

UNIT 1

The British Colonies of North America

1492–1763

30-40-minute classes | 35-39 classes

UNIT PREVIEW

Structure

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Why Teach the British Colonies of North America

Christopher Columbus’s discovery of what was then termed “The New World” is one of the most consequential events in all of recorded history. It was as if another half of Earth was being opened to the peoples of Europe, Africa, and Asia, and the changes that followed this momentous discovery were immense. Students should be especially aware of the profound effects of the initial contact of European explorers with the indigenous peoples of North America. They should understand the ways of life characteristic of Native American tribes, the exploits of European explorers and settlers, and the triumphs

and tragedies that defined the relationships between settlers and natives. Students should also study closely the manner in which the British colonies of North America were established, since those first settlements would be the seedbed of our country. Our unique American heritage began here, on these coasts, among scattered settlements of men and women pursuing economic independence or religious freedom, leaving behind their familiar lives to seek liberty and opportunity at what to them was the edge of the world. With the promise of freedom at these far reaches also came untold hardships and daily dangers. The American story begins with those few who braved these risks for the freedom to pursue what all human beings desire to attain: *happiness*.

Enduring Ideas from This Unit

1. America's varied and wondrous geography has played a crucial role in many of America's successes.
2. The discovery, exploration, and settlement of the Western Hemisphere was one of the most consequential series of events in human history.
3. The contact between indigenous North American and European civilizations resulted in both benefits and afflictions for natives and colonists alike.
4. The British colonies of North America were unique, and their circumstances gradually shaped the character of the colonists into something unprecedented: *the American*.
5. The freedom afforded to the American colonists resulted in a degree of successful self-government unknown to the rest of the world in 1763.

What Teachers Should Consider

Imagine two more continents, an eighth and a ninth, with different terrain, untouched resources, seemingly limitless lands, and complete openness to any sort of political regime. This is the vision teachers might consider adopting in preparing students to learn American history. In other words, one can adopt an outlook similar to that of the people who began the first chapter in the story of America. Such an outlook will help students to see the origins of America as something that was fluid and not at all inevitable.

In the same way the explorers, settlers, and indigenous Native Americans keenly fixed their attention on the contours of the North American landscape, so should students of American history at the outset of their studies. A close study of American geography sets the stage on which Americans of every generation would act out their lives.

Europeans' exploration and settlement of the Western Hemisphere is an extraordinary era in terms of historical impact, but it also contains engaging stories of intrepid discoverers and of the conditions they found and helped to shape. It is important to find the proper balance in conveying the story of that era. Students ought to step into the lives of these explorers and settlers and understand not only their motivations for undertaking such hazardous trips and ways of living but also their experiences on the Atlantic and on the fringes of an unknown continent. They should also think carefully and honestly about the interactions between Native Americans, explorers, and settlers. They will encounter a mixed picture. At times, they will see cooperation, care, and mutual respect; at other times they will see all the duplicity and

injustice that human nature is capable of. They will see these traits exhibited by all parties at various moments and in different circumstances.

Teachers should also focus on making clear the differences between England's North American colonies and those of other emerging New World empires, such as Spain, France, and Portugal. They should bring out what was unique among the English settlers, from the form of their colonies' settlements to the social and economic ventures of the colonists themselves, as well as their varied relationships to the mother country. Each English colony may be taught separately, each offering a distinct social and economic profile, while a final lesson may be devoted to studying the major events and movements in shared colonial American history. Together, students should come to see that an unplanned experiment was unfolding in the British colonies of North America: one that was shaping a unique society and citizenry, one that would be equipped for great accomplishments in the coming centuries.

How Teachers Can Learn More

TEXTS

Land of Hope, Wilfred McClay
The Formative Years, 1607–1763, Clarence Ver Steeg
Freedom Just Around the Corner, Walter McDougall

ONLINE COURSES | Online.Hillsdale.edu

The Great American Story
American Heritage

Lesson Planning Resources

TEACHER RESOURCES

Land of Hope Young Reader's Edition, Volume 1, Wilfred McClay
The Geography of the United States, Core Knowledge
The Story of the Thirteen Colonies and the Great Republic, H.A. Guerber
Colonial Times, Anne Goudvis and Stephanie Harvey
The American Revolution and Constitution, Anne Goudvis and Stephanie Harvey
The Age of Exploration, Core Knowledge
A Jamestown Time Capsule, Jessica Freeburg
Pilgrims: Magic Tree House Fact Tracker, Mary Pope Osborne
Science on the Mayflower, Tammy Enz

STUDENT RESOURCES

The Landing of the Pilgrims, James Daugherty
Meet George Washington, Joan Heilbroner
Ben Franklin of Old Philadelphia, Margaret Cousins

TRADE BOOKS

Exploration & Conquest, Betsy Maestro
Discovery of the Americas, Betsy Maestro
Aboard the Santa Maria, Kate Mikoley
James Towne, Marcia Sewall
If You Sailed On the Mayflower, Ann McGovern
Aboard the Mayflower, Theresa Emminizer
If You Lived With the Iroquois, Ellen Levine
The New Americans, Betsy Maestro
If You Lived in Colonial Times, Ann McGovern
If You Lived in Williamsburg in Colonial Days, Barbara Brenner
Three Young Pilgrims, Cheryl Harness
The Courage of Sarah Noble, Alice Dalgliesh
Struggle for a Continent, Betsy Maestro

PRIMARY SOURCE

The Mayflower Compact

**LESSON PLANS,
ACTIVITIES AND ASSIGNMENTS,
AND QUIZZES**

Lesson 1 — The Lands, Waters, and Peoples of America

6–7 classes

LESSON OBJECTIVE

Students learn about the geography of what would become the United States of America, including its physical contours, climate, advantages for civilization, and its Native American inhabitants.

TEACHER PREPARATION

Create a note outline based on the following:

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages xiii-xv, 1-3
<i>The Geography of the United States</i>	

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 1 and 2
<i>American Heritage</i>	Lecture 1

CORE CONTENT IN THIS LESSON

Topographic Geography

Atlantic Ocean	Lake Superior
San Salvador	Great Lakes
Appalachian Mountains	Great Plains
Lake Ontario	Rocky Mountains
Niagara Falls	Grand Canyon
Lake Erie	Death Valley
Chesapeake Bay	Mojave Desert
Gulf of Mexico	Pacific Ocean
Mississippi River	Bering Strait
Lake Huron	Hawaiian Islands
Lake Michigan	

Political Geography

Virginia	Maryland
Richmond	Annapolis
Jamestown	Baltimore
Massachusetts	Connecticut, Hartford
Boston	Rhode Island, Providence
Plymouth	Delaware, Dover
New Hampshire, Concord	North Carolina, Raleigh

South Carolina
 Columbia
 Charleston
 New Jersey, Trenton
 New York
 Albany
 New York City

Pennsylvania
 Harrisburg
 Philadelphia
 Georgia, Atlanta
 Washington, District of Columbia

Terms and Topics

glaciers
 land bridge
 terrain
 natural resources
 climate
 Mayas
 Aztecs

Incas
 Hopewell
 cities
 towns
 countryside

Images

Maps
 Famous or exemplar landscapes, landmarks, bodies of water in America
 Illustrations of indigenous peoples, civilizations, and life
 Photographs of Aztec, Maya, Inca, Hopewell, and Ancestral Pueblo ruins

STORY FOR THE AMERICAN HEART

- Christopher Columbus's crew on their voyage and sighting land

QUESTIONS FOR THE AMERICAN MIND

- What are some of the different kinds of terrain in the American landscape?
- Why is the American landscape a good place for people to live?
- How is the terrain different between different regions?
- Where did the indigenous peoples of North and South America come from? How do we believe they came?
- How did different groups of Native Americans live?
- What are some ways in which Native Americans and Europeans lived differently?

KEYS TO THE LESSON

Every story has a setting, and the true story of history is no different. To tell and to teach this story effectively requires first introducing students to the stage on which Americans would act. Thus, American history should begin with a study of American geography. The lesson should transport students to the different places of America, not through an online virtual map but through the use of their own imaginations. Geography instruction is an excellent way to awaken and exercise the imaginations of students, priming them for all the other journeys which studying history will ask their minds to undertake. Every history lesson will involve a similar setting of the stage in the students' imaginations, and this lesson establishes that

precedent. Of course, the lesson also gives students the “lay of the land” for the entire study of American history, beginning with an immersive trip through the country’s magnificent and diverse landscape. This geography lesson can be full of simple questions about what students observe, training them in the skill of careful discernment of detail. At the end of the lesson, the class may return to the virgin topography of the United States and place the various indigenous civilizations on it, learning the smattering of their history that has survived, and then return to the Atlantic and to the Spanish caravels and carracks just over the eastern horizon.

Teachers might best plan and teach *The Lands, Waters, and Peoples of America* with emphasis on the following approaches:

- Begin by telling a story that will encourage students to use their imaginations and set the precedent for the way class will normally be taught. The story of Christopher Columbus’s crew sighting land is an excellent example. The story may be picked up when Columbus’s three ships are already en route. Paint the scene. Provide descriptions of the ship. Help students get a sense of what sailing was like in those days, and the dangers it involved. Draw out the sounds and smells onboard the ships. Introduce the kind of men on board, the letters and instructions they had with them, and what they may have been thinking from moment to moment. Talk about their captain: his appearance, thoughts, and comportment. Share the story of how recently the crew had nearly mutinied against him, and how he quelled their fears. Describe the sudden appearance of a large flock of birds the previous day. Finally, bring students to the very early morning of October 12, 1492, after the view from the ship’s rail had not changed for weeks, when the call came from the masts, “La tierra!” Land!
- Introduce landmarks, bodies of water, and other physical characteristics, moving from east to west. The items listed under “Topographic Geography” follow in roughly this order. The goal is to make sure students are aware of these landmarks in order to develop an appreciation for the beauty and diversity of their country’s landscape.
- Call upon students’ imaginations by describing the settings of what you introduce with vivid language that engages all their senses. Place them in particular climates with the correct weather depending on the season and discuss the kinds of natural resources and economic activity to which each area is conducive. Record all this information with the class on a physical map handed out to them and on its projection on the board. As the class proceeds from coast to coast, label the map together. Ask plenty of questions in the process. For review, project images of key areas discussed on the map and have students try to identify what is being projected.
- Emphasize with students the tremendous advantages America’s land offers to human flourishing. America had excellent and untouched soils for cultivation, temperature and rainfall averages were ideal, and timber was plentiful. Native plants and animals suitable for human consumption were abundant, while imported livestock thrived. The virgin forests provided all the fuel needed for fires, heating, and cooking, as well as for building. Waterways were plentiful and mostly navigable; their importance cannot be overstated, and students should appreciate that the colonial-era Atlantic world imagined the world primarily in terms of water flow, especially in North America. Most of the country had mild winters with long, warm growing seasons and few areas subject to drought. As for security from foreign powers, the United States would have two massive oceans separating it from most of the rest of the world.
- After covering topography, transition to the modern political map with a new projected map and a corresponding political map handout. In teaching the political map, proceed in the order in

which the first thirteen states were settled as colonies, and then in the order in which the remaining thirty-seven became states in the Union. The colonies and their major cities and features should be discussed in detail, while details on the remaining states may be reserved for later grades. Review the topography, weather, climate, and seasons in the process. Discuss how population is distributed across the country, and then group the states into different regions.

- After covering the modern political United States, return to the topographical map and place the indigenous tribes onto the map of North America and into the environments in which the various tribes lived. The diversity of tribes is astounding, and highlighting several communities, particularly on the eastern seaboard, will put students in the right historical context and assist with teaching the events in subsequent lessons.
- Explain how America is and always has been a land of immigrants. Even those who would be considered the indigenous or “native” peoples of both North and South America likely migrated from northeast Asia. Settlements and even great cities of Central and South America emerged in following years as migration resulted in people spreading over the land of the Western Hemisphere.
- Show the range of different Western Hemisphere civilizations through the millennia prior to Christopher Columbus. In conjunction with state and local history, explore the history and traditions of historical Native Americans from the school’s locality or state.
- Conclude this first lesson by reminding students that to Columbus, his crew, and the peoples of Europe, Africa, and Asia in 1492 (and for millennia before), none of this was known to them, and discovering the entirety of the New World would take hundreds of years, even after Columbus’s voyages.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Complete a physical map of the United States together as a class and study it for a future map assessment (teacher created).

Activity 2: Complete a political map of the United States together as a class (teacher created).

Activity 3: Map major historical indigenous tribes onto a physical map together as a class (teacher created).

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What natural resources made North America a good place to live? (2–4 sentences)

Assignment 3: Choose two indigenous tribes in North America and describe how the environment in which they lived shaped their lifestyle. (2–4 sentences)

Lesson 2 — Exploration and Settlement

1492–1630

9–10 classes

LESSON OBJECTIVE

Students learn about the European exploration of North America and the first English settlement efforts at Roanoke, Jamestown, Plymouth, and Massachusetts Bay.

TEACHER PREPARATION

Create a note outline based on the following:

Student Text

Selections from *The Landing of the Pilgrims* and *Colonial Times*
 Primary Source See below.

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 3–11, 15–25
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 11–44, 56–57
<i>Colonial Times</i>	Pages 1–28, 61–71, 83–86, 93–97, 128–154
<i>The Age of Exploration</i>	Pages 2–47, 54–65
<i>The Landing of the Pilgrims</i>	
<i>A Jamestown Time Capsule</i>	
<i>Pilgrims: Magic Tree House Fact Tracker</i>	
<i>Science on the Mayflower</i>	

Trade Books

Exploration & Conquest
Discovery of the Americas
Aboard the Santa Maria
James Towne
If You Sailed On the Mayflower
Aboard the Mayflower

Online.Hillsdale.edu

<i>The Great American Story</i>	Lecture 2
<i>American Heritage</i>	Lecture 2

STUDENT PREPARATION

Assignment 1: Students look at images of Spanish or Portuguese caravels and describe some challenges explorers may have faced while crossing the Atlantic Ocean.

Assignment 2: Students look at a world map prior to Christopher Columbus and describe why his theories of navigation may have seem unbelievable according to many Europeans.

Assignment 3: Students pre-read selections from *The Landing of the Pilgrims* (based on grade level reading ability).

Assignment 4: Students pre-read the Mayflower Compact (based on grade level reading ability).

Assignment 5: Students look at “The first Thanksgiving 1621” painting by Jean Leon Gerome Ferris and discuss the goodwill of the Native Americans and its reciprocation by the Pilgrims.

Assignment 6: Students pre-read selections from *Colonial Times* (based on grade level reading ability).

CORE CONTENT IN THIS LESSON

Geography & Places

Genoa
San Salvador/Watling Island
“The New World”
La Florida
St. Augustine
Virginia

Roanoke
Chesapeake Bay
Jamestown
Plymouth
Massachusetts Bay
Boston

Persons

Leif Erikson
Ferdinand and Isabella
Christopher Columbus
John Smith
Pocahontas

Lord De La Warr
John Rolfe
William Bradford
Massasoit
John Winthrop

Terms and Topics

caravel
merchants
nation-states
Niña, Pinta, and Santa María
Taíno
“Indians”
conquistadors
Columbian Exchange
smallpox
Virginia Company
indentured servants

Powhatan
“Starving Time”
tobacco
House of Burgesses
Pilgrims
Mayflower
religious freedom
self-government
Wampanoag
Puritans

Primary Source

The Mayflower Compact

To Know by Heart

“We must consider that we shall be as a city upon a hill. The eyes of all people are upon us.” —John Winthrop

Timeline

1492	Columbus lands on San Salvador Island
1607	Jamestown settled
1620	Pilgrims settle Plymouth

4th Thursday in November Thanksgiving Day

Images

Historical figures and events
 World map prior to Columbus
 Caravel and carrack
 Maps of Columbus’s voyages and other exploration
 Dress of Native Americans, explorers, and settlers
 Illustrated map of Jamestown
Mayflower
 Mayflower Compact facsimile
 First Thanksgiving

STORIES FOR THE AMERICAN HEART

- Christopher Columbus’s account of making landfall
- The Lost Colony of Roanoke
- John Smith’s account of the founding of Jamestown
- The “Starving Time” at Jamestown
- Pocahontas, John Smith, and John Rolfe
- The voyage of the *Mayflower*
- Signing of the Mayflower Compact
- William Bradford’s account of going ashore at Plymouth
- The first winter at Plymouth
- Accounts of the First Thanksgiving by Edward Winslow and William Bradford

QUESTIONS FOR THE AMERICAN MIND

- Why did Europeans begin exploring the ocean in the 1400s?
- What was Christopher Columbus’s theory about the fastest route to Asia?
- Why was exploration, especially by sailing west, so dangerous?
- How did Christopher Columbus’s voyages change the world?

- Was Christopher Columbus successful? Why or why not?
- How did England settle the New World? How was it different from other countries?
- Why did settlers want to establish Jamestown?
- What problems did Jamestown’s settlers face?
- What events helped Jamestown to succeed?
- What two things both happened in Jamestown in 1619?
- What is “self-government”?
- Why did the Pilgrims want to establish Plymouth?
- Why did the Pilgrims create the Mayflower Compact?
- How did the First Thanksgiving come about? Why?
- Why did John Winthrop say that the settlers at Massachusetts Bay were like “a city upon a hill”?
- Questions from the U.S. Civics Test:
 - Question 73: The colonists came to America for many reasons. Name one.
 - Question 74: Who lived in America before the Europeans arrived?
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

Christopher Columbus’s discovery of the New World was one of the signal achievements of the age of exploration. Enterprising commoners who followed in his wake braved the seas and these wild lands for their own fortunes and opportunity. Nearly one hundred years would pass before the English would attempt a permanent settlement in North America and another two decades before they found any success. Yet while Jamestown was founded chiefly on economic motives, the next two decades would see the Plymouth and Massachusetts Bay colonies founded, at least in part for religious and cultural ends. What was common to all these efforts was the desire for freedom to better their conditions—both the quality of earthly life and the preparation for eternal life. Put differently, they desired the freedom to seek happiness, made available to the common man in ways that had no parallel in the Old World.

Teachers might best plan and teach Exploration and Settlement with emphasis on the following approaches:

- Begin the teaching of American history by helping students gain historical perspective. Using the following reference points, ask them to compare today’s way of life with life in the centuries prior to the 1600s.
 - ability to believe and act on one’s beliefs without fear of arrest or worse
 - ability to speak one’s mind without fear of arrest or worse
 - acquisition of clothing, food, and shelter
 - communication by internet, text, phones, mail
 - electricity, plumbing, heating, cooling
 - travel by plane, car, boat, horse and buggy, walking
- Offer students some background on the reasons why Europeans began exploring in the first place. Reasons include a newfound daringness in European thought and culture, trade interests in Asia, Muslim control of land routes, newly emerging and competing monarchs, growing prosperity among an expanding middle class, and new maritime technology. Riding these currents, many were inspired to turn to the seas in search of what was beyond, first along the African coast, and

then across the Atlantic. A short review of explorers who predated Christopher Columbus may be helpful.

- Relay to students the background to Christopher Columbus. Of important note is the attention he gave to new theories of navigation and the size, but not the shape, of the world. It is a misconception that many people believed the Earth was flat during Columbus' lifetime. Most educated people since the ancient Greeks believed the world was round. Columbus theorized the world was much smaller than others believed. This led him to surmise that it would be possible to travel to the East Indies by sailing west.
- Of Columbus's first voyage, help students to imagine what he was doing and what his crew was undertaking as well. It was far from certain that they would find the route Columbus sought, or that they would survive trying. Even then, Columbus was confident of his theories and of his ability.
- Share the stories of each of Columbus's four voyages, marking the gradual decline in success, based on the stated goals of each trip.
- Consider Columbus's role in establishing the first enduring links between the Old and New Worlds, initiating European civilization's influence on the Western Hemisphere. Additionally, his enterprising spirit has epitomized a quintessentially American trait to the American people.
- Use this opportunity to address with students the history of interactions between the indigenous peoples of North and South America and European explorers and settlers. Of paramount importance is that students not paint with too broad of a brush. The relationships varied widely. Many interactions and relationships were mutually respectful and cooperative. Others were brutal and unjust. Often the relations between the same groups ebbed and flowed between friendship and conflict over time. Ask why misunderstandings, duplicity, and conflict between very different peoples and cultures—and between fallible individuals of all sorts—might arise.
- In addition to conflicts, discuss how the indigenous people's lack of acquired immunity to diseases—notably smallpox, which most Europeans had been conditioned to survive—was a leading cause of the decline in the Native American population.
- Highlight the later years of Columbus's life, including his removal as commander in Spanish-claimed territories, his shipwreck and stranding on Jamaica for a year, and Spain's unwillingness to commission any further expeditions under his command. Columbus died as an abject failure in the eyes of the world and likely in his own eyes, as he never did find a passage to Asia yet also did not understand that what he had discovered was another half of planet Earth. Note how his sailings along the isthmus of Panama left him, unknowingly, just a few dozen miles from the vast Pacific Ocean, the existence of which he knew nothing.
- Review other explorations between Columbus and the beginning of English settlement efforts in the late 1500s. Study Ponce de Leon's discovery of Florida and the eventual settlement at St. Augustine, marking the first European presence in the future United States. Students need not study all of these events in detail, but they should grasp the overall strategy that Spain, Portugal, and even France adopted toward exploring and settling the New World, namely, a top-down, economically motivated approach under the direct centralized control of their respective monarchies. It will be important to contrast this approach with that of the English in the next lesson.
- Trace the paths of various explorers into the future states of America, particularly in Florida and the West. The presence of Catholic missionaries is of special note, highlighting one motivation for exploration.

- Recount the first English effort to establish a permanent settlement in North America in the colony of Roanoke, which famously disappeared with barely a trace after a brief four-year existence.
- Recount the founding of Jamestown as emblematic of one important motivation for the English to establish a colony: material opportunity for the lower classes. Land ownership by common folk was extremely rare in almost all of Europe, and economic mobility itself was a relatively new and rare phenomenon. The organizers and settlers of Jamestown embodied the enterprising spirit that would come to define emigrants from England to North America, and, for that matter, millions of immigrants throughout America's history. This degree of opportunity for the ordinary person was unprecedented. It partly explains why so many European commoners left what was familiar and risked the greater likelihood of an earlier death to pursue it. The Jamestown settlers exemplified the idea of pursuing "the American dream."
- Help students to appreciate the several periods when Jamestown was on the verge of failing and the many deaths incurred despite its eventual success. Of particular note was Jamestown's original experiment with a form of communism. This collectivism, plus rampant disease, helped produce a disastrous first year and a half for the fledgling settlement. John Smith's requirement that settlers earn their bread by their work and his guarantee of private property ownership, along with some much-needed assistance from the local Native Americans, not only saved the settlement but also became quintessentially American traits, both in law and in the character of the people. But even this near disaster paled in comparison to what was known as the "Starving Time," in which failure was averted only by a return to the rule of law under Lord De La Warr. The turning point for Jamestown was the successful cultivation of tobacco by John Rolfe. While not the gold many settlers had originally envisioned, the crop would both shore up Jamestown's existence and spread the news among the English and other Europeans that opportunities were present and realizable in English Virginia.
- Consider how the year 1619 at Jamestown offers a profound insight into colonial America:
 - On the one hand, it was in 1619 that the first enslaved Africans, having been taken from a Portuguese slave ship en route to Mexico by an English privateer, landed at Jamestown.
 - On the other hand, it was also in 1619 at Jamestown that the Virginia House of Burgesses first convened, marking the beginning of representative self-government in the colonies. This self-government would flourish for more than 150 years as the British colonists of North America largely governed themselves and developed the thoughts, practices, and habits of a self-governing people. Be sure to discuss what is meant by "self-government."
- Show how the founding of Plymouth was emblematic of the other important motivation for Englishmen to establish a colony: religion. In the wake of the Protestant Reformation, the Christian world was divided, with various forms of strife and severe restrictions on religious belief and practice. In England, these divisions were within Protestantism itself, with Puritans wishing to purify the Church of England of remaining Catholic trappings and Separatist Puritans (whom we call *Pilgrims*) seeking to establish a new, true Church of England. It was this latter group that sought not only the freedom to practice their form of Anglicanism but also to re-found the Church in the New World.
- Spend some time with the Mayflower Compact, signed off the coast of Cape Cod before the settlers went ashore. Emphasize the English tradition of the rule of law and of forms of democratic expression traced back at least to the Magna Carta. Facing a lawless wilderness with families to protect and ex-convicts in their midst, the Pilgrims resorted to that English tradition of self-government under the rule of law—a social contract among themselves—with God as its

ultimate judge. Both the Pilgrims at Plymouth in 1620 and the convening of the Virginia House of Burgesses down the coast at Jamestown in 1619, the first two successful English settlements, almost immediately practiced self-government. Self-government under law was therefore present at the very inception of America, a fact that makes America unique.

- Note the terrible first winter the Pilgrims suffered at Plymouth, and how the Wampanoag Indians truly saved those who did survive. The next year, with the help of the Wampanoag, was a tremendous success, which Pilgrims and Native Americans together celebrated, and for which they gave thanks to God in what is considered America's First Thanksgiving (notwithstanding a similar celebration in Spanish Florida in the previous century). Share accounts of this festive Thanksgiving from Edward Winslow and William Bradford.
- Finally, discuss the founding of Massachusetts Bay Colony and the leadership of its first governor, John Winthrop. Like the Pilgrims, these Puritans were fierce critics of the Church of England. Unlike the Pilgrims, however, the Puritans at Massachusetts Bay sought not to separate from the Church of England but to establish a community that would help purify and correct the Church of England while remaining a part of it. As evident in Winthrop's "A Modell of Christian Charity," *New England* would convert *Old England* by its example. Together with Jamestown and Plymouth, the English had a beachhead in the New World, and the news spread far and wide across the Atlantic.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the years between Columbus' landing in San Salvador through the First Thanksgiving. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Using a printed map, have students draw the Columbian Exchange and list or draw several products that would be traded from the Americas to the Old World and vice versa.

Assignment 1: Have students and parents complete a "Talk about History" assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What were the primary motivations of the Jamestown settlers? What were the primary motivations of the Plymouth and Massachusetts Bay settlers? What were the similarities and differences between these two groups' motivations? (2–4 sentences)

Assignment 3: What are some of the reasons Jamestown nearly failed in its early years? What strategies did men like John Smith and Lord De La Warr use to save the young colony? (2–4 sentences)

Assignment 4: Retell the story of the First Thanksgiving and Algonquian's role in saving the Pilgrims who survived the harsh winter (2–4 sentences).

Name _____

Date _____

Unit 1 | Formative Quiz 1

Covering Lesson 2
10-15 minutes

MATCHING: Write the letter of each definition to the correct word it defines.

____ Virginia Company

____ “starving time”

____ Mayflower Compact

____ tobacco

____ House of Burgesses

A. a cash crop exported from Virginia to Europe

B. a document in which the Pilgrims organized themselves under the rule of law

C. a period in which many of Jamestown colonists died

D. Englishmen who combined their resources to finance travels to England’s first successful colony

E. first convened in 1619 and marked the beginning of representative self-government in the colonies

SHORT ANSWER: Answer the following in complete sentences.

1. Why did Europeans begin exploring the ocean in the 1400s?

2. Was Christopher Columbus successful? Why or why not?

3. What events helped Jamestown to succeed?

4. Why did the Pilgrims want to establish Plymouth?

5. Why did John Winthrop say that the settlers at Massachusetts Bay were like “a city upon a hill”?

Lesson 3 — The Colonies in Profile

1630–1732

9–10 classes

LESSON OBJECTIVE

Students learn about the thirteen colonies that would become the United States of America, including their foundings and ways of life for colonists.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

Selections from *Colonial Times*

Teacher Texts

Land of Hope Young Reader's Edition, Volume 1

Pages 25–27

The Story of the Thirteen Colonies and the Great Republic

Pages 45–46, 48–51,
54–55

Colonial Times

Pages 35–54, 56–59,
103–127, 93–97

Trade Books

If You Lived With the Iroquois

The New Americans

If You Lived in Colonial Times

If You Lived in Williamsburg in Colonial Days

Three Young Pilgrims

Online.Hillsdale.edu

The Great American Story

Lecture 2

American Heritage

Lecture 2

STUDENT PREPARATION

Assignment 1: Students pre-read selections from *Colonial Times* (based on grade level reading ability).

Assignment 2: Students look at images displaying the geography of the New England, Middle, and Southern colonies and list the advantages and disadvantages presented by the natural features of each region.

CORE CONTENT IN THIS LESSON**Geography & Places**

New Hampshire
 Maryland
 Connecticut
 Rhode Island
 Delaware
 North Carolina
 South Carolina
 New Jersey

New York
 Pennsylvania
 Philadelphia
 Georgia
 New England Colonies
 Middle Colonies
 Southern Colonies

Persons

Lord Baltimore
 Roger Williams
 Peter Stuyvesant

William Penn
 James Oglethorpe

Terms and Topics

public education
 religious freedom
 township
 Quakers
 self-government
 colonial assemblies
 colonial governors
 militia
 Triangle Trade

indentured servitude
 chattel slavery
 slave ships
 Middle Passage
 individualism
 aristocracy

Images

Historical figures and events
 Landscape pictures of geographic places featured in this lesson
 Map of the Triangle Trade
 Depictions of indentured servants and then slaves in the colonies

STORIES FOR THE AMERICAN HEART

- Roger Williams's efforts to establish religious toleration in Rhode Island
- Stories of Peter Stuyvesant's governance in New York
- Accounts from the Salem Witch Trials
- Descriptions of slavery and life on a slave ship
- Stories of African Americans who won their freedom in the colonies
- Accounts of life in the different colonies

QUESTIONS FOR THE AMERICAN MIND

- How did the English settle the New World differently than other countries?
- How did many European settlers see the New World as a place of opportunity?
- What is religious freedom or toleration? Why was this special in the colonies compared to other parts of the world?
- Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?
- What was unique about who was able to own property and vote in the colonies compared to other places in the world?
- How did the kind of work colonists vary from region to region?
- What was indentured servitude? How is it similar to and different from slavery?
- What are the origins of slavery in world history?
- How were Africans first enslaved, before being brought to the Western Hemisphere?
- What was it like to be an African on the Middle Passage and then a slave in the New World?
- How were African slaves distributed in the New World? What proportions of Africans were taken to which parts?
- How did slavery gradually expand and become accepted by laws?
- Describe the main characteristics of the “American” colonist? Where did these traits come from?
- How were the colonies’ leading citizens distinct from the leaders in European societies?
- Questions from the U.S. Civics Test:
 - Question 73: The colonists came to America for many reasons. Name one.
 - Question 75: What group of people was taken and sold as slaves?

KEYS TO THE LESSON

Teaching the histories of each colony helps students to understand and appreciate the humble origins of the future United States. It is also very revealing. Students can see in the early histories of many colonies the beginnings of traits that would eventually be hallmarks of American society, law, and citizenry.

Teachers might best plan and teach *The Colonies in Profile* with emphasis on the following approaches:

- Try to teach the colonies in the order in which they were founded (i.e., as listed above in “Geography and Places”). A map may be projected and distributed to students for reference as the lesson proceeds from colony to colony.
- Compare with students the basic economic differences between French, Spanish, and English colonies; i.e., the native fur trade (France), tributary native labor and precious metals (Spain), and settlement agriculture (England).
- Note the seemingly haphazard approach the English took to colonization, largely shaped by the monarch and parliamentary politics in England at the time of each colonial settlement. For one, colonization was decentralized, and most of the original colonies were established as private property ventures, often sanctioned by the crown but really in the possession of private individuals through joint-stock companies. These were then populated not with government officials or hired agents but with men of all ranks who were also seeking their own opportunity, freedom, and plot of land. Both of these features accounted for the lack of an overall master plan for colonizing North America and marked important departures from the approaches taken by

Spain, Portugal, and France. This lack of a plan would become a problem later when England would seek to centralize the administration of the colonies, largely in an effort to raise revenue and enforce the sovereignty of Parliament.

- Help students to understand the importance of these traits. Not only did the English approach to colonization trend toward greater independence from the monarchy, it also attracted and encouraged individuals and families who were independent-minded and determined. What the settlers did not bring with them from Europe were the legal class distinctions that defined the aristocratic and monarchical nations they left behind. These individuals (except for their British governors) were common people who immigrated to America seeking their freedom and to better their station in life. The rugged individualism, practice of personal independence, work ethic, and ingenuity to succeed would become well-known American characteristics and in some cases would result in the formation of new colonies by separation from an existing colony, as was the case in New England.
- Spend time on what it meant to make a living and survive in the daunting wilderness and how such perseverance shaped the character and mind of the colonists. This would include looking at lifestyles and kinds of work done in the colonies, the type of self-reliance necessary for such lives, and the ways in which Christian religious beliefs contributed to how communities functioned.
- Consider how strongly matters of religious faith defined colonial culture, largely because so many came to America to escape the religious persecutions or limitations of the Old World. From the Pilgrims and the Puritans to Roman Catholics and Jews, a wide variety of faiths (most of them Christian and many of whom were intolerant of one another in the Old World) permeated colonial settlements, and their adherents increasingly came to respect one another as neighbors. Establishing this religious freedom in law, moreover, was widespread and exceptional compared to the rest of the world, even while events such as the persecution of the Quakers in Massachusetts still occurred.
- Note also for the students that the diversity of religious belief was accompanied by the diversity of immigrants. New York and Rhode Island, for example, were well known for the number of people who had migrated there from many countries other than the British Isles.
- Help students appreciate that colonial America was highly literate and that the leading members of colonial society and government were educated in classical thought, ancient and contemporary history, and philosophy and politics (including thinkers of the moderate Enlightenment). Such high levels of literacy and learning were unheard of anywhere else in the world. Important factors that contributed to this high degree of literacy among the people was the insistence on being able to read the Bible, broad support for education, and collegiate preparation.
- Emphasize with students the degree of self-government that the colonists exercised. Include in this discussion the meaning of self-government. In brief, the colonists largely governed their own internal affairs (rule over local matters, including taxation, as opposed to international trade and security) through local legislatures and governance structures chosen by the people. This was partly due to the English tradition of legislative authority and the rule of law, the loose and decentralized pattern of British colonial settlements and rule compared to other empires. Another factor at play here was the great distance between London and the American eastern seaboard, which led to long periods of “benign neglect” of the colonies and the further development of local institutions of self-government. While all of the colonies would eventually become official royal colonies with royal governors, colony-wide legislative bodies were prolific, as were local governments such as townships, counties, and cities. Unlike almost every place in the world at that time and in history, the people were to a large extent ruling themselves.

- Discuss how private property opportunities and protections enabled commoners to earn their livelihood in freedom and contributed to the characteristics of Americans as industrious and independent.
- Explain to students the several kinds of trade and vocational trades present in the various colonies. Farming was, of course, the main livelihood, but manufacturing, fishing, whaling, shipbuilding, and other trades (particularly in New England) rapidly emerged as key colonial contributions. Trade was principally with England, but the British colonies of North America developed robust trade among one another and with the colonies of other nations as well.
- Share with students the complex patterns of relationship between the colonists and Native Americans. The relationships ran the gamut from friendly to violent, varying widely depending on the tribe involved, with misunderstandings and clashes of cultures and languages. Disagreements abounded over the concepts of communal versus private property. Violent clashes occurred along the edges of the colonial frontier, and cross-frontier retaliations by both sides were not uncommon. Colonists could be caught in conflicts between various Native American tribes, and likewise, Native Americans were often caught in conflicts between European powers. Systematic displacement of Native Americans was usually limited to localities during this period (such as after King Philip's War in southern New England and through the Indian slave trade on the South Carolina frontier). Displacement over time was primarily due to devastation from disease and gradual, individual settlement westward.
- Mention that a number of colonists criticized some of the ways that colonial governments dealt with Native Americans. These also condemned and sought to remove slavery from their colonies. Arguments for justice toward Native Americans and Africans often cited Christian religious beliefs and moral philosophy.
- Review with students the emergence of chattel slavery during the Renaissance in Europe and through colonization, then address slavery in what would become the future United States. When teaching students about the history of slavery in the British colonies of North America, be mindful of the following:
 - Help students to understand why a full understanding of the human person, of equality, and of justice all make slavery an evil action and practice, violating the principle that all people are equal in their humanity and possession of natural rights. Therefore, no one person may automatically infringe on the humanity or rights of another unless some initial violation of another's rights has occurred.
 - Discuss the history of slavery in world history, from ancient times through the middle ages and in different places, leading up to the transatlantic slave trade. Portugal first began using African slaves on their sugar plantations off the west African coast, manifesting the chattel and race-based aspects of slavery in European colonies. The slave trade gradually made its way to the various colonies established throughout the Western Hemisphere, particularly with the cultivation of sugar cane in the Caribbean.
 - Ask students to imagine the Middle Passage and the barbarities of slavery and the slave trade. Overall, of the nearly 11 million Africans who survived being brought to the Western Hemisphere, around 3 percent, or about 350,000, were brought to the North American continent, with the rest of all Africans taken to other colonies in the Caribbean and South America.
 - As mentioned in the previous lesson, the first Africans were brought to Jamestown by an English privateer who had captured a Portuguese slave ship en route from Africa, likely headed for Portugal's South American colonies.

- Discuss the similarities and differences between slavery and indentured servitude. Indentured servitude was a common way for those who could not afford passage or to establish themselves in the New World to tie themselves to a sponsor for a number of years, offering free labor in exchange for passage across the Atlantic and shelter in the colonies. Oftentimes indentured servitude was little different from slavery in its practice, as shown in transcripts from court cases of indentured servants claiming relief from a cruel master.
- It would be several decades before a law emerged in the southern colonies that concerned African colonists in particular or the practice of slavery. In 1662, forty-three years after the arrival of the first Africans at Jamestown, Virginia's commanding general determined that a child born to an enslaved woman would also be a "servant for life," and in 1668, corporal punishment for slaves was permitted in law. These appear to be the first laws regarding slavery in colonial America.
- The transatlantic slave trade grew with the sugar cane plantations of the Caribbean as far back as the early 1500s—plantations which also happened to become England's most valuable colonies. At the same time, the source of labor shifted away from indigenous peoples, European convicts, and indentured servants to slaves. Although slavery was more widespread in the southern colonies (to grow tobacco and rice) and almost universal in England's Caribbean sugar plantations, few laws explicitly prohibited the practice in most colonies, at least at certain times in their histories. Consider also the early abolitionist efforts of some colonists, the Quakers, for example.
- Reflect with students on the unique American character that emerged among the free British colonists in North America. The harshness and risk of settling the New World gave them a certain grit and determination, along with an enterprising mind and innovative skill set. The universal demand for trade skills and farming in establishing a new civilization placed the vast majority of colonists within what we would call today the "working class." In New England especially, colonists' Protestantism made them widely literate for the sake of reading the Bible, skeptical of human sources of authority, and focused on individual improvement. At the same time, it made them highly idealistic, with many seeking to re-found Christendom. For many colonists, previous persecution granted them a deeper and more passionate sense of justice, of right and wrong. It also made them highly attuned to the politics on which freedom depended. A certain rugged, enterprising, and justice-loving individualism defined the colonists.
- Explain how a sort of unofficial aristocracy emerged throughout the colonies, but an aristocracy open to promotion by the meritorious; that is, based on merit, talent, and virtue instead of mere heredity. This unofficial class of leading citizens was also modeled more on the English gentleman rather than on the courts of continental Europe. Their stations in life ranged from planters in the south, where the aristocratic element was most prevalent, to clergy, merchants, professors, and manufacturers in the north. And in general, all of them were highly learned.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different colony and have them describe its founding. Then have students arrange themselves in the correct order based on when the colonies were founded. Have each student present briefly who founded the colony and his or their primary motivation for founding that colony.

Activity 2: Using a printed map, have students label each of the colonies and color the colonies using three different colors for each of the different regions: New England, Middle, and Southern colonies.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What was religious toleration and why was it important in the colonies? (2–4 sentences)

Assignment 3: What was chattel slavery, where did it come from, and how was it promoted and resisted in the colonies? (2-4 sentences)

Assignment 4: What kind of unofficial aristocracy emerged throughout the colonies, and how did this differ from the aristocracy in Europe? (2-4 sentences)

Name _____

Date _____

Unit 1 | Formative Quiz 2

Covering Lesson 3
10-15 minutes

MATCHING: Write the letter of each definition to the correct word it defines.

____ indentured servitude

____ self-government

____ James Oglethorpe

____ The Middle Passage

____ salutary neglect

A. an exchange of free labor for passage across the Atlantic and shelter in the colonies

B. England’s loose control over the American colonies

C. politically deciding one’s internal affairs

D. the route by which Africans were taken to the Americas from Africa

E. tried to set up a debtor’s haven in Georgia

SHORT ANSWER: Answer the following in complete sentences.

1. How did many European settlers see the New World as a place of opportunity?

2. Why was it important that colonial children learned to read and think?

3. What was unique about who was able to own property and vote in the colonies compared to other places in the world?

4. What are the origins of slavery in world history?

5. How did slavery gradually expand and become accepted by laws?

Lesson 4—Major Events in the Colonies

1607–1763

9–10 classes

LESSON OBJECTIVE

Students learn about the major events and movements in colonial America and further study the ideas and experiences that were shaping the colonists in the 1600s and 1700s.

TEACHER PREPARATION

Create a note outline based on the following:

Student Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 12–14, 28–36
<i>Meet George Washington</i>	Pages 1–24
<i>Ben Franklin of Old Philadelphia</i>	Pages 3–98

Teacher Texts

<i>Land of Hope Young Reader's Edition, Volume 1</i>	Pages 12–14, 28–36
<i>The Story of the Thirteen Colonies and the Great Republic</i>	Pages 47, 59–67
<i>The American Revolution and Constitution</i>	Pages 5–11

Trade Books

Struggle for a Continent
The Courage of Sarah Noble

Online.Hillsdale.edu

<i>The Great American Story</i>	Lectures 2 and 3
<i>American Heritage</i>	Lectures 2 and 3

STUDENT PREPARATION

Assignment 1: Students pre-read selections from *The American Revolution and Constitution* (based on grade level reading ability).

Assignment 2: Students draw, label, and color on a map the approximate extents of Spanish, French, and English claims in North America up until 1754.

Assignment 3: Students pre-read selections from *Meet George Washington* (based on grade level reading ability).

Assignment 4: Students pre-read selections from *Ben Franklin of Old Philadelphia* (based on grade level reading ability).

CORE CONTENT IN THIS LESSON**Geography & Places**

Appalachian Mountains
 Allegheny Mountains
 Ohio River Valley
 The Great Lakes
 Canada

Mississippi River
 Quebec
 Montreal
 Duquesne

Persons

Jonathan Edwards
 George III

George Washington
 Benjamin Franklin

Terms and Topics

King Philip’s War
 English Civil War
 Bacon’s Rebellion
 Glorious Revolution
 English Bill of Rights
 “salutary neglect”
 representation
 self-government

The Great Awakening
 French and Indian War
 Iroquois Confederacy
 Battle of Jumonville Glen
 Albany Congress
 Fort Duquesne
 Treaty of Paris

To Know by Heart

Selections from George Washington’s “Rules of Civility & Decent Behavior in Company and Conversation,” such as:

- “Be not apt to relate news if you know not the truth thereof.”
- “Speak not evil of the absent for it is unjust.”
- “Use no Reproachfull Language against any one neither Curse nor Revile.”
- And a rule of each student’s choice regarding eating.

Timeline

1688	Glorious Revolution; English Bill of Rights
1754–63	The French and Indian War

Images

Historical figures and events
 Dress of colonists from different periods and places
 Uniforms and munitions of soldiers in the various wars
 Depictions of battles and battlefields
 Colonial assembly buildings
 Depictions of Great Awakening gatherings and revival scenes

STORIES FOR THE AMERICAN HEART

- A sermon by Jonathan Edwards
- George Washington and the cherry tree (legend)
- George Washington's time as a surveyor
- George Washington's first battles in the Virginia militia, including his survival and Braddock's death
- Benjamin Franklin's autobiography

QUESTIONS FOR THE AMERICAN MIND

- What was it like to wage war in colonial North America?
- What did the colonists learn from the English Civil War?
- Which ideas from Europe about government influenced the colonists?
- What is "salutary neglect"? Why was it good that England did not pay the colonists much attention?
- What did self-government look like in the colonies?
- How did the Great Awakening help colonists feel like they had more in common than they thought?
- Who fought in the French and Indian War? Why did they fight?
- What was the role of George Washington in the French and Indian War?
- What were the major battles and moments in the French and Indian War?
- What was the Albany Plan of Union? What did it show about the unity of the colonies?
- Why did the British win the French and Indian War?
- How did the Treaty of Paris reshape North America?
- What was good and bad about the territory that the British gained from France?
- Questions from the U.S. Civics Test:
 - Question 85: Benjamin Franklin is famous for many things. Name one.
 - Question 86: George Washington is famous for many things. Name one.

KEYS TO THE LESSON

Having learned about the establishment and characteristics of each colony, students should consider the major influences and events that shaped colonial history. These include, of course, events that occurred within the colonies themselves, but also certain ideas and events in Europe that had significant influence on the colonists, too. Treatment of some general Enlightenment ideas and of the English Civil War does not need to be extensive in an American history class, but students should understand how these events affected and informed the colonists. Once the lesson enters the eighteenth century, special focus should be placed on the events that created in the colonists a sense of independence from Great Britain and of greater dependence on one another, even as they themselves did not fully recognize or articulate these trends. In general, this lesson should help students see what the colonists and colonies had become before they learn about the American founding.

Teachers might best plan and teach Major Events in the Colonies with emphasis on the following approaches:

- Review with students the relationships between Native Americans and the settlers. Note the variety of relationships and circumstances over time, helping students to recognize how much time colonial history spans. Disease was the main factor that tragically sent the Native Americans into decline. When significant conflict did occur, it often involved an entangling of rivalries among Native American tribes and those of European powers and their colonies. The American colonists in particular were well versed in defending themselves with their own arms and in locally assembled citizen militias.
- Teach students about wars that occurred in the New World, either between settlers and Native Americans or with colonies of other countries. A lot of detail is not necessary, but students should appreciate that these wars were significant for those who were endangered by them and left largely to their own defenses. Students should also be introduced to the style, strategy, and tactics of seventeenth- and early eighteenth-century warfare, particularly as waged in North America.
- Offer a brief history of the English Civil War, which involved and influenced some of the main political thought of the colonists, as well as the Glorious Revolution a few decades later. These political developments informed the colonists and drew their careful attention to political considerations.
- Discuss with students the Magna Carta and the English Bill of Rights to show that there is a long history of understanding that a “fundamental law” exists.
- Review or discuss the historical ideas that influenced the colonial leaders. In addition to a Judeo-Christian faith tradition and Greco-Roman philosophy and law, Enlightenment ideas also influenced leading colonists, especially those regarding the sources of power and the purpose of government.
- Consider with students the English statesman Edmund Burke’s idea that the colonists in British North America enjoyed a relationship of “salutary neglect” with respect to the English government. They were “neglected” in the sense that they were a month away by sea from England, which meant poor communication and the near impossibility of governing directly. The English also largely overlooked their colonies in North America, sometimes viewing the colonists merely as poor tradesmen, former criminals, religious radicals, and commoners of no noble birth. Compared to England’s Caribbean colonies, they were also far less profitable. England’s preoccupation with rivals Spain and France and her own civil war also left English kings and Parliament with relatively little thought to give the colonies. The mercantilist restrictions on trade, moreover, were seldom fully enforced or even capable of being completely enforced, and the colonies largely traded freely with the world.
- Help students understand why this relationship of neglect was not, in Burke’s view, a disadvantage but actually healthy for the colonists. Overall, the colonists were still protected, especially on the seas, by the English. At the same time, however, they were not regulated or administratively directed beyond the general forms of governance; e.g., a royal governor and a local legislature. The colonists were largely free to take the enterprising, individualist spirit of common English settlers and, forced by necessity, to innovate and work hard to pursue livelihoods and security within their own spheres. Laws, moreover, could not wait for a two- or three-month lapse in communication. Colonists were both permitted and forced by circumstances to practice the elements of English law they had brought with them, including a recognition of certain rights and the limits of authority. The colonists had ample talent and opportunity to govern themselves: they had education and a group of leading colonists who were learned in classical thought; they had the English rule of law tradition; and they had general

Enlightenment ideas. This tradition of self-government would allow for many generations of practice in self-rule as a feature of daily life. The colonists, therefore, were both used to and deeply practiced in locally governing themselves, replete with the ideas and habits that this process cultivated.

- Briefly spend time reviewing how the colonists governed themselves, including a discussion of what representation is. In general, representation by election determined the composition of the various colonial assemblies, beginning with the Virginia House of Burgesses in 1619. That representative self-government was the norm in the colonies was astonishing compared to the rest of the world and human history and the high degree of participation by the average colonist in local government was widespread.
- Clarify for students that each colony originally did not see itself as part of a shared English colonial political state. Although their own proprietary charters were eventually replaced with royal charters, each colony viewed itself as its own separate entity, only loosely bound to the others by a common mother country and overall shared culture. This view would persist up to the eve of the Revolution.
- Explore with students how the Great Awakening throughout the colonies provided the separate and distinct colonies with something they could hold in common. At the same time, it awakened a passion for right moral conduct and justice that could be attached to any cause.
- Teach students about the various conflicts in which the British colonists of North America found themselves. Spend some time in particular with the French and Indian War. Of special note here is the presence of a young George Washington and the Virginia militia fighting alongside the British regulars. This is a good opportunity to introduce Washington, including his boyhood biography and his exploits in the war, and especially his actions during the attack on General Braddock. The French and Indian War was also important for providing the colonists another shared experience, this time amidst the adversities of war, and for demonstrating increased cooperation and a sense of unity, as evidenced by the Albany Congress. This is also a good place to introduce the architect of the Albany congress and plan, Benjamin Franklin, including teaching about his biography up to this juncture. In addition to fostering advances toward and experiences in united action, the French and Indian War is also of great importance for understanding the circumstances that would lead to the American Revolution.
- Share with students maps showing the transfer of territory to the British Empire through the Treaty of Paris. Discuss with students what this meant for the relative power of Great Britain and France and the new challenges and opportunities inherent in such a sudden change of territory and power.

STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

Activity 1: Assign each student a different event to draw from the years between The Glorious Revolution and the French and Indian War. Then have students arrange themselves in the correct order of events in class and have each present briefly what they drew, the story behind it, its relationship to other scenes, and why they depicted it the way they did.

Activity 2: Each student chooses one of George Washington’s suggestions from “Rules of Civility & Decent Behavior in Company and Conversation,” recite it by heart, and describe what it means.

Activity 3: Students draw, label, and color on a map the approximate extents of Spanish, French, and English claims in North America after the Treaty of Paris in 1763 and compare the changes to the map they made prior to the French and Indian War.

Assignment 1: Have students and parents complete a “Talk about History” assignment in which parents ask their child a series of questions about what they learned in history from a given lesson. Parents record the answers and the student returns to school (provided in appendix).

Assignment 2: What is “salutary neglect,” and how did it turn out to be a good thing for the colonists? (2–4 sentences)

Assignment 3: Retell the story of the French and Indian War and its effects (2–4 sentences).

APPENDIX A

Talk about History

Study Guide

Test

Writing Assignment

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

TALK ABOUT HISTORY

Student Name: _____

Due: _____

Story/Lesson from History: _____

1. Who/what did you learn about in history class today?

Student Answer: _____

2. Who were the most important characters in the story?

Student Answer: _____

3. Tell me more about one of those characters.

Student Answer: _____

4. Tell me about the most exciting/interesting part of the story today.

Student Answer: _____

Parent Signature: _____

Date: _____

Unit 1 Test — Study Guide

Lesson 2 | Exploration and Settlement
 Lesson 3 | The Colonies in Profile
 Lesson 4 | Major Events in the Colonies

Test on _____

TIMELINE

When given dates in order, match events from a list to the years or dates that they happened.

1492	Christopher Columbus land on San Salvador Island
1607	Jamestown founded
1620	Pilgrims land at Plymouth

PERSONS

Identify each, provide biographical details, and explain what he or she thought or did in specific periods or events.

Christopher Columbus	William Bradford	William Penn
John Smith	Massasoit	James Oglethorpe
Pocahontas	John Winthrop	Jonathan Edwards
Lord De La Warr	Roger Williams	George Washington
John Rolfe	Lord Baltimore	Benjamin Franklin

TERMS AND TOPICS

Identify each and explain its significance to the period of history studied.

<i>Niña, Pinta, and Santa María</i>	<i>Mayflower</i>	Glorious Revolution
Taíno	religious freedom	English Bill of Rights
Columbian Exchange	self-government	“salutary neglect”
smallpox	Quakers	representation
Virginia Company	militia	The Great Awakening
indentured servants	Triangle Trade	French and Indian War
“Starving Time”	chattel slavery	Iroquois Confederacy
tobacco	slave ships	Albany Congress
colonial assemblies	Middle Passage	Treaty of Paris
House of Burgesses	King Philip’s War	
Pilgrims	English Civil War	

STORIES FOR THE AMERICAN HEART

Be familiar with each of the following stories.

- Christopher Columbus’s crew on their voyage and sighting of land
- The “Starving Time” at Jamestown
- The voyage of the *Mayflower*
- The First Thanksgiving
- What it was like on a slave ship on the Middle Passage and what it was like to farm tobacco
- George Washington’s first battles in the Virginia militia, including his survival and Braddock’s death
- Benjamin Franklin’s biography

QUESTIONS FOR THE AMERICAN MIND

Based on notes from lessons and conversations, answer each of the following.

- Why did Europeans begin exploring the ocean in the 1400s?
- How did Christopher Columbus’s voyages change the world?
- Why did settlers want to establish Jamestown?
- What events helped Jamestown to succeed?
- Why did the Pilgrims create the Mayflower Compact?
- How did the English settle the New World differently than other countries?
- How did many European settlers see the New World as a place of opportunity?
- What is religious freedom or toleration? Why was this special in the colonies compared to other parts of the world?
- Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?
- What was indentured servitude? How is it similar to and different from slavery?
- How were Africans first enslaved, before being brought to the Western Hemisphere?
- What was it like to be an African on the Middle Passage and then a slave in the New World?
- What is “salutary neglect”? Why was it good that England did not pay the colonists much attention?
- What did self-government look like in the colonies?
- How did the Great Awakening help colonists feel like they had more in common than they thought?
- Who fought in the French and Indian War? Why did they fight?
- Why did the British win the French and Indian War?
- How did the Treaty of Paris reshape North America?

Name _____

Date _____

Unit 1 | Test — The British Colonies of North America

Lesson 2 | Exploration and Settlement

Lesson 3 | The Colonies in Profile

Lesson 4 | Major Events in the Colonies

TIMELINE: Write the letter of each event next to the date or years it took place.

- | | | |
|------|-------|---|
| 1492 | _____ | A. Jamestown founded |
| 1607 | _____ | B. Pilgrims land at Plymouth |
| 1620 | _____ | C. Christopher Columbus land on San Salvador Island |

MATCHING: Write the letter of each definition to the correct word it defines.

- | | |
|--------------------------|---|
| _____ Columbian Exchange | A. a body of armed citizens prepared for military service at any time |
| _____ smallpox | B. a deadly disease that was brought to the Americas by Europeans and killed many indigenous peoples |
| _____ Virginia Company | C. an English ship that transported the first Pilgrims from England to the New World |
| _____ tobacco | D. an English trading company chartered by King James I that founded Jamestown |
| _____ <i>Mayflower</i> | E. cash crop grown in Virginia that ultimately made it successful |
| _____ religious freedom | F. conflict back in their home country that influenced the colonists' view of government and freedom |
| _____ self-government | G. people have a say in the laws that they have to live under |
| _____ militia | H. the belief held by many colonists that people should be allowed to freely hold religious beliefs and practice religious customs |
| _____ Middle Passage | I. the route by which Africans were taken to the Americas in slavery |
| _____ English Civil War | J. the transfer of diseases, ideas, goods, and peoples between the New World and the Old World following the voyage of Christopher Columbus |

MULTIPLE CHOICE: *Circle the option that best answers each question.*

1. Who required the Jamestown colonists to work for their bread and guaranteed private property ownership?
 - a. Ponce de Leon
 - b. John Smith
 - c. William Bradford
 - d. John Winthrop

2. What was the name of the trade pattern between Europe, Africa, and the Americas?
 - a. Triangle Trade
 - b. Middle Passage
 - c. Great Awakening
 - d. Glorious Revolution

3. These were made up of elected representatives and allowed the colonies to govern themselves?
 - a. joint-stock companies
 - b. townships
 - c. colonial assemblies
 - d. royal charters

4. Who founded the Province of Maryland as a haven for Catholics?
 - a. Thomas Hooker
 - b. Roger Williams
 - c. James Oglethorpe
 - d. Lord Baltimore

5. Who wrote the Albany Plan of Union?
 - a. Benjamin Franklin
 - b. George Washington
 - c. Roger Williams
 - d. George III

6. What formally ended the French and Indian Wars?
 - a. Bacon's Rebellion
 - b. The Glorious Revolution
 - c. The Treaty of Paris
 - d. The English Bill of Rights

STORIES FOR THE AMERICAN HEART: *Tell me about the* **George Washington’s first battles in the Virginia militia.**

QUESTIONS FOR THE AMERICAN MIND: *Answer the following in complete sentences.*

1. How did Christopher Columbus’s voyages change the world?

2. Why did the Pilgrims create the Mayflower Compact?

3. Why was it important that colonial children learned to read and think? Why was this special in the colonies compared to children in other parts of the world?

4. What is “salutary neglect”? Why was it good that England did not pay the colonists much attention?

5. How did the Great Awakening help colonists feel like they had more in common than they thought?

Unit 1 | Writing Assignment — The British Colonies of North America

Due on _____

DIRECTIONS

In one paragraph, retell the story of how the British colonized North America. Be sure to explain the motivations of colonists and how this influenced how they governed themselves.

APPENDIX B

Primary Source

The Pilgrims

THE UNDERSIGNED SUBJECTS OF KING JAMES

Agreement Between the Settlers of New Plymouth

LAW

November 11, 1620

Mayflower | Off the Coast of Cape Cod, Colony of Virginia

The Mayflower Compact

BACKGROUND

The settlers who traveled to the British possession of Virginia on the *Mayflower* drafted and signed this agreement pertaining to their governance before disembarking in the New World.

ANNOTATIONS**NOTES & QUESTIONS**

IN THE NAME OF GOD, AMEN. We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage

5 to plant the first Colony in the northern Parts of Virginia; Do by these Presents, solemnly and mutually, in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better Ordering and Preservation, and Further-

10 ance of the Ends aforesaid: And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Officers, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience.

IN WITNESS whereof we have hereunto subscribed our names at Cape-Cod the eleventh of November, in the Reign of our Sovereign Lord King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno Domini; 1620.

"The Mayflower Compact," in *History of Plymouth Plantation* by William Bradford, ed. Charles Deane (Boston, 1856), 89-90.

