



Lesson Title	Origins of the English Colonies	Teacher	Gidick
Grade Level	11	Duration of Lesson	90 minute

Lesson Topic	Origins of English Settlement in the Chesapeake Region
SC Standards and Indicators	USHC 1.1 – summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.
Academic Vocabulary	Content Terms: God, gold, glory, Native Americans, Colonies, New England, Middle, & Southern Colonies, Chesapeake Region, Jamestown, Joint- stock company, Royal, proprietary & charter colony, Indentured servants, Slavery, Plantation system, House of Burgesses, John Smith, John Rolfe, Powhatan, Pocahontas, colonization of Ireland & Virginia, cash crop, tobacco, Bacon’s Rebellion, Mercantilism, head–right system
Lesson Materials	Smart Board, PowerPoint with numerous historical images Primary Source documents: “Instructions by way of advice, for the intended Voyage to Virginia” “A Declaration and Proposals of the Lord Proprietor of Carolina”

Lesson Set

Content Objective(s)	The students will demonstrate an understanding of the motivation behind English settlement, the difficulties they faced, and the society that emerged in Virginia.
Literacy Objective(s)	Use local texts, photographs, and documents to observe and interpret social studies trends and relationships Interpret calendars, time lines, maps, charts, tables, graphs, flow charts, diagrams, photographs, paintings, cartoons, architectural drawings, documents, letters, censuses, and other artifacts Locate, gather, and process information from a variety of primary and secondary sources including maps Use a variety of media to develop and organize integrated summaries of social studies information
Lesson Importance	Students need an understanding of how the colonies came to be as per the state standards. Too often the motives for colonization are misunderstood & shrouded in myth. Likewise the idea that English success in colonization is too

	often a foregone conclusion. It is hoped that this lesson will create a reevaluation of these misconceptions.
Connections to prior and future learning	Students will have read the section in the textbook the night before This lesson will set the stage for the differences between colonial regions
Anticipatory Set/ Hook (Engage)	THINK PAIR SHARE: What would motivate you to join in an expedition to establish a colony? What will a colony need to be successful? What problems do you predict? What will make your colony profitable & make people want to immigrate?

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction, the bulk of the student learning will take place during the guided practice activity.

Introduce content components	<p>Primary Source: A copy of John Smith “Instructions by way of advice, for the intended Voyage to Virginia”</p> <p>Students are to read through this document with a partner to see what Captain John Smith advises a successful colonial venture do.</p> <p>Guiding Questions for the document:</p> <ol style="list-style-type: none"> 1. What does Smith say about defense? 2. Why does Smith stress the importance of rivers? 3. How should a town be laid out? 4. What health concerns does he mention? 5. What do you think Smith 5 best tips are? 6. After reading this, what skills are essential for a colony? <p>Class will go over these questions as a way to introduce the days lesson and engage students.</p>
“I do” Skill from literacy objective <small>introduce/explain/model</small>	<p>Teacher will conduct class discussion/presentation on the origins of English colonization, Virginia joint stock company, Jamestown, problems within the colony, tobacco, indentured servitude, & introduction of slavery, etc. using a PowerPoint from Historyteacher.net (http://www.pptpalooza.net/ - Chesapeake Colonization) Smart Board Presentation has numerous images, map, photo to engage students in discussion. Students take notes and respond to teachers Socratic questions throughout.</p>

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore*.

<p>"We do" Activity Description</p> <p>Include student "explore" components and opportunities for them to explain their learning.</p>	<p>Primary Source: A Declaration and Proposals of the Lord Proprietor of Carolina, Aug. 25-Sept. 4, 1663</p> <p>A copy of this charter will be circulated to each of the groups to serve as a historical example. Guiding questions will help their interpretation of the document.</p> <ol style="list-style-type: none"> 1. Who is in charge from this document? 2. What are they in charge of? 3. What are their objectives? 4. What must they establish? 5. What does the document say about government? 6. Does it say anything about what they are to produce? 7. Does anything seem to be missing from this charter? <p>Class is divided into 5 groups or "colonies" of 5 students. Each student assumes one of the following roles:</p> <p>Quartermaster – In charge of supplies for colony Governor – In charge of working out a government for the colony. Military Captain – In charge of military requirements & needs. Diplomat: In charge of forging relations with Natives. Financer: In charge of making the colony profitable.</p> <p>Each group is to come up with a successful plan to organize their colony by addressing questions created during the THINK PAIR SHARE from earlier. Each of the "colonial officers" are to work together to create a plan to share with the class.</p> <p>Teacher will move about and see how each group is progressing while posing difficult questions about the colonial experience for them to consider.</p> <p>The students are to create a colonial "charter" or a plan & set of rules that will govern their colony and make it successful.</p>
<p>Checking for Understanding- "Informal" Assessment</p>	<p>Each group will present their colonial "charter" to the class. Each group must have addressed the problems while each department head must have created an authentic solution. See Attached Rubric</p> <p>Teacher will use Socratic questioning to check for understanding Any misinterpretations will be corrected to insure correct content</p>

Closure

Teacher will re-visit content and answer students' questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified	Class will then resume class discussion / presentation to see how Jamestown dealt with these exact problems and questions which the students just struggled with. This will reinforce the content while providing a classroom experience that they may relate to.
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Independent Practice

"You Do"	Students will continue the chapter reading to be ready for tomorrow's class. Take notes using a Cornell Outline that compares Virginia to New England
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Summative/ "Formal" Assessment

Assessment	Summative – reading check quiz Q&A class discussion Colonial charter scenario Formal – Chesapeake Colonization Quiz
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Differentiation

During Lesson	Students will have access to notes. Teacher will stress and underline on the Smart Board important content. Heavy use of images to concentrate material. Groups will be selected by teacher to insure that weak students work with stronger students.
Assessment	Teacher will provide copy of power point notes to students who require them. Study guide reading is provided for struggling students.

Citations:

A Declaration and Proposals of the Lord Proprietor of Carolina, Aug. 25-Sept. 4, 1663. Avalon Project - Documents in Law, History and Diplomacy. Yale Law School. Web. 14 July 2011.
<http://avalon.law.yale.edu/17th_century/nc02.asp>.

Pojer, Susan M. "Chesapeake Colonization." *Powerpoint Palooza*. Historyteacher.net, 27 Aug. 2010. Web. 14 July 2011. <<http://www.pptpalooza.net/>>.

Smith, John. "Instructions by Way of Advice, for the Intended Voyage to Virginia." Letter.
Http://etext.lib.virginia.edu/etcbn/jamestown-browse?id=J1039. Virtual Jamestown, 2001. Web. 10 July 2011. <<http://www.virtualjamestown.org/>>.

Instructions given by way of advice by us whom it hath pleased the King's Majesty to appoint of the Counsel for the intended voyage to Virginia, to be observed by those Captains and company which are sent at this present to plant there. - John Smith

AS we doubt not but you will have especial care to observe the ordinances set down by the King's Majesty and delivered unto you under the Privy Seal; so for your better directions upon your first landing we have thought good to recommend unto your care these instructions and articles following.

When it shall please God to send you on the coast of Virginia, you shall do your best endeavour to find out a safe port in the entrance of some navigable river, making choice of such a one as runneth farthest into the land, and if you happen to discover divers portable rivers, and amongst them any one that hath two main branches, if the difference be not great, make choice of that which bendeth most toward the North-west for that way you shall soonest find the other sea.

When you have made choice of the river on which you mean to settle, be not hasty in landing your victuals and munitions; but first let Captain *Newport* discover how far that river may be found navigable, that you [may] make election of the strongest, most wholesome and fertile place; for if you make many removes, besides the loss of time, you shall greatly spoil your victuals and your casks, and with great pain transport it in small boats.

But if you choose your place so far up as a bark of fifty tuns will float, then you may lay all your provisions ashore with ease, and the better receive the trade of all the countries about you in the land; and such a place you may perchance find a hundred miles from the river's mouth, and the further up the better. For if you sit down near the entrance, except it be in some island that is strong by nature, an enemy that may approach you on even ground, may easily pull you out: and if he be driven to seek you a hundred miles [in] the land with boats, you shall from both sides of the river where it is narrowest, so beat them with your muskets as they shall never be able to prevail against you.

And to the end that you be not surprized as the French were in *Florida* by *Melindus*, and the *Spaniard* in the same place by the *French*, you shall do well to make this double provision. First, erect a little stoure at the mouth of the river that might lodge some ten men; with whom you shall leave a light boat, that when any fleet shall be in sight, they may come with speed to give you warning. Secondly, you must in no case suffer any of the native people of the country to inhabit between you and the sea coast; for you cannot carry yourselves so towards them, but they will grow discontented with your habitation, and be ready to guide and assist any nation that shall come to invade you: and if you neglect this, you neglect your safety.

When you have discovered as far up the river as you mean to plant yourselves, and landed your victuals and munitions; to the end that every man may know his charge, you shall do well to divide your six score men into three parts: whereof one party of them you may appoint to fortifie and build, of which your first work must be your storehouse for victuals; the other[s] you may employ in preparing your ground and sowing your corn and roots; the other ten of these forty you must leave as centinel at the haven's mouth.

The other forty you may employ for two months in discovery of the river above you, and on the country about you; which charge Captain *Newport* and Captain *Gosnold* may undertake of these forty discoverers. When they do espie any high lands or hills, Captain *Gosnold* may take twenty of the company to cross over the lands, and carrying a half dozen pickaxes to try if they can find any minerals. The other twenty may go on by river, and pitch up boughs upon the bank's side, by which the other boats shall follow them by the same turnings. You may also take with them a wherry, such as is used here in the *Thames*; by which you may send back to the President for supply of munition or any other want, that you may not be driven to return for every small defect.

You must observe if you can, whether the river on which you plant doth spring out of mountains or out of lakes. If it be out of any lake, the passage to the other sea will be more easy, and [it] is like enough, that out of the same lake you shall find some spring which run[s] the contrary way towards the East *India* Sea; for the great and famous rivers of *Volga*, *Tan[a]is* and *Dwina* have three heads near joyn[e]d; and yet the one falleth into the *Caspian* Sea, the other into the *Euxine* Sea, and the third into the *Paelonian* Sea.

In all your passages you must have great care not to offend the naturals, if you can eschew it; and employ some few of your company to trade with them for corn and all other lasting victuals if you [*?they*] have any: and this you must do before that they perceive you mean to plant among them; for not being sure how your own seed corn will prosper the first year, to avoid the danger of famine, use and endeavour to store yourselves of the country corn.

Your discoverers that passes over land with hired guides must look well to them that they slip not from them: and for more assurance, let them take a compass with them, and write down how far they go upon every point of the compass; for that country having no way nor path, if that your guides run from you in the great woods or desert, you shall hardly ever find a passage back.

And how weary soever your soldiers be, let them never trust the country people with the carriage of their weapons; for if they run from you with your shott, which they only fear, they will easily kill them all with their arrows. And whensoever any of yours shoots before them, be sure they may be chosen out of your best marksmen; for if they see your learners miss what they aim at, they will think the weapon not so terrible, and thereby will be bould to assault you.

Above all things, do not advertize the killing of any of your men, that the country people may know it; if they perceive that there are but common men, and that with the loss of many of theirs they diminish any part of yours, they will make many adventures upon you. If the country be populous, you shall do well also, not to let them see or know if your sick men, if you have any; which may also encourage them to make many enterprizes.

You must take especial care that you choose a seat for habitation that shall not be over buthened with woods near your town: for all the men you have, shall not be able to cleanse twenty acres a year; besides that it may serve for a covert for your enemies round about.

Neither must you plant in a low or moist place, because it will prove unhealthfull. You shall judge of the good air by the people; for some part of that coast where the lands are low, have

their people blear eyed, and with swollen bellies and legs: but if the naturals be strong and clean made, it is a true sign of a wholesome soil.

You must take order to draw up the pinnace that is left with you, under the fort: and [to] take her sail and anchors ashore, all but a small kedge to ride by; least some ill- disposed persons slip away with her.

You must take care that your marriners that go for wages, do not marr your trade; for those that mind not to inhabite, for a little gain will debase the estimation of the exchange, and hinder the trade for ever after: and therefore you shall not admit or suffer any person whatsoever, other than such as shall be appointed by the President and Counsel there, to buy any merchandizes or other things whatsoever.

It were necessary that all your carpenters and other such like workmen about building do first build your storehouse and those other rooms of publick and necessary use before any house be set up for any private person: and though the workmen may belong to any private persons yet let them all work together first for the company and then for private men.

And seeing order is at the same price with confusion, it shall be adviseably done to set your houses even and by a line, that your streets may have a good breadth, and be carried square about your market place, and every street's end opening into it; that from thence, with a few field pieces, you may command every street throughout; which market place you may also fortify if you think it needfull.

You shall do well to send a perfect relation by Captaine *Newport* of all that is done, what height you are seated, how far into the land, what commodities you find, what soil, woods and their several kinds, and so of all other things else to advertise particularly; and to suffer no man to return but by pasport from the President and Counsel, nor to write any letter of any thing that may discourage others.

Lastly and chiefly the way to prosper and achieve good success is to make yourselves all of one mind of the good of your country and your own, and to serve and fear God the Giver of all Goodness, for every plantation which our Heavenly Father hath not planted shall be rooted out.

A Declaration and Proposals of the Lord Proprietor of Carolina

25 AUG., 1663.

His majesty having been graciously pleased, in the 15th year of his reign, out of a pious and good intention for the propagation of the Christian faith amongst the barbarous and ignorant Indians, the enlargement of his empire and dominions, and enriching of his subjects, to grant and confirm to us, Edward, earl of Clarendon, high chancellor of England, George, duke of Albemarle, master of his majesty's horse and captain-general of all his forces, William, Lord Craven, John, Lord Berkeley, Anthony, Lord Ashley, chancellor of his majesty's exchequer, Sir George Carteret, knight and baronet, vice-chamberlain of his majesty's household, William Berkeley, knight, and Sir John Colleton, knight and baronet, and all that territory or tract of ground with the islands and islets situate, lying, and being in his dominions in America, extending from the north end of the island called Lucke Island, which lieth in the Southern Virginia sea, and within 36 degrees of the northern latitude, and to the west as far as the South seas, and so southwardly as far as the river St. Matthias, which bordereth upon the coast of Florida, and within ---- degrees of the northern latitude; in pursuance of which grant, and with a clear and good intention to make those parts useful and advantageous to his majesty and his people; we do hereby declare and propose to all his majesty's loving subjects wheresoever abiding or residing, and do hereby engage inviolably to perform and make good those ensuing proposals in such manner as the first undertakers of the first settlement shall reasonable desire.

1. If the first colony will settle on Charles River near Cape Fear, which seems to be desired, it shall be free for them to do so on the larboard side entering [south side]. If in any other of the territory, then to choose either side, if by a river; we reserving to ourselves twenty thousand acres of land, to be bounded and laid out by our agents in each settlement, in such places as they shall see fit, and in such manner that the colony shall not be thereby incommoded or weakened; which we intend by our agents or assignees in due time to settle and plant they submitting to the government of that colony.
2. That the first colony may have power, when desired, at their own charge to fortify the entrance of the river, as also the sea-coast and island; they engaging to be true and faithful to his majesty, his heirs and successors, by some oath or engagement of their own framing.
3. That the undertakers of that settlement do, before they or arty of them repair thither to settle, present to us thirteen persons of those that intend to go, of which number we shall commissionate one to be Governor, for three years from the date of his commission, and six more of the thirteen to be of his council, the major part of which number, the Governor or his deputy to be one, to govern for the time aforesaid; and will also nominate successors to the Governor, who shall be of the six councillors aforesaid, to succeed in the government, in case of death or removal; and likewise councillors out of the remaining six of the thirteen to succeed in case of death or removal of any of the councillors, and after the expiration of the first three years, and so successively for every three years. Upon or before the 25th day of March, before the expiration of the time of the Governor in, being a new presentment by the freeholders of the colony, or by such persons as they shall constitute, to be made of the thirteen persons, four of which shall consist of those that shall be in the government at the time of the election of the

thirteen, out of which we will upon or before the 10th day of April following declare and commissionate a Governor and six councillors with their respective successors in case and manner as aforesaid.

4. We shall, as far as our charter permits us, empower the major part of the freeholders, or their deputies or assembly-men, to be by them chosen out of themselves, viz: two out of every tribe, division, or parish, in such manner as shall be agreed on, to make their own laws, by and with the advise and consent of the Governor and council, so as they be not repugnant to the laws of England, but, as near as may be, agreeing with them in all civil affairs, with submission to a superintendency of a general council, to be chosen out of every government of the province, in manner as shall be agreed on for the common defence of the whole; which laws shall, within one year after publication, be presented to us to receive our ratification, and to be in force until said ratification be desired and by us certified; but if once ratified, to continue until repealed by the same power, or by time expired.

5. We will grant, in as ample manner as the undertakers shall desire, freedom and liberty of conscience in all religious or spiritual things, and to be kept inviolably with them, we having power in our charter so to do. -

6 We will grant the full benefit of these immunities to the undertakers and settlers which, by the charter, is granted to us (for our services to his majesty) in relation to freedom of customs, of tools of ail sorts useful there, to be exported from England for the planters' use; and of certain growths of the plantations, as wine, oil, raisins of all sorts, olivers, capers, wax, currants, almonds, and silks, to be imported into any of his majesty's dominions for seven years for each commodity, after four tons of every respective species is imported as aforesaid in one bottom.

7. We will grant to every present undertaker for his own head, one hundred acres of land, to him and his heires forever, to be held in free and common soccage; and for every man-servant that he shall bring or sent thither, that is fit to bear arms, armed with a good firelock inusket, performed bore, twelve bullets to the pound, and with twenty pounds of powder and twenty pounds of bullets, fifty acres of land; and for every woman-servant thirty acres; and to every man-servant that shall come within that time, ten acres after the expiration of his time; and to every woman-servant six acres after the expiration of her time.

Note that we intend not hereby to be obliged to give the proportions of lands above mentioned to masters and servants, longer than in the first five years, to commence at the beginning of the first settlement.

8. We will enjoin the Governor and council to take care that there lie always one man armed and provided as aforesaid in the colony for every fifty acres which we shall grant, and that there be a supply to make up the number in case of death or quitting the colony by the owners of said lands within twelve months after giving notice of the defect.

In consideration of the premises, we do expect by wav of acknowledgment, and towards the charge we have been and shall be at, one half-penny for every acre that shall be granted as aforesaid, within the time before limited and expressed; and that the court-houses and houses for

public meetings be erected by the public moneys of the colony on the lands taken up by us; but to be and continue to the country's use forever, they paying some small acknowledgement.

Given under our hands this twenty-fifth day of August, Anno Domini, 1663.

Historical Role Play : Colonial Charter Group Project

Teacher Name: **Mr. Gidick**

Student Name: _____

CATEGORY	4	3	2	1
Historical Accuracy	All historical issues and problems were addressed and the information appeared to be accurate and believable.	Almost all historical issues and problems were addressed and the information appeared to be accurate and believable.	Most of the historical issues and problems were addressed and the information appeared to be accurate and believable.	Very little of the historical issues and problems were addressed and the information appeared to be accurate and believable.
Role	Point-of-view, arguments, and solutions proposed were consistently in character and authentic.	Point-of-view, arguments, and solutions proposed were often in character and authentic.	Point-of-view, arguments, and solutions proposed were sometimes in character and authentic.	Point-of-view, arguments, and solutions proposed were rarely in character and authentic.
Knowledge Gained	Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character \"saw\" things differently than other characters.	Can clearly explain one way in which his character \"saw\" things differently than other characters.	Cannot explain one way in which his character \"saw\" things differently than other characters.
Required Elements	Student included solid information and detail about the colony than was required.	Student included most information and detail about the colony that was required.	Student included some information and detail about the colony that was required.	Student included little information and detail about the colony than was required.

Group work	The group functioned exceptionally well. All members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned pretty well. Most members listened to, shared with and supported the efforts of others. The group (all members) was almost always on task!	The group functioned fairly well but was dominated by one or two members. The group (all members) was almost always on task!	Some members of the group were often off task AND/OR were overtly disrespectful to others in the group AND/OR were typically disregarded by other group members.
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English Colonization in the Chesapeake Quiz

Multiple Choice:

1. What product did the Jamestown colony produce and sell to England for profit?
a. fur b. cotton c. gold jewelry d. tobacco
2. Which of the following was NOT one of the causes of Jamestown's early troubles?
a. There were numerous attacks by the Spanish upon the colony.
b. The "gentlemen" among the colonist refused to do manual labor.
c. The Native American Powhatan Confederation was hostile toward the colonists.
d. The land on which the colony settled was swampy with mosquitoes.
3. Which event best describes an unsuccessful English colony in the Americas?
a. Bermuda colony founded c. Maryland founded
b. Roanoke colony founded d. Jamestown founded
4. Between 1620 and 1660, the price for tobacco remained very high because the demand for it in Europe was _____ than the supply.
a. less than c. greater than
b. equal to d. about half
5. By the early 1700s, the size of plantations began to increase as wealthier planters in Virginia
a. Switched from growing tobacco to growing rice
b. Switched from indentured to slave labor.
c. Bought more land from the English government
d. Took more land from the Native Americans
6. Bacon's Rebellion convinced many wealthy planters that the best way to keep Virginia society stable was to
a. Allow all free men to vote
b. Build new forts along the frontier
c. Have land available in the backcountry for settlement
d. Provide more jobs for tenant farmers

7. Many indentured servants who came to the Chesapeake region hoped to acquire land through
- a. the head-right grant
 - b. purchases from the English government
 - c. bartering with the Native Americans
 - d. purchases from their former masters
8. According to the mercantilist theory, the purchase of a colony was
- a. Provide land for people living in an overpopulated England
 - b. Generate wealth for England
 - c. Serve as a military buffer zone for England
 - d. Provide a religious haven for those who disagreed with the Church of England
9. The most important issue for most colonist in the 1600s was their ability to acquire
- a. slaves
 - b. political power
 - c. land
 - d. livestock
10. From the earliest days of settlement, the Southern Colonies developed an economy based upon
- a. hunting
 - b. fishing
 - c. agriculture
 - d. mining
11. The first governing body in Virginia was called the
- a. General Assembly
 - b. House of Burgesses
 - c. Congress
 - d. House of Representatives

Short Answer:

What would motivate people to become indentured servants in the early to mid 1600s bound for Virginia?