

## 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 learn about 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

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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

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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 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. Learning about 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

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### TEXTS

*Land of Hope*, Wilfred McClay

### ONLINE COURSES | [Online.Hillsdale.edu](https://Online.Hillsdale.edu)

*The Great American Story*  
*American Heritage*

## Lesson Planning Resources

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### 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 Landing of the Pilgrims*, James Daugherty  
*The American Revolution and Constitution*, Anne Goudvis and Stephanie Harvey

### TRADE BOOKS

*Maps and Globes*, Jack Knowlton  
*Aboard the Santa Maria*, Kate Mikoley  
*Exploration & Conquest*, Betsy Maestro  
*James Towne*, Marcia Sewall  
*Roanoke*, Jane Yolen  
*Aboard the Mayflower*, Theresa Emminizer  
*Sailing on the Mayflower*, Caryn Jenner  
*The Thanksgiving Story*, Alice Dalgliesh

*The Pilgrims' First Thanksgiving*, Ann McGovern  
*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  
*Meet George Washington*, Joan Heilbroner  
*Ben Franklin of Old Philadelphia*, Margaret Cousins  
*Heroes of the Revolution*, David Adler

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



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

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4–5 classes

### LESSON OBJECTIVE

Students learn about the geography of what would become the United States of America and its Native American and immigrant-descended 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>	

#### Trade Books

*Maps and Globes*

#### 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	Great Plains
Appalachian Mountains	Rocky Mountains
Gulf of Mexico	Pacific Ocean
Mississippi River	Bering Strait
Great Lakes	

#### Political Geography

Virginia	South Carolina
Massachusetts	New Jersey
New Hampshire	New York
Maryland	Pennsylvania
Connecticut	Georgia
Rhode Island	Washington, District of
Delaware	Columbia
North Carolina	

**Terms and Topics**

glaciers	Aztecs
land bridge	Inca
natural resources	cities
climate	towns
Mayas	countryside

**Images**

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

**STORY FOR THE AMERICAN HEART**

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

**QUESTIONS FOR THE AMERICAN MIND**

- What kinds of landforms and bodies of water can you find in America?
- Why is the American landscape a good place for people to live?
- Where did the indigenous peoples of North and South America come from? How did they get here?
- 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:

- Introduce students to maps and globes, depending on the grade level and prior familiarity. Map skill topics may include teaching how to distinguish between a map and a globe; identifying and explaining a map of the classroom; distinguishing oceans, lakes, rivers, and mountains on a map; identifying cardinal directions on a map or globe; locating the North and South Poles; using different symbols on a map; and making references between locations on a map.
- 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 map projected on the board. As the class proceeds from coast to coast, label the map together using different symbols and drawings. 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 a map of the colonies, proceeding in the order in which the first thirteen states were settled as colonies. The colonies and their major cities and features should be discussed, while details on the remaining states may be reserved for later grades. Review the topography, weather, climate, and seasons in the process.

- 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, including their ways of life, customs, and beliefs. 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 ASSIGNMENTS**

**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:** Have students draw and color a landform of their choice in America. Have students present briefly in class what they drew and why they depicted it the way they did.

**Assignment 3:** Have students draw a map of their classroom or house. Have students present briefly in class what they drew and why they depicted it the way they did.

## 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:

#### 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 Landing of the Pilgrims</i>	

#### Trade Books

*Aboard the Santa Maria*  
*Exploration & Conquest*  
*Roanoke*  
*James Towne*  
*Aboard the Mayflower*  
*Sailing on the Mayflower*  
*The Thanksgiving Story*  
*The Pilgrims' First Thanksgiving*

#### Online.Hillsdale.edu

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

### CORE CONTENT IN THIS LESSON

#### Geography & Places

Genoa	Virginia
Spain	Roanoke
San Salvador	Jamestown
“The New World”	Plymouth
La Florida	Massachusetts Bay
St. Augustine	Boston
England	

**Persons**

Leif Erikson  
 Ferdinand and Isabella  
 Christopher Columbus  
 John Smith  
 Pocahontas

John Rolfe  
 William Bradford  
 Massasoit  
 John Winthrop

**Terms and Topics**

*Niña, Pinta, and Santa María*  
 Taíno  
 “Indians”  
 conquistadors  
 smallpox  
 Virginia Company  
 “Starving Time”  
 tobacco

Pilgrims  
*Mayflower*  
 religious freedom  
 Mayflower Compact  
 government  
 rule of law  
 self-government  
 Wampanoag

**Timeline**

1492	Columbus lands on San Salvador Island
4th Thursday in November	Thanksgiving Day

**Images**

Historical figures and events  
 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
- The “Starving Time” at Jamestown
- Pocahontas, John Smith, and John Rolfe
- The voyage of the *Mayflower*
- Signing of the Mayflower Compact
- 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 did Christopher Columbus think would be the fastest way to get to Asia?

- Who were Queen Isabella and King Ferdinand? What did they agree to with Columbus?
- What was dangerous about sailing on the ocean?
- What were the *Niña*, the *Pinta*, and the *Santa Maria*?
- How did Christopher Columbus’s voyages change the world?
- Why did Christopher Columbus mistakenly name the indigenous people of North America?
- Was Christopher Columbus successful? Why or why not?
- Why did settlers want to establish Jamestown?
- What problems did Jamestown’s settlers face?
- What events helped Jamestown to succeed?
- What is “self-government”?
- Why did the Pilgrims want to establish Plymouth?
- What did the Mayflower Compact say?
- 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?

## 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, 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.

- 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.
- 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.
- Explore 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 teachers do not paint with too broad of a brush. The relationships varied widely. Many interactions and relationships were mutually respectful and cooperative. Others were 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.
- 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. Trace the paths of various explorers into the future states of America, particularly in Florida and the West. 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."

- Tell stories about 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.
- 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:** Find pictures that represent five different scenes from this lesson. Print off enough images for each group of five students to have a set. Give each student in the group a different picture (all groups will have the same five pictures). Have the students arrange the pictures in the order that those events occurred. Once the students have figured out the correct order of events, have students line up in order and go over the order of events as a class. Conclude the activity by asking students how they knew what event the picture was portraying. Ask students how they remembered the order of events/what they did to figure out the correct order. If there are groups that did not figure out the correct order, ask those students questions in order to move them to the correct sequence.

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**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:** Have students draw and color a scene of their choice from a pre-Columbian Native American tribe. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

**Assignment 3:** Have students draw and color a scene of their choice from Jamestown or Plymouth. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

## FORMATIVE QUIZ 1

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.



## 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

*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

*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

### CORE CONTENT IN THIS LESSON

#### Geography & Places

New Hampshire

New York

Maryland

Pennsylvania

Connecticut

Philadelphia

Rhode Island

Georgia

Delaware

New England Colonies

North Carolina

Middle Colonies

South Carolina

Southern Colonies

New Jersey

**Persons**

Lord Baltimore  
Roger Williams

William Penn  
James Oglethorpe

**Terms and Topics**

education  
religious freedom  
self-government  
colonial assemblies  
Triangle Trade

indentured servitude  
chattel slavery  
slave ships  
Middle Passage

**Images**

Historical figures and events  
Landscape pictures of geographic places featured in this lesson  
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
- 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 was lifestyle and work different between the three colonial regions?
- What is religious toleration?
- How did colonists look after themselves?
- What is self-government?
- What activities did the New England colonists rely on to make money?
- What was James Oglethorpe's plan for Georgia?
- What was daily life like for colonists?
- What was the difference between an indentured servant and a person in slavery?
- In which ways did Native Americans and English colonists work together?
- In which ways did English colonists and Native Americans harm one another?
- What was daily life like for African colonists and African slaves?
- 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?
- Why were there more slaves in the Southern colonies than the Middle Atlantic and New England colonies?
- How would you describe the average colonist?
- 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.
- Note the more casual 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 and the type of self-reliance necessary for such lives.
- 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.
- 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.

- 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.
- 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.
- 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.

- 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.

### STRENGTHENING UNDERSTANDING: POST-LESSON ACTIVITIES AND ASSIGNMENTS

**Activity:** Provide students with a copy of a map that can also be projected on the board. Review the geographical locations of the colonies. As a class, label each of thirteen colonies. Then color the colonies in three different colors to represent their geographical divisions—New England, Middle, and Southern colonies.

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**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:** Have students draw and color a scene involving a historical figure of their choice from colonial America. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

**Assignment 3:** Have students draw and color a scene depicting economic activity in one of the colonial regions of their choice. Have students present briefly in class what they drew and why they depicted it the way they did.

### FORMATIVE QUIZ 2

Provide students with numbered papers. Using the “Review Sheets” in the Appendix, make statements and ask students if they are True or False. Have them draw ☺ for “True” or ☹ for “False” next to each number. Review as a class and talk through what makes each answer correct.

## 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:

#### 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

*Meet George Washington*  
*Ben Franklin of Old Philadelphia*  
*Heroes of the Revolution*

#### Online.Hillsdale.edu

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

### CORE CONTENT IN THIS LESSON

#### Geography & Places

England	The Great Lakes
France	Canada
Appalachian Mountains	Mississippi River
Ohio River Valley	Quebec

#### Persons

George III	Benjamin Franklin
George Washington	

#### Terms and Topics

King Philip's War	The Great Awakening
Magna Carta	French and Indian War
Glorious Revolution	Iroquois Confederacy
representation	Albany Congress
self-government	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.”

**Timeline**

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  
 Colonial assembly buildings

**STORIES FOR THE AMERICAN HEART**

- George Washington and the cherry tree (legend)
- 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 did colonists learn from the Glorious Revolution in England?
- Why was it good that England did not pay the colonists much attention?
- How did colonists take care of themselves without a lot of help from England?
- What was the Great Awakening like?
- How did the Great Awakening help colonists feel like they had more in common?
- Who fought in the French and Indian War? Why did they fight?
- What was George Washington’s childhood like?
- What was the role of George Washington in the French and Indian War?
- What was Benjamin Franklin’s childhood like?
- 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?
- What did the Treaty of Paris take from France and give to England?
- 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 life in colonial America, students should then consider the major 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. 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:

- 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.
- 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.
- Consider with students the view that the colonists enjoyed a relationship with the English government that was neglectful, but also beneficial. 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 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. 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. 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 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:** Have students conduct their own colonial assemblies by coming up with ideas on how to take care of themselves in light of the challenges of colonial North America and because England was so far away. Ask questions that help students understand how and why the colonists developed their own forms of self-government.

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**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:** Have students draw a picture of Benjamin Franklin or George Washington depicting an event or characteristic of his childhood or time up until the American Revolution. Have students present briefly in class what they drew, the story behind it, and why they depicted it the way they did.

**Assignment 3:** Have students illustrate one of George’s Washington’s *Rules of Civility* of their choosing. For students who are able to write, they should also write the rule that matches the picture. Have students present briefly in class what they drew and how it demonstrates the rule.

## **APPENDIX**

Talk about History

Review Sheet

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: \_\_\_\_\_

## History Assessment and Review in Grades K–2

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### REVIEWING AND STUDYING

One-page Review Sheets are included in the following materials. Teachers are encouraged to review items on these sheets with students in the days leading up to an assessment. Between reviewing at the beginning of each class period and this review based on the Review Sheets, students should not need to do any additional studying or review. Review Sheets may be sent home, however, if parents wish to review with their students at home.

### ASSESSMENT

The method for assessing students on history in grades K-2 depends on the grade level and student ability.

#### For students who cannot yet read and write:

**Option 1:** Choose several items from the Review Sheet to ask each student orally. This may be done in private with the same questions while students complete another activity, or it may be administered aloud with the entire class, varying questions for each student.

**Option 2:** Create a test with images for matching or identifying terms and topics. Read aloud a description or explanation of a Person, Term, Topic, or Story to the whole class and have each student circle or place a number/letter next to the corresponding image on their test. For the Questions, read aloud a statement that would answer the question and ask students if it is True or False. Have them draw ☺ for “True” or ☹ for “False” next to each statement.

#### For students who can read and write:

Teachers may administer the tests included in the following materials. It is recommended, especially early in a school year, to have each student complete the test individually, but with the class proceeding together from question to question, each being read aloud by the teacher.

## Unit 1 Test — Review Sheet

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

Test on \_\_\_\_\_

**DATES:** *When did/does \_\_\_\_\_ occur?*

1492 Columbus lands on San Salvador Island  
 4th Thursday in November Thanksgiving Day

**PERSONS:** *Tell me who \_\_\_\_\_ was and what he/she did.*

Christopher Columbus	Pocahontas	George Washington
John Smith	William Penn	Benjamin Franklin

**TERMS AND TOPICS:** *Tell me what \_\_\_\_\_ is/are/was/were and why we learned about it.*

land bridge	smallpox	Middle Passage
natural resources	“Starving Time”	Glorious Revolution
<i>Niña, Pinta, and Santa María</i>	Mayflower Compact	The Great Awakening
Taíno	self-government	French and Indian War

**STORIES FOR THE AMERICAN HEART:** *Tell me the story of...*

- Christopher Columbus’s voyage
- Pocahontas, John Smith, and John Rolfe
- Accounts of the First Thanksgiving
- George Washington and the cherry tree

**QUESTIONS FOR THE AMERICAN MIND:** *Tell me...*

- Why is the American landscape a good place for people to live?
- What was dangerous about sailing on the ocean?
- What events helped Jamestown to succeed?
- What did the Mayflower Compact say?
- Why did the Pilgrims create the Mayflower Compact?
- What is religious toleration?
- How did colonists look after themselves?
- What was daily life like for colonists?
- In which ways did Native Americans and English colonists work together?
- What was daily life like for African colonists and African slaves?
- Why were there more slaves in the Southern colonies than the Middle Atlantic and New England colonies?
- Why was it good that England did not pay the colonists much attention?
- How did the Great Awakening help colonists feel like they had more in common?
- What was the role of George Washington in the French and Indian War?
- What did the Treaty of Paris take from France and give to England?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Unit 1 | Test — The British Colonies of North America

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Lesson 2 | Exploration and Settlement

Lesson 3 | The Colonies in Profile

Lesson 4 | Major Events in the Colonies

### DATES:

- Circle the year **Christopher Columbus came to the Americas.**  
 A. 1607                              B. 1452                              C. 1492
- Circle the year **the day that the Thanksgiving holiday takes place.**  
 A. July 4, 1776                      B. 4th Thursday in November                      C. Last Day in December

**PERSONS:** Match the person to who he/she was or what he/she did.

- A. Pocahontas                      B. William Penn                      C. Benjamin Franklin
- \_\_\_\_\_ Inventor and writer who tried to unite the colonies during the French and Indian War.
  - \_\_\_\_\_ Founded Pennsylvania for Quakers and for religious toleration.
  - \_\_\_\_\_ Convinced her fellow Native Americans to help the Jamestown settlers survive.

**TERMS AND TOPICS:** Match the term to the correct definition, description, or explanation.

- A. Glorious Revolution                      C. smallpox                      E. Taíno  
 B. land bridge                      D. “Starving Time”
- \_\_\_\_\_ How we believe Native Americans first came to the Americas from Asia.
  - \_\_\_\_\_ The Native Americans whom Christopher Columbus first met.
  - \_\_\_\_\_ A disease that hurt Native Americans but not European settlers.
  - \_\_\_\_\_ When many Jamestown colonists died from lack of food and disease.
  - \_\_\_\_\_ A change in government in England that taught the colonists about the sources of power.



**STORIES FOR THE AMERICAN HEART:** *Tell me the story of the First Thanksgiving.*

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**QUESTIONS FOR THE AMERICAN MIND**

11. Why is the American landscape a good place for people to live?

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12. What did the Mayflower Compact say?

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13. What was daily life like for African colonists and African slaves?

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14. Why was it good that England did not pay the colonists much attention?

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15. What was the role of George Washington in the French and Indian War?

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

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Due on \_\_\_\_\_

What were some of the lessons we can learn from the stories of the American colonists?

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