the following:

- Why this present?
- Impact on the colony?
- How would it change their life?

Requirements:

- Your “gift” must be at least 2 paragraphs and accompanied by a drawing.
- Paragraphs need at least 5-7 sentences.
- Typed, double spaced
- 12-inch font

<b>Sample Instructional Activities/Assessments</b>	
<b>The Thirteen Colonies Chart</b>	
<p>Students will complete a chart to summarize their learning of the establishment of the American colonies. Students will list the colonies that fit into each colonial region and then include the economic activities, motivations for settlement, and organization of society in each region. Students could use the New England, Mid-Atlantic, and Southern colonies assignments, teacher notes, or textbook to complete the chart. The student handout appears on the next page.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <p>b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p> <p>d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</p>
<b>Literacy Standards</b>	n/a
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>9. Construct charts and tables</li> <li>11. Draw conclusions and make generalizations</li> </ol>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals</p> <p>Culture</p> <p>Production Distribution, and Consumption</p>



Name \_\_\_\_\_

<b>The Thirteen Colonies</b>				
	Colonies	Economic activities	Motivations for settlement	Organization of Society
Northern colonies				
Mid-Atlantic Colonies				
Southern Colonies				

<b>Sample Instructional Activities/Assessments</b>	
<b>The Middle Passage</b>	
<p>Students will use an excerpt from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> to learn about the conditions of the Middle Passage. After reading the primary source and detailing the information found within, each student will work with a partner to describe the Middle Passage through writing or pictures. The student activity handout begins on the next page.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH2- Describe the early English colonial society and investigate the development of its governance.</b></p> <p style="padding-left: 40px;">b - Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1 -</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS2-</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills:</b></p> <p>5. Identify main idea, detail, sequence of events, &amp; cause and effect in a social studies context</p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p>Movement/Migration</p>

Name \_\_\_\_\_

## The Middle Passage

### **Part 1 - The Middle Passage**

Olaudah Equiano was born in 1745 in what is now the country of Nigeria. Kidnapped at age 11, Equiano was sold into slavery. He later recounted his journey on the Middle Passage in his book, *The Interesting Narrative of the Life of Olaudah Equiano*. This excerpt, taken from Chapter Two of the *Interesting Narrative*, describes some of his experiences on board a slave ship. Equiano's passage was between West Africa and the Caribbean island of Barbados. At that time, this was a common slave trade route as the British plantation island was among the most easterly of the Caribbean islands. Equiano eventually bought his freedom and moved to England, where he became an abolitionist and an author.

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*At last, when the ship we were in had got in all her cargo, they made ready with many fearful noises, and we were all put under deck, so that we could not see how they managed the vessel. But this disappointment was the least of my sorrow. The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice, as I may call it, of their purchasers. This wretched situation was again aggravated by the galling of the chains, now become insupportable; and the filth of the necessary tubs, into which the children often fell, and were almost suffocated. The shrieks of the women, and the groans of the dying, rendered the whole a scene of horror almost inconceivable.*

*Happily perhaps for myself I was soon reduced so low here that it was thought necessary to keep me almost always on deck; and from my extreme youth I was not put in fetters. In this situation I expected every hour to share the fate of my companions, some of whom were almost daily brought upon deck at the point of death, which I began to hope would soon put an end to my miseries. Often did I think many of the inhabitants of the deep much more happy than myself; I envied them the freedom they enjoyed, and as often wished I could change my condition for theirs. Every circumstance I met with served only to render my state more painful, and heighten my apprehensions, and my opinion of the cruelty of the whites. One day they had taken a number of fishes; and when they had killed and satisfied themselves with as many as they thought fit, to our astonishment who were on the deck, rather than give any of them to us to eat, as we expected, they tossed the remaining fish into the sea again, although we begged and prayed for some as well we could, but in vain; and some of my countrymen, being pressed by hunger, took an opportunity, when they thought no one saw them, of trying to get a little privately; but they were discovered, and the attempt procured them some very severe floggings.*

*One day, when we had a smooth sea, and a moderate wind, two of my wearied countrymen, who were chained together (I was near them at the time), preferring death to such a life of misery, somehow made through the nettings, and jumped into the sea: immediately another quite dejected fellow, who, on account of his illness, was suffered to be out of irons, also followed their example; and I believe many more would soon have done the same, if they had not been prevented by the ship's crew, who were instantly alarmed. Those of us that were the most active were, in a moment, put down under the deck; and there was such a noise and confusion amongst the people of the ship as I never heard before, to stop her, and get the boat to go out after the slaves. However, two of the wretches were drowned, but they got the other, and afterwards flogged him unmercifully, for thus attempting to prefer death to slavery. In this manner we continued to undergo more hardships than I can now relate; hardships which are inseparable from this accursed trade. - Many a time we were near suffocation, from the want of fresh air, which we were often without for whole days together. This, and the stench of the necessary tubs, carried off many.*

*During our passage I first saw flying fishes, which surprised me very much: they used frequently to fly across the ship, and many of them fell on the deck. I also now first saw the use of the quadrant. I had often with astonishment seen the mariners make observations with it, and I could not think what it meant. They at last took notice of my surprise; and one of them, willing to increase it, as well as to gratify my curiosity, made me one day look through it. The clouds appeared to me to be land, which disappeared as they passed along. This heightened my wonder: and I was now more persuaded than ever that I was in another world, and that every thing about me was magic. At last we came in sight of the island of Barbadoes, at which the whites on board gave a great shout, and made many signs of joy to us.*

Sources: <http://docsouth.unc.edu/neh/equiano1/equiano1.html> and <http://docsouth.unc.edu/neh/equiano1/summary.html>

Make a list of the slave ship conditions described in the article.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Part 2 - Post Reading Activities**

Directions: With a partner, choose one the following activities to summarize Equiano’s description of the Middle Passage.

Option 1 - Prepare an interview between a journalist and Equiano about his journey on the Middle Passage.

Option 2 – Write a letter to the British Parliament explaining the conditions of the Middle Passage and asking for an end to the slave trade.

Option 3 – Imagine you are turning Equiano’s life into a movie. Turn the passage from his book into a storyboard.

Option 4 – Write Equiano’s story from someone else’s point of view. You could write as a slave trader on the ship, another slave, or as Equiano’s mother back in Africa once she realized he had been kidnapped.

<b>Sample Instructional Activities/Assessments</b>	
<b>Colonial Economics Essay</b>	
<p>Students will write an informative essay to discuss the major components in the development of the colonial American economy. The essay prompt is below. Teachers should consider the skills of their students and decide on an essay format and length that is appropriate for their classrooms.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <ol style="list-style-type: none"> <li>a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.</li> <li>b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> </ol> <p><b>SSUSH2 - Describe the early English colonial society and investigate the development of its governance.</b></p> <ol style="list-style-type: none"> <li>b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</li> <li>c. Describe different methods of colonial self-governance during Salutary Neglect.</li> <li>d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.</li> </ol>
<b>Literacy Standards</b>	<p><b>L11-12WHST2-</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b></p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>5. Identify main idea, detail, sequence of events, and cause and effect in social studies context</li> <li>11. Draw conclusions and make generalizations</li> </ol>
<b>Enduring Understanding(s)</b>	<p>Production, Distribution, and Consumption</p>

**Colonial Economics Essay Prompt**

Discuss the impact of England’s mercantilist policy and the trans-Atlantic trade on the growth of the economy of the American colonies. Include the period of Salutary Neglect and discuss how the colonies managed their own governments and economies during this period.

<b>Sample Instructional Activities/Assessments</b>	
<a href="#">Report on Slave Contributions to the United States</a>	
Students will create a report about the contributions of slaves to founding of the United States. Include contributions to architecture, agriculture, foodways, dance, and music. The product of this lesson is differentiated by choice. The Student handout appears below.	
<b>GSE Standards and Elements</b>	<p><b>SSUSH2 - Describe the early English colonial society and investigate the development of its governance.</b></p> <p>b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS1-</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>L11-12RHSS7-</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>L11-12RHSS9-</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event noting discrepancies among sources.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b></p> <p>6. Identify and use primary and secondary sources</p> <p>11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	Culture

### **Report on Slave Contributions to the United States**

Directions: In groups of 3, students should prepare a report on the Contributions of American Slaves to the building of the American colonies. Reports must cover the following topics:

- Architecture
- Agriculture
- Foodways
- Art and Music

Students may choose any of the following presentation methods to create their reports:

- Create a Written Report
- Create a Scrapbook – include pictures and a description of each contribution.
- Create a PowerPoint Presentation incorporating pictures and words describing the contributions.



## Sample Instructional Activities/Assessments

### Great Awakening Newspaper

Students will create a newspaper about the Great Awakening to learn more about the movement, its leaders, and its impact on colonial unity. Students will also understand how the Great Awakening led colonists to challenge traditional authority. The student handout and rubric are included beginning on the next page.

<b>GSE Standards and Elements</b>	<p><b>SSUSH2 - Describe the early English colonial society and investigate the development of its governance.</b></p> <p style="padding-left: 40px;">d- Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.</p>
<b>Literacy Standards</b>	<p><b>L11-12RHSS7-</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>L11-12RHSS9-</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<b>Social Studies Matrices</b>	<p><b>Information Processing Skills-</b></p> <ul style="list-style-type: none"> <li>5. Identify cause and effect</li> <li>6. Identify and use primary and secondary sources</li> <li>11. Draw conclusions and make generalizations</li> </ul>
<b>Enduring Understanding(s)</b>	<p>Beliefs and Ideals</p>

### **Great Awakening Newspaper**

**Directions:** Each group of 3 - 4 people will create a newspaper about the Great Awakening.

**Project Requirements:**

- Create a name for your newspaper.
- Create a headline for each article.
- Create one article (minimum two paragraphs) that explains the Great Awakening. Include key people and their messages.
- Create one article (minimum two paragraphs) that explains the significance of the Great Awakening. How did it create unity in the colonies? How did it challenge traditional authority?
- The group must create the headlines and articles. Students may not copy and paste.
- Have at least two pictures that relate to the event. Students may use the Internet to help find these pictures/drawings.
- The group should create one political cartoon that relates to the event. This cartoon should be drawn by the group and not taken from the Internet.

See the grading rubric for more details about what your newspaper must contain.

**Product:** Your group should turn in a completed newspaper using a template from Microsoft Word, Publisher, etc.

**Helpful Website:**

<http://www.great-awakening.com/>

**Great Awakening Newspaper Rubric**      **Group Member Names:**

	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Total</b>
<b>Newspaper Name:</b>	Newspaper has a title.				No name for the newspaper.	
<b>Headline:</b>	1. Headlines relate to the substance of each article.	1. Headlines mostly relate to the substance of each article.	1. Headlines somewhat relate to the substance of each article.	1. Headlines only slightly related to the substance of each article.	1. No headlines.	
	2. Very catchy. Makes me want to buy the paper.	2. Somewhat catchy. Makes me want to buy the paper.	2. Somewhat catchy.	2. Not very catchy.	2. Not catchy.	
<b>Main Article:</b>	1. Relates to the event that is in the headline.	1. Relates to the event that is in the headline.	1. Relates to the event that is in the headline, but gets off track somewhat.	1. Talks about the event a little, but then tells about other things.	1. Does not relate to the event.	_____ x 2
	2. Accurate facts.	2. Accurate facts.	2. Most of the article has accurate facts.	2. Only a few facts are accurate. Most are made up.	2. No facts.	
	3. Key people and their messages included.	3. Key people and their messages mostly included.	3. Key people and their messages somewhat included.	3. Key people and their messages discussed very little.	3. No discussion of key people & their messages.	
<b>Second Article:</b>	1. Article does a good job discussing the significance of the Great Awakening to American colonial life.	1. Article discusses most of the significance of the Great Awakening to American colonial life.	1. Article somewhat discusses the significance of the Great Awakening to American colonial life.	1. Article doesn't do a good job of discussing the significance of the Great Awakening to American colonial life.	1. Article does not discuss the Great Awakening's significance to American colonial life.	_____ x 2
	2. Facts are accurate.	2. Most facts are accurate.	2. A few facts are accurate.	2. Facts are not accurate.	2. No facts.	
	3. Article does a good job of discussing the impact on colonial unity and challenges to	3. Article discusses most of the impact on colonial unity and challenges to	3. Article discusses most of the impact on colonial unity and challenges to traditional authority.	3. Article doesn't do a good job of discussing the impact on colonial unity and challenges	3. Article does not discuss the impact on colonial unity and challenge to	

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	traditional authority.	traditional authority.		to traditional authority.	traditional authority.	
<b>Pictures:</b>	1. Have 2 pictures.	1. Have 2 pictures.	1. Have 1 picture.	1. Have 1 picture.	1. No picture	
	2. Relates to the articles.	2. Relates to the articles somewhat.	2. Has a reference to the article, but could have picked a better picture.	2. No reference to the article.		
<b>Political Cartoon:</b>	1. 1 excellent political cartoon.	1. 1 political cartoon.	1. 1 political cartoon.	1. 1 political cartoon.	1. No cartoon.	
	2. Relates to the articles.	2. Relates to the articles somewhat.	2. Has a reference to the article, but could have picked a better cartoon.	2. No reference to the article.		
<b>Class Time:</b>	1. Uses time in class to work on newspaper. Stays on task.	1. Mostly uses time in class to work on newspaper. Veers off task occasionally.	1. Has trouble using time in class to work on newspaper. Sometimes off task.	1. Does not use class time wisely. Mostly off task.	1. Does not use class time to work on the newspaper. Entirely off task.	
					<b>TOTAL</b>	<u>          </u> 36 points

<b>Culminating Unit Performance Task</b>	
<b>Colonial Marketing Project</b>	
<p>In collaborative groups of 2 to 3 people, students will serve as a marketing firm attempting to draw settlers to one of the American colonial regions. Teachers can assign the region or allow the students to choose. The assignment allows students to review many unit themes (location, society, relations with American Indians, politics, important people, and economics). The students have a choice of what kind of product to produce. Student Handout follows.</p>	
<b>GSE Standards and Elements</b>	<p><b>SSUSH1 - Compare and contrast the development of English settlement and colonization during the 17th Century.</b></p> <ol style="list-style-type: none"> <li>a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.</li> <li>b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> <li>d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.</li> </ol> <p><b>SSUSH2 - Describe the early English colonial society and investigate the development of its governance.</b></p> <ol style="list-style-type: none"> <li>a. Describe European cultural diversity including the contributions of different ethnic and religious groups.</li> <li>b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.</li> <li>c. Describe different methods of colonial self-governance during Salutary Neglect.</li> <li>d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.</li> </ol>
<b>Literacy Standards</b>	<p><b>L11-12RHSS7-</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>L11-12RHSS9-</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<b>Social Studies Matrices</b>	<p><b>Map and Globe Skills-</b> 7. Use a map to explain the impact of geography on historical and current events</p> <p><b>Information Processing Skills-</b> 5. Identify cause and effect 11. Draw conclusions and make generalizations</p>
<b>Enduring Understanding(s)</b>	<p><b>Beliefs and Ideas, Conflict and Change</b> <b>Culture, Location</b> <b>Movement/Migration,</b> <b>Production, Distribution, and Consumption</b></p>

Name: \_\_\_\_\_ Assigned Region: \_\_\_\_\_

### Colonial Marketing Project

**Directions:** The American Colonies are having trouble attracting settlers. Your firm, Colonial Marketing, has been chosen to help the colonies convince people to move from Europe to the New World and settle in either the New England, Mid-Atlantic, or Southern Colonies. You will be assigned a colonial region to represent and will complete the assignment below in groups of 2 – 3 people.

**Assignment format:** Your presentation can take the form of a brochure, PowerPoint presentation, or a display board.

**Your presentation must include:**

- a map (or maps) of the thirteen colonies with the three regions identified & each individual colony should be labeled. The colonies within each region should be colored/shaded in the same color.
- 6 pictures related to the content

Each group must include the reasons for settlement based on the list below:

- **Location**
  - Climate and topography (This will be important when you explain the economy & patterns of settlement in the three groups of colonies.)
- **Society**
  - What types of people live here?
  - What are the patterns of settlement (towns, farms) and what factors led to this pattern?
  - What value do the people of this colony place on education & religion?
- **Relations with the Native Americans**
  - Potential settlers want to know if they will be safe.
- **Politics**
  - What institutions of government are evolving?
- **Important events & people**
  - This will vary from colony to colony.
- **Economics**
  - What are the primary economic activities in each group of colonies?
  - Is slave labor used?

Remember, you are a marketing firm. You want to play up all of the good things about your colonial region and downplay the bad.

Your job is to convince people to come to the colonies. While you must present facts, you will want to use persuasive language and provide information that will attract settlers. (For example, what do potential settlers need to know about King Philip's War? What would be the advantage of living in Massachusetts after it became a royal colony?)

**Group Member Names:** \_\_\_\_\_

**Assigned Region:** \_\_\_\_\_

**Colonial Marketing Project Rubric**

	5	4	3	2	1-0
<b>Geo- graphy</b> <b>— X 2</b> <b>(10 pts)</b>	Not only addresses all assigned topics, but also incorporates persuasive language & techniques throughout; demonstrates a thorough geographic understanding of the assigned region.	Addresses all topics, & incorporates some persuasive language & techniques. Student demonstrates a geographic understanding of the assigned region.	Addresses 90% of the topics, & makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial geographic understanding of the assigned region.	Addresses 70% of the topics, & makes little or no attempt at using persuasive language or techniques; Fails to demonstrate a geographic understanding of the assigned region.	Addresses less than 60% of the assigned topics, and makes little attempt at using persuasive language or techniques; Fails to demonstrate a geographic understanding of the assigned region.
<b>Society</b> <b>— X 2</b> <b>(10 pts)</b>	Not only addresses all assigned topics, but also incorporates persuasive language & techniques throughout; demonstrates a thorough understanding of the region's societal organization.	Addresses all topics, & incorporates some persuasive language & techniques. Student demonstrates an understanding of the region's societal organization.	Addresses 90% of the topics, & makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the region's societal organization.	Addresses 70% of the topics, & makes little or no attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's societal organization.	Addresses less than 60% of the assigned topics and makes little attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's societal organization.

<p><b>Relations with Native Americans</b> — X 2 <b>(10 pts)</b></p>	<p>Not only addresses all assigned topics, but also incorporates persuasive language &amp; techniques throughout; demonstrates a thorough understanding of relations with the region's American Indians.</p>	<p>Addresses all topics, &amp; incorporates some persuasive language &amp; techniques. Student demonstrates an understanding of relations with the region's American Indians.</p>	<p>Addresses 90% of the topics, &amp; makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of relations with the region's American Indians.</p>	<p>Addresses 70% of the topics, &amp; makes little or no attempt at using persuasive language or techniques; Fails to demonstrate an understanding of relations with the region's American Indians.</p>	<p>Addresses less than 60% of the assigned topics, and makes little attempt at using persuasive language or techniques; Fails to demonstrate an understanding of relations with the region's American Indians.</p>
<p><b>Politics</b> — X 2 <b>(10 pts)</b></p>	<p>Not only addresses all assigned topics, but also incorporates persuasive language &amp; techniques throughout; demonstrates a thorough understanding of the region's politics.</p>	<p>Addresses all topics, &amp; incorporates some persuasive language &amp; techniques. Student demonstrates an understanding of the region's politics.</p>	<p>Addresses 90% of the topics, &amp; makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the region's politics.</p>	<p>Addresses 70% of the topics, &amp; makes little or no attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's politics.</p>	<p>Addresses less than 60% of the assigned topics, and makes little attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's politics.</p>
<p><b>Important People &amp; Events</b> — X 2 <b>(10 pts)</b></p>	<p>Not only addresses all topics, but also incorporates persuasive lang &amp; techniques throughout; thorough understanding of the region's</p>	<p>Addresses all topics, &amp; incorporates some persuasive language &amp; techniques. Student demonstrates an understanding of the region's</p>	<p>Addresses 90% of the topics, makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the region's</p>	<p>Addresses 70% of the topics, &amp; makes little or no attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's</p>	<p>Addresses less than 60% of the topics; makes little attempt at using persuasive lang or techniques; Fails to demonstrate an understanding of the region's</p>



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	important people and events.	important people and events.	important people and events.	important people and events.	important people and events.
<b>Economics</b> — X 2 <b>(10 pts)</b>	Not only addresses all assigned topics, but also incorporates persuasive language & techniques throughout; demonstrates a thorough understanding of the region's economy.	Addresses all topics, & incorporates some persuasive language & techniques. Student demonstrates an understanding of the region's economy.	Addresses 90% of the topics, & makes some attempt at incorporating persuasive lang. or techniques; Demonstrates a superficial understanding of the region's economy.	Addresses 70% of the topics, & makes little or no attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's economy.	Addresses less than 60% of the assigned topics, but makes little attempt at using persuasive language or techniques; Fails to demonstrate an understanding of the region's economy.
<b>Overall Presentation</b> — X 2 <b>(10 pts)</b>	Well-organized and visually appealing, Headings and subheadings are easy to read and make info. easy to find.	Neat and organized. Little effort is required to locate information.	Lacks neatness and organization; requires some effort to find information.	Information is difficult to find; headings and subheadings are difficult to find.	Lack of organization and neatness make it difficult and time-consuming for the reader to find information
<b>Pictures &amp; Map</b> — X 2 <b>(10 pts)</b>	6 Pictures were well-chosen & enhance the info presented & serve a persuasive purpose. The map(s) is (are) neat & appealing.	5 Pictures are related to the topics. The map is neat and appealing.	Only 4 or 3 pictures present. The map is difficult to read or missing some information.	Only 2 pictures are present. The map is missing 50% or more of the required information.	1 or no pictures present; no map present.
<b>Grammar</b> — X 2 <b>(10 points)</b>	Free of errors in grammar & spelling	2 to 3 minor errors; 1 major error (comma-splice, run-on, fragment)	No more than 5 minor errors; 2 major errors (comma-splice, run-on, fragment)	No more than 7 minor errors; 3 major errors (comma-splice, run-on, fragment)	No more than 9 minor errors; 4 or more major errors (comma-splice, run-on, frag.)

**Total:** \_\_\_\_\_ **/90**