

Exploring the Original 13 Colonies



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West New York / Eisenhower
Professional Development School Project 2006 – 2007

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Middle School - West New York / Eisenhower
Professional Development School Project 2006 - 2007
Unit of Instruction

Title of Project: Exploring the Original 13 Colonies

Grade Level and Subject Area:

7th grade Social Studies class.

Core Curriculum Content Standards that will be addressed by the project:

STANDARD 6.1: All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics. A. Social Studies Skills 2. Use critical thinking skills to interpret events, recognize bias, point of view, and context. 3. Assess the credibility of primary and secondary sources. 4. Analyze data in order to see persons and events in context. 7. Use effective strategies for locating information. 8. Compare and contrast competing interpretations of current and historical events. 11. Summarize information in written, graphic, and oral formats.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.

D. Colonization and Settlement (1585-1763) 1. Analyze the political, social, and cultural characteristics of the English colonies. 2. Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherlands and colonial New Jersey. 3. Explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans. 4. Examine the interactions between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances and conflicts. 5. Describe Native American resistance to colonization, including the Cherokee War against the English, the French and Indian War, and King George's War. 6. Identify factors that account for the establishment of African slavery in the Americas.

This project will also extend to and fulfill various Cross Content Standards such as the following:

STANDARD 1.5 (HISTORY/CULTURE) All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society. 1. Identify the common artistic elements that help define a given historical period.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) All students will

demonstrate critical life skills in order to be functional members of society.

A. Critical Thinking 1. Communicate, analyze data, apply technology, and problem solve. 4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.

B. Self-Management 2. Demonstrate responsibility for personal actions and contributions to group activities.

C. Interpersonal Communication 1. Demonstrate respect and flexibility in interpersonal and group situations. 2. Organize thoughts to reflect logical thinking and speaking. 3. Work cooperatively with others to solve a problem. 4. Demonstrate appropriate social skills within group activities.

Technology Core Curriculum Content Standards that will be addressed by the project:

STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) All students will use computer applications to gather and organize information and to solve problems.

A. Basic Computer Skills and Tools

3. Demonstrate effective input of text and data, using touch keyboarding with proper technique. 4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse. 5. Create documents with advanced text-formatting and graphics using word processing. 8. Design and produce a basic multimedia project. 11. Choose appropriate electronic graphic organizers to create, construct, or design a document.

B. Application of Productivity Tools Social Aspects 2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. Information Access and Research 6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to: On-line resources and databases and Search engines and subject directories 7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Materials Needed

- Reference resources and textbooks
- Notes from classes
- Any relevant outside research information
- Computers and Internet access
- 13 Colonies webquest
[http://www.wnyschools.net/district/images/IKE%20WebQuest/Webquest/webquest.h
tm](http://www.wnyschools.net/district/images/IKE%20WebQuest/Webquest/webquest.htm)
- Microsoft PowerPoint
- Poster board and art supplies
- Review Sheet
- Exploring the 13 Colonies group project packets
- Library Resources
- Teacher's Notes
- Maps

- Likert scale questionnaires
- Group Evaluation Form

Description of the environment for this unit – Social Studies class meets everyday for 40 minutes. We have 5 computers in the classroom and will use the computer lab and library for 10 - 40 minute periods.

Each Lesson of the Unit:

Lesson 1

CCCS: 6.4

Objective

Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?

Activities:

Recap Friday's discussion of English colonies. Have students take notes on background information of colonies. Have them complete maps of 13 colonies. Have students fill out Likert scale questionnaire and introduce group projects.

Lesson 2

CCCS: 6.1 & 6.4 & 9.2

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Split classes into 3 groups, New England, Middle and Southern Colonies. Pass out group project packet. Read over carefully and explain directions. Answer any questions or concerns. Allow students to get into groups and assign roles.

Lesson 3

CCCS: 6.1 & 6.4, 9.2, 8.1

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their

colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students will meet in library to work on projects. They will be introduced to the Webquest. We will view the website together and discuss any questions. They will follow directions in order to complete the project. Students will also be allowed to use computers and other resources to do their research. They are to look up information for their part, but also anything for the timeline (dates, events, and pictures) and maps.

Lesson 4

CCCS: 6.1 & 6.4, 9.2, 8.1

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students will meet in library to access Webquests and work on projects. Hand out sheet of useful websites. Allow them to use computers and other resources to do their research. They are to look up information for their part, but also anything for the timeline (dates, events, and pictures) and maps.

Lesson 5

CCCS: 6.1 & 6.4, 9.2, 8.1

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students will meet again in library to access Webquests and work on projects. They are to look up information for their part, but also anything for the timeline (dates, events, and pictures)

and maps.

Lesson 6

CCCS: 6.1 & 8.1

Objectives:

- Students will become familiar with the program PowerPoint and learn how to use the different effects to complete their group projects.

Critical Thinking Questions:

- How can a Power Point presentation make your information more lively?
- How can you effectively use PowerPoint to prepare your work?

Activities:

Classes will meet in computer lab for a lesson on using PowerPoint to create their slide shows.

Lesson 7

CCCS: 6.1 & 8.1

Objectives:

- Students will become familiar with the program PowerPoint and learn how to use the different effects to complete their group projects.

Critical Thinking Questions:

- How can a Power Point presentation make your information more lively?
- How can you effectively use PowerPoint to prepare your work?

Activities:

Classes will meet in computer lab to create their PowerPoint slide shows on their section of their research.

Lesson 8

CCCS: 6.1 & 6.4, 9.2, 8.1

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.

- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Depending on students' progress, they will continue to do research and finalize their slideshows.

Lesson 9

CCCS: 6.4

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students will have class time to work on timelines. First they will write out dates and events. After this is checked and corrected by me, they will transfer their information to a poster board. Posters must be clearly labeled and decorated.

Lesson 10

CCCS: 6.4 & 9.2

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students may continue work on timelines or move on to creating their maps. Maps must also be drawn on poster board and include a key.

Lesson 11

CCCS: 6.4 & 9.2

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.

Critical Thinking Questions:

- Why do you think that the 13 colonies were so different from one another?
- Why did the American colonies turn to slavery?

Activities:

Students will have this last day to finalize their projects and finish any work on them. They will also have the long weekend to finish anything and prepare their presentations for Monday.

Lesson 12**CCCS: 6.1 & 6.4****Objectives:**

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.
- Students will have the opportunity to gain more experience using the Internet and other non-textbook sources.

Critical Thinking Questions:

- Why did the New England, Middle and Southern colonies develop differently?
- What similarities did they share?

Activities:

Final day to work on group projects.

Lesson 13**CCCS: 6.1 & 6.4****Objectives:**

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.
- Students will have the opportunity to gain more experience using the Internet and other non-textbook sources.

Activities:

Classes will meet in the computer lab to present their PowerPoint slide shows. Students will give oral presentations of their reports. They will also present their timelines and maps to the class. Those students who are not presenting will be given a review sheet and will need to answer questions based on the group's presentation. The group presenting will have to answer any questions from the class.

Lesson 14**CCCS: 6.1 & 6.4****Objectives:**

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.

- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.
- Students will have the opportunity to gain more experience using the Internet and other non-textbook sources.

Activities:

Next group will present their work in Computer lab. Those students who are not presenting will be given a review sheet and will need to answer questions based on the group's presentation. The group presenting will have to answer any questions from the class.

Lesson 15

CCCS: 6.1 & 6.4

Objectives:

- Students will identify the original 13 colonies and determine their geographic, ethnic, religious and economic characteristics and their differences.
- Students will have an opportunity to work with others to create a final project on their colonies, which will be presented to the class.
- Students will have the opportunity to gain more experience using the Internet and other non-textbook sources.

Activities:

The last group will present their work in Computer lab. Those students who are not presenting will be given a review sheet and will need to answer questions based on the group's presentation. The group presenting will have to answer any questions from the class.

Lesson 16

CCCS: 6.4

Objectives:

- Students will synthesize all the information they have learned about the 13 colonies.

Activities:

We will go over review sheet as a class and make sure that everyone has them filled in properly. Students will be given Self- Evaluation sheets to grade their groups and themselves.

Materials:

Review Sheets
Group Evaluation sheets

Evaluation:

Each group member will grade themselves and all group members. This will count as 5% of the total Group Project grade.

Evaluation:

Student work will be assessed using 4 different rubrics. 1- Map Rubric, 2 - Timeline Rubric, 3 Cooperative Learning - Presentation Rubric and 4- Group Participation Rubric.

This project will be graded based on the following scale:

PowerPoint Slide Show	= 40 %
Timeline	= 15 %
Map	= 15 %
Group Participation	= 10 %
Presentation	= 15 %
Self – Evaluation	= 5 %

This means that for each aspect of the colonies, the PowerPoint Slides are worth 5 points each. There is a total of 9 different topics, adding up to 40 points.

The Timeline, Map, Group Participation, and Presentation grades will be based on the rubrics that are attached. So if the group has all the qualities listed on the high end of the rubric they will get full credit for that section. Finally, when all the work for this project is done, and each group has presented their work, each student will grade themselves and his/her group members. So, 5 points will be based on each students own opinion of his/her work.

Personal Evaluation of Project:

For the most part, my classes did very well on this project. They were very creative and I was impressed with the final products. Most of the groups did extra work, adding creativity and special effects to their slide shows. They used their time efficiently and worked well with one another.

However, the biggest problem I had with the entire project was with my students' writing and typos. It was clear that they did not all proof read their typing for their slide presentations. In the future, if I did this project, I would have each student show his/her slide show to me before putting the whole group's show together. That way all errors could be fixed. Also, I may want to limit the use of special effects and sound on the PowerPoint shows because some groups got carried away and the effects took away from the research aspect. Regardless of these little glitches, I can say that this project was a success.

Name: _____

Directions: Please rate the following statements based on the scale from 1 – 5. Decide whether you agree or disagree with each statement. Please be honest! There are no right or wrong answers. This is only to help me understand your interests and to help me assign people for group projects. Thank you!

1 - Agree Strongly

2 - Agree Somewhat

3 - Neither Agree nor Disagree

4- Disagree Somewhat

5 - Disagree Strongly

- 1) Social Studies education is important.
- 2) I like social studies.
- 3) I haven't had a social studies class that interested me.
- 4) I don't like to read.
- 5) I like to write down my ideas.
- 6) If I am asked to write something in school, I can do it fairly well.
- 7) I would rather share my ideas with my classmates.
- 8) I relate well to my peers.
- 9) I am not very artistic.
- 10) I am creative.
- 11) I like to draw and design things.
- 12) I have good organizational skills.
- 13) I am a group leader.
- 14) I like to work in a group.

15) It is easier for me to understand things when my classmates explain it to me, rather than the teacher.

16) I enjoy speaking in front of the class.

17) It is easy for me to speak in front of the class.

18) I like to look up information on the Internet.

19) I am comfortable using a computer.

20) I know how to look up information in the library.

Answer the next two questions in complete sentences, not with the scale.

21) Please add anything else you would like me to know about you or your preferred learning style.

22) Tell me what topics interest you in history. For example, do you like to learn about wars, controversy, people, etc.? Write anything, even if you say you like nothing at all.

The Original 13 Colonies

Introduction:

You and your group will research the colonies in your area (New England, Middle, or Southern colonies). You will describe the people, the geography, the weather, the religion, the

forms of government, etc. You are going to create a map of your region and a timeline of important dates for your colonies. All of this will be taught to your classmates. You are going to research the early American colonies and answer questions about each. You will be able to finish everything during class time, but you must work cooperatively and you will need to be focused. Your assignment is to find out as much as you can about your colonies and prepare a presentation to share your information with the class.

Your Task:

Each of America's thirteen original colonies was a unique place. They were all founded for different reasons, settled by a variety of people, contained different resources, and each developed in different directions from the other twelve. The people of each colony developed unique lifestyles, customs, and ways of making a living. You are going to prepare a presentation in which you will show your classmates the life in your colonies.

Directions:

Using the Internet, your textbook and any other resources you find, take notes on your colonies. Answer the questions on the worksheets to explain the characteristics of your colonies. To do this, each group should assign one person to research each of the following categories for each colony.

Once the worksheets have been completed, all group members will come together to share their findings. After discussing the information, create a multimedia presentation using PowerPoint. Your discoveries must include a minimum of 10 slides ranging for a duration of 3-5 minutes. The presentation **MUST** be a collaborative effort.

*Each group is going to be responsible for reporting on all the following characteristics of their colonies:

- 1) Geographic features
- 2) Climate
- 3) History
- 4) Government/Laws
- 5) Industry/Economy
- 6) Native People
- 7) Women
- 8) African experience
- 9) Religious development

** Each group will also be responsible for creating a **Timeline** and a **Map** for their colonies.

PART: 1

Each topic must be explained using at least 3 PowerPoint slides. Answer each question by describing *each state* in your section of colonies.

- For example, if your group is doing New England colonies, one person will have to describe the geographic features of each colony in New England, including Massachusetts, New Hampshire, Connecticut and Rhode Island.
- 1) **Geographic features** - Describe the land of your colonies. What are the specific geographic features? What effects does the land have on the people and development of your colonies? Talk about each colony.
 - 2) **Climate** - Describe the typical weather and climate for your colonies. What effects does the climate have on the development of each colony?
 - 3) **History** - Describe each colony's history. Describe the people who came? Why they came and from where? Describe important people and what they did.
 - 4) **Government** – What type of government or laws did each colony set up? Describe how the colony established laws and made decisions. Who created the government?
 - 5) **Industry/Economy**- How did the people in your colonies earn a living? What did they do to make profits? How was the economy unique (different from the other colonies)?
 - 6) **Native people**- Describe the effects that European settlement had on the Native Americans in your region. How did they get along with the Natives? Were they peaceful or not? Did this relationship change over time?
 - 7) **Women** – What role did women play in your colonies? List and describe any prominent women.
 - 8) **African experience / Slavery** – Describe slavery in your colonies? What was the general attitude towards it?
 - 9) **Religious development** – What religion was practiced in your colonies? Was there one predominant practice? Did everyone worship the same way? Was there religious tolerance?

PART: 2

** In addition to answering all of these questions in your PowerPoint presentation your group will be responsible for a timeline. The timeline should include all important dates for your group

of colonies. It will be done on poster board. Feel free to be creative and add any drawings or pictures to it. Keep it neat and easy to read! It should also follow some type of scale.

Remember to:

- 1) Tell the dates that each colony was settled.
- 2) Tell the dates of any important events, for examples, days laws or governments were enacted, when battles took place, etc.
- 3) Different years people came
- 4) Anything that is important to any one of your colonies!!

**** Important:** Before you create your timeline on the poster board, you must hand in a written list of all the dates and events you will include on your timeline.

PART: 3

Finally you will create a map to go along with your presentation. This map will be of your group's section of colonies. **Meaning** - **only** depict either the New England, Middle, or Southern colonies, not all of them.

- There should be clear lines between each colony in your section.
- Each colony should be labeled and colored a different color.
- You must include a map key.
- You must include the different geographic features for your colonies. For examples, show where there are mountains, hills, water, valleys, etc.
- You can also include the different areas of economic features. Use maps on pages 79, 85, & 89 of textbook for ideas.

*Anything you put on the map should be explained in the map key.

This part will also be completed in class. I will provide all the basic supplies, like poster board, paper, and markers. But if you have anything else you would like to use feel free to bring it in for your group.

*** Remember the more work you put into each part the better your grade will be!**

PART: 4

Once all the research is done and each group has finished their timelines and maps, each group will present their work to the rest of the class. Each group can decide who they want to lead the group, but *everyone* must participate and speak in front of the class.

Breakdown the Presentation like this:

- One person gives an overview of the group's section; example, tell which colonies you researched.
- Then each group member will present his/her portion of the slide show presentation.
- Someone will describe the map and explain the key.
- Another person will review the timeline for the class.

** When presenting, make sure you tell the rest of the class any important features of your colonies. The more you explain the better your grades will be. Your group will also be responsible for answering any questions from the class about your colonies.

This project will be graded based on the following scale:

PowerPoint Slide Show	= 40 %
Timeline	= 15 %
Map	= 15 %
Group Participation	= 10 %
Presentation	= 15 %
Self – Evaluation	= 5 %

This means that for each aspect of you colonies, the PowerPoint Slides are worth 5 points each. There is a total of 9 different topics, adding up to 40 points.

The Timeline, Map, Group Participation, and Presentation grades will be based on the rubrics that are attached. So if your group has all the qualities listed on the high end of the rubric you will get full credit for that section. Finally, when all the work for this project is done, and each group has presented their work, I will give you a sheet to grade yourself and your group. So, 5 points will be based on your own opinion of your work.

Note from Ms. Cabana:

I know this may seem like a lot of work, but as long as you stay on task, you will do very well. You will have the entire class period to work, so there is no limit on your time. We will take as long as we need to do a good job on this project. Remember to take this seriously. The three groups will do all the explaining of this section in history; meaning you are going to be tested on this information without the teacher giving notes. Therefore, you will need to learn it from each other. During the presentations, I will give out worksheets for the audience to fill out while each group teaches. Those worksheets will be your guides to study for any test we have. Good luck!

Group Evaluation Form

Name: _____

My role in the group

was _____

List all the ways you helped your group complete the tasks for this project.

List all the ways you helped your group work effectively and cooperatively.

On a scale of 1 (worst) to 10 (best), I would give my performance on the group work a ____ because:

On a scale of 1 (did not contribute at all) to 10 (contributed a tremendous amount), I would rate my group members like this:

I give _____ a _____ because

I give _____ a _____ because

I give _____ a _____ because

I give _____ a _____ because

I give _____ a _____ because

I give _____ a _____ because

The 13 Colonies

Directions:

You are to fill out this worksheet based on the information you hear during your classmates' presentations. You will have to hand this in and it will be graded. You will also be using this sheet to study for the test. Therefore, pay attention to each person as they describe the colonies. At the end of each presentation ask any questions you have that the group did not answer.

The New England Colonies

1) List each colony in the New England region, the year founded, and the founder below.

Name of Colony	Year Founded	Founder
1.		
2.		
3.		
4.		

2) Give a brief description of why these colonies were founded. List and describe any important people.

3) List three geographical characteristics of each colony.

Name of Colony	Name of Colony	Name of Colony	Name of Colony

1.			
2.			
3.			

4) Give a brief description of the climate in this region. How did the climate effect the economy?

5) What role did religion play in the development of the New England colonies? How did each colony treat people from other religions? Was there religious tolerance?

6) What type of government did each colony set up? Who was in charge? Who had rights in each colony?

7) Describe the economic conditions of New England. Was there trade? With who? Who worked in these colonies?

8) Describe slavery in this region or the attitude towards it.

9) What role did women play in the New England colonies? Did they have rights? Describe any important women.

10) Describe the effects of European settlement on the Native Americans in this region. How did they get along? Were they peaceful or not? Did the relationship change over time?

11) Describe any other important information you learned from this presentation.

The Middle Colonies

1) List each colony in the Middle region, the year founded, and the founder below.

Name of Colony	Year Founded	Founder
1.		
2.		
3.		
4.		

2) Give a brief description of why these colonies were founded. List & describe any important people.

3) List three geographical characteristics of each colony.

Name of Colony	Name of Colony	Name of Colony	Name of Colony

1.			
2.			
3.			

4) Give a brief description of the climate in this region. How did the climate effect the economy?

5) What role did religion play in the development of the Middle colonies? How did each colony treat people from other religions? Was there religious tolerance?

6) What type of government did each colony set up? Who was in charge? Who had rights in each colony?

7) Describe the economic conditions of the Middle colonies. Did they have trade? With who? Who worked in these colonies?

8) Describe slavery in this region or the attitude towards it.

9) What role did women play in the Middle colonies? Did they have rights? Describe any important women.

10) Describe the effects of European settlement on the Native Americans in this region. How did they get along? Were they peaceful or not? Did the relationship change over time?

11) Describe any other important information you learned from this presentation.

The Southern Colonies

1) List each colony in the Southern region, the year founded, and the founder below.

Name of Colony	Year Founded	Founder
1.		
2.		
3.		
4.		
5.		

2) Give a brief description of why these colonies were founded. List & describe any important people.

3) List three geographical characteristics of each colony.

Name of Colony	Name of Colony	Name of Colony	Name of Colony	Name of Colony

1.				
2.				
3.				

4) Give a brief description of the climate in this region. How did the climate effect the economy?

5) What role did religion play in the development of the Southern colonies? How did each colony treat people from other religions? Was there religious tolerance?

6) What type of government did each colony set up? Who was in charge? Who had rights in each colony?

7) Describe the economic conditions of the Southern Colonies. Did they have trade? With who? Who worked in these colonies?

8) Describe slavery in this region or the attitude towards it.

9) What role did women play in the Southern colonies? Did they have rights? Describe any important women.

10) Describe the effects of European settlement on the Native Americans in this region. How did they get along? Were they peaceful or not? Did the relationship change over time?

11) Describe any other important information you learned from this presentation.

Name: _____

Date: _____

Test: The Original 13 Colonies

Directions:

Read each question carefully, take your time and remember to go over your work when you are finished. Good Luck!!

Which Colony is it?

- _____ 1) First colony with true religious freedom
- _____ 2) Colony that was formed from New Netherlands
- _____ 3) Carteret and Berkeley were its proprietors
- _____ 4) Founded by James Oglethorpe
- _____ 5) Resulted from expansion of the Mass. Colony
- _____ 6) Formed House of Burgesses
- _____ 7) Founded as a refuge for Catholics
- _____ 8) Founded by Thomas Hooker
- _____ 9) Founded by William Penn
- _____ 10) Formed for poor farmers who migrated from VA.
- _____ 11) First settlement was in Charleston
- _____ 12) Original settlement was in Jamestown
- _____ 13) Original settlement was Plymouth
- _____ 14) Founded to protect South Carolina from the Spanish in Florida

Fill in the Blanks

- _____ 15) First written Constitution
- _____ 16) One who challenges authority or the dominant beliefs.

- _____ 17) First representative assembly.
- _____ 18) First written agreement about self-government in America.
- _____ 19) Name of first permanent English settlement in America.
- _____ 20) Governor of New Amsterdam
- _____ 21) Region known as the “Breadbasket”
- _____ 22) Religious group that tolerated Indians & Africans
- _____ 23) Region that exported lumber and fish.
- _____ 24) Region whose economy depended on slave labor.
- _____ 25) Most culturally diverse and tolerant region.

Short Answers

List 3 major crops of the Southern Colonies

- 1)
- 2)
- 3)

In what year was the first colonial settlement made? What was the last colony to be settled? What year was that? How many years passed in between?

What did the economy of the South depend on? Why?

Define indentured servant. What is the difference between an indentured servant and a slave?

What was the main factor in Puritan life and government?

What was the main purpose in establishing the colony of Georgia?

Choose 1 group: Women or Native Americans - Briefly describe the role either group played; focus on their treatment in all the colonies in general.

Why did major differences develop between the economies of the New England, Middle, and Southern colonies?

Map Rubric

	Exemplary	Competent	Basic	Emerging
Labels	At least 90 % of items labeled and located correctly	80% of items labeled and located correctly	70% of items labeled and located correctly	Fewer than 70% labeled and located correctly
Spelling/Cap	At least 90% of spelling and capitalization correct	At least 80% of spelling and capitalization correct	At least 70% of spelling and capitalization correct	Less than 70% of spelling and capitalization correct
Neatness	All labels/features can be easily read	Most labels/features can be easily read	Some labels/features can be easily read	Few labels/features can be easily read
Title/Purpose	Title clearly reflects purpose of map	Title generally reflects purpose of map	Title somewhat reflects purpose of map	Title does not reflect purpose of map
Map Features/Purpose	Map features clearly reflect purpose	Map features generally reflect purpose	Map somewhat reflect purpose	Map features do not reflect purpose
Key/Legend	Has a key/map that uses all standard symbols	Has a key/map that uses mostly standard symbols	Has a key/map that uses some standard symbols	No key, or key that uses non-standard symbols
Geographic features	Depicts all geographic features of area	Depicts most geographic features of area	Depicts few geographic features of area	