

Curriculum Unit Introduction:

Title of Unit: Change and Growth in the Colonial America

Vital Theme of the Unit: How did the revolution of new ideas against old traditions transform colonial America and the world?

Author and Contact Information: John Hammel
Steekee Elementary School
Loudon, TN 37774
Phone: (865) 379-7982

Grade Level: 4th Grade

Number of Lessons in the Unit: 6 Lessons

Time Needed to Complete Unit: Twelve Weeks

Curriculum Standards Addressed:

Reading

4.1.spi.13 - Distinguish between fact and opinion within text

4.1.spi.20 - Recognize cause and effect relationships within text

4.1.spi.24 - Locate information to support opinions, predictions, and conclusions

4.1.spi.25 - Identify the author's purpose (to entertain, to inform, to persuade, to share feelings)

4.1.tpi.13 - Express personal opinions and reactions to text

Language Arts

4.2.spi.10 - Select details that support a topic sentence

4.2.tpi.1 - Generate ideas for writing

4.2.tpi.3 - Write for a variety of purposes (e.g., to construct journal responses, answers to essay questions, and friendly and business letters)

4.2.tpi.7 - Write in response to literature

4.2.tpi.8 - Write creatively and imaginatively

4.2.tpi.13 - Write frequently in the narrative mode

4.2.tpi.18 - Write with a sense of audience

Social Studies

4.2.spi.1 - Recognize the concept of supply and demand

4.2.spi.3 - Identify major industries of America using a map of the original 13 colonies

4.2.spi.4 - Recognize the difference between a barter system and a money system

3.2.spi.5 - Differentiate between money and barter economies

4.3.spi.1 - Identify the routes the explorers of the America on a map (i.e. Columbus, Balboa, Pizarro, DeSoto)

4.3.spi.2 - Identify and use key geographical features on maps (i.e. mountains, rivers, plains, valleys, forests)

4.3.spi.4 - Recognize river systems that impacted early American history (i.e. Mississippi, Mystic, Charles, Hudson)

4.3.spi.7 - Determine how density, distribution and growth rate affected United States settlement patterns

4.4.spi.3 - Examine how the Mayflower Compact is a symbol of the first United States government

4.5.spi.1 - Identify Native American groups in Tennessee before European explorations (i.e. Cherokee, Creek, Chickasaw)

4.1.spi.2 - Identify cultural groups who inhabited North America in the 17th Century (i.e. Puritans, Quakers, Spanish, French)

4.1.spi.5 - Identify various racial and ethnic groups in Tennessee at the founding of the statehood (i.e. Cherokee, Creek, Shawnee, English, Scottish, French, American born pioneers)

4.5.spi.4 - Determine the hardships faced by early Tennessee settlers in the late 1700's (i.e. security, isolated communities, lack of access to goods, natural geography)

4.5.spi.5 - Determine the reasons for colonial settlement (i.e. religious, economic, individual freedom)

4.5.spi.8 - Interpret a time line that depicts and indentured servants coming from Europe to life in North America

4.1.spi.4 - Examine how Native American culture changed as a result of contact with European cultures (i.e. decreased population, spread of disease, increased conflicts, loss of territory, increase of trade)

4.1.spi.11 - Interpret a visual contrasting life before and after the American Revolution (i.e. education, family size, transportation, politics)

4.1.spi.6 - Read and interpret facts from a historical passage about an early American Spanish mission

Technology Used:

Videotape: *History's Turning Points – 1453 AD – Siege of Constantinople*

DVD: *Guns, Germs, and Steel*

Compact Disc: They Might Be Giants “Flood”

CD-Rom: *Microsoft Encarta 2002*

VCR and DVD Player

TV

CD Player

Overhead

Computer with CD-Rom drive

Microsoft Word (to create worksheets to guide students through the handouts)

Microsoft PowerPoint (for student presentations in Lesson 5)

Adobe Acrobat (needed to access and print the viewing guide for episode two of *Guns, Germs, and Steel*)

Adobe Photoshop (to view and alter pictures and maps from Internet for use in lessons as handouts and transparencies)

Internet access and web browser (to obtain access to activating and cognitive strategies; access and download maps, pictures, and portraits for classroom use; and to access websites for student research)

Copier (to make copies of all handouts, graphic organizers, strategy guides, maps, activity templates, transparencies, and worksheets for student use)

Unit Introduction and Overview of Instructional Plan:

Over the course of this unit, students will understand the events that led to Columbus' voyages, the foundation and growth of Spanish, French, Dutch, and English colonies, hardships that developed as colonies grew in size and population, and the effects of those colonies on Native American life. This unit has several standards that are assessed for fourth grade on the Criterion Referenced Test. In addition, many of these items are also addressed in the Social Studies Assessment Program adopted for Loudon County.

Students will have a background understanding of historical events and people prior to this unit. In addition, students will come to recognize cause-effect relationships as indigenous American people and societies, as well as European society, changes with the rising influx of European colonists to the North and South America.

This unit will be taught during the allotted Social Studies time comprising of forty-five minutes daily. Students will complete additional and supporting homework done during the writing section of Language Arts.

Students will address the following questions to help them to fully understand the concepts taught in this unit:

1. What conditions led Europeans to begin exploring the unknown in the late Fifteenth century?
2. How did the capture of Constantinople affect Europe?
3. What other factors contributed to the Age of Discovery and Exploration?
4. What were Columbus' motives for undertaking the voyage?
5. What was the result of Columbus' voyage?
6. What are the similarities and differences between Columbus' log entries and Las Casas's journal entries?
7. How did the Columbus' voyages change Spanish and Arawak ways of life?
8. What took place when the Spanish explorers encountered different Native American peoples during their travels, and how did the Native Americans react to the Spanish?
9. What was Cherokee life like before the Spanish and other colonizers arrived?
10. How did colonial contact change the Native American's way of life?
11. What were the long-term effects of trading on the native populations?
12. How did cooperation help the settlers at Jamestown, Plymouth, New Orleans, and St. Augustine?
13. How were the colonies of Roanoke, Jamestown, Plymouth, St. Augustine, and New Orleans alike and different in their establishment, settlement, and growth?
14. In what ways did the English grow and mature, and how did that grow cause problems to arise in them?
15. In what ways did the English colonies try to solve the conflicts growing between settlers?
16. How did the colonies grow and change over time?
17. How were towns different from one another and how were towns different from cities?
18. How did Native Americans contribute to the development of the colonies?
19. What was Cherokee and Native American life like before European contact, and how did contact with colonists change their ways of life?
20. What was the result of the Native American and colonists' struggle over land?

This unit should take approximately twelve weeks to complete, as some lessons will occur in multiple chapters of the textbook. The times and lessons suggested may be adapted to other lessons and time frames as necessary.

Change and Growth in Colonial America

The transition of America from a Native America to European America to colonial America was never a smooth evolution. Often, change was jarringly inconsonant, as the forces of old traditions and new ideas quarreled over the future of colonial America. Sometimes these quarrels were non-violent, and quite often they were very violent. However, the continued revolution of old versus new influenced the way colonial America grew and developed, and still shapes modern America.

Nothing short of an extensive social revolution could transform the provincial mind-set of many European nations into budding superpowers, especially after many centuries of limited progress or outright stasis; yet such a revolution was under way. Philosophies such as humanism pushed away from Christian introspection and drove some Europeans to seek understanding and control of the world around them. Furthermore, technological invention, such as improvements in the compass, Portuguese rediscovery of early Phoenician voyages, the adoption of Egyptian and Phoenician shipbuilding, and European rediscovery of the Greek astrolabe, inspired Henry the Navigator to duplicate the feats of those predecessors. Socially, technologies such as mechanical printing, double entry bookkeeping, and a growing state bureaucracy made it possible for rulers and merchants to manage their lands and treasuries more effectively than before. This created stronger monarchies and more political stability that drove kings and queens to look for ways to expand their nation's imperially and economically.¹ Though not extravagantly wealthy by any means, European rulers had more disposable wealth for projects like the Columbus voyage, and a great desire to amass even more

¹ Clarence Ver Steeg, *The Formative Year: 1607-1763* (New York: Hill and Wang, 1964), 4.

power through such ventures.² The new accumulation of wealth, in turn, drove the privileged to engage in conspicuous consumerism and seek out exotic wares to spend their wealth on, goods they could only find by looking east.

It took a catalyst like the capture of Constantinople to change European attitudes enough to finance voyages like Columbus'. Ottoman control of Constantinople did not close Asia off from the West, but the Ottomans were very determined to amass as much wealth as they could from the insatiable European appetite for Eastern goods. Even with their new wealth, the kings and queens of Europe felt they could not pay the high taxes Muslim traders placed on their wares. Many believed it might be more cost-effective to reach the east by traveling west, hence Spain's decision to finance Columbus' first voyage. This could still not be possible if European rulers had not commissioned greater military might to protect their financial endeavors from the Ottomans and lurking pirates.

In midst of this social transformation in Europe, Columbus set out on his historical voyage. Columbus' figure and legacy remains as controversial today as it was over five hundred years ago, but few can argue that his voyages were a significant contribution because they shifted the course of history. Yet, Columbus' voyages are fraught with as much dubiousness as his life. Columbus was secretive about his life, hiding his early life before the fateful voyage. Moreover, even after he achieved widespread fame, Columbus forbade artists to paint a portrait of him during his life. In many respects, his personal dubiousness carried over into Hispaniola and Haiti. On the first voyage, Columbus attitude towards the Arawaks was very favorable, although he quickly settled into the business of seeking gold, and kidnapped several of them to take back to Spain as record of his deeds (only seven or eight arrived alive). Favorable

² James Loewen, *Lies My Teacher Told Me* (New York: The New Press, 1995), 33.

attitude aside, it was readily apparent on Columbus' second voyage that he intended to a brutal system of subjugation to get what he wanted from the slaves.

Though seriously outpaced by Portugal in trade with the east, Spain's gamble on Columbus would make it the foremost superpower of Europe. Spain's desire for material rewards caused it to develop an elaborate colonial establishment within a decade of Columbus' first voyage. At first, when Columbus and others could not locate gold fields, the Spanish began trafficking in Native American slaves. It did not take long for the indigenous people to figure out Spanish designs, and many fought back, which served to institute Spain's establishment of a brutal slave system towards all indigenous tribes they encountered. The fearsome Spanish *encomienda* system caused incredible depopulation among tribes already thoroughly crippled by European diseases carried over through the Columbian Exchange. Then, as Spain required increasing numbers to mine the gold fields for them, and as native populations continued to plunge, the Spanish started importing African slaves to fill the void. Many Spanish, including Bartolome de las Casas, were horrified at the extent of Spanish exploitation of the natives. Thus, the Valladolid Controversy of 1550 is particularly interesting for the arguments posed by many intellectuals of the age about the nature of Spanish subjugation in its colonies. Ultimately, the efforts of Las Casas and others came to naught in Spain, but the ideas presented in their arguments would fall into the hands of people who sought to undo Spanish domination in the west, namely the English.

English colonization in America was a peculiar mix of idealism and imperial necessity. When English investors began making the initial plans to start a colony in North America, they were already well aware of the worst excesses committed by the

Spanish against the Natives of South America. They also watched as many tribes resisted Spanish rule, and, through Sir Francis Drake, aided some of them in their attempts.

When the English government finally made the decision to allow a charter colony to start in North America, English idealism expected the locals would openly welcome and support them because they were not Spanish. Furthermore, the natives would support the English in stopping further incursion by the Spanish, who already built the settlement of St. Augustine in Florida to protect Spanish treasure fleets. In this alliance against the Spanish, the English believed that through hard work and cooperation the Native Americans would eventually become like the freedom-loving English themselves. It was obvious early on that the English were dreaming of substituting Spanish rule for English.

Such was the case in Roanoke when English colonists landed there in 1585.

Although relations were initially friendly, it was very clear that neither side fully trusted the other. The English could not understand why the natives would not show deference towards their clearly superior technology and society, and the Native Americans tired of English demands for food. Thus, the alleged stealing of a silver cup by a native from a nearby village was the denouement to an already hazardous situation. Not surprisingly, Roanoke would not last very long after, a major blow to England's heady dreams of benevolent conquest.

Britain was not one to give up; however, and the lesson it learned from Roanoke was not to fully trust the Native Americans. The Virginia Company sought to civilize them, yet the company strictly instructed the Jamestown colony to let no tribes get between them and the coast, demonstrating that the Virginia Company did intend for the

natives to become a part of the settlement.³ Instead, the colony would be self-sufficient after a short period of assistance from England, relying on itself for food, supplies, and, eventually, supplying England with desperately needed items like peat. With growing mistrust of the natives, the new English savior became the debtor, who would become industrious in his zeal to create a new and better life than the one he had in England. Under the care of nobles joining the expedition, Jamestown would become a model of what hard work and persistent vision could do. It was an immediate failure. There was never enough food for the colonists, who resorted to trading or stealing food from the local tribes. Yet, through the work of many, Jamestown eventually survived and thrived.

In many ways, Plymouth endured the same hardships that plagued the colonists of Jamestown. Though many speculate about why and how the Mayflower blew off course en route to Virginia, no one can question that they arrived in North America in dire circumstances. Plymouth's survival heavily depended on their borrowing from abandoned Native American villages in the wake of the deadly European diseases rampaging through the continent, as well as frequent accounts of grave-robbing. Moreover, Plymouth was not an autonomous colony, as many think, and the Mayflower Compact is proof of their fealty to both the colony of Virginia and James I of England.

Almost all of the colonies had problems of one kind or another in their establishment, with Massachusetts Bay being almost the lone exception. In many cases, even after the fear of starvation subsided, there was terrible anxiety among the colonists. In every colony, this anxiety of constant attack by natives, worry over social mobility, and fear of an unpredictable future, resulted in a frequently violent conflict that reflected

³ Edmund Morgan, *American Slavery, American Freedom* (W. W. Norton & Company, 2003), 46.

the insecurity of every colonist.⁴ The first was Bacon's Rebellion, a conflict triggered by the constant Native American problem in Virginia. It initially started as a conflict between the natives and the colonists encroaching upon their land. Seeking a commission to lead a group of armed colonists against the natives, Nathaniel Bacon quickly turned his followers against the state monopoly controlled by Governor Berkeley and his associates, who controlled a trade monopoly with the natives, and did not wish to see that destroyed by the hands of disgruntled farmers. It quickly became clear that the major issue was the rights of indentured servants who already felt marginalized by the Virginia government and unable to do anything about it. Eventually Governor Berkeley suppressed the rebellion following Bacon's death, but the effect of the rebellion was to alter laws effecting the treatment of indentured servants as well as to usher in the institution of slavery.

Virginia was the first affected by this conflict of anxiety, but it was by no means the last. Massachusetts's conflict erupted in 1692 over anxiety that their promised reform of the church was a failure, and that God was mad at the colony. Maryland had a conflict erupt over the anxiety felt by Protestants and Catholics over equal treatment and access to government office. Called Coode's Rebellion, it attacked the proprietary colony status and tried to institute a more religiously cohesive government. Leisler's Rebellion in New York was pitted merchant against artisan. All three revolts served to transform the colonies into provinces, where power rested in the provincial government instead of the King and Parliament of England. This would have a lasting impact on America's fate, especially in 1776.

⁴ Clarence Ver Steeg, *The Formative Years: 1607-1763* (New York: Hill and Wang, 1964), 130.

As the colonies grew and matured, so did their cities, villages, and lifestyles. Cities in the north became commercial centers while plantations became the focal points of life in the South. Though most of the region still engaged in a barter economy, a market economy slowly came into existence and grew, especially in the North. Housing greatly changed for many people living in the colonies, as did clothing, education, trades, crafts, agricultural and industrial tools, and pastimes. In the West, the backcountry quickly expanded as more settlers moved in the hopes of finding land to settle on. This brought them into growing conflict with the Native Americans.

As the colonies continued to flourish, the Native Americans saw their lands and population diminishing. For decades, European diseases decimated the Native American populations. Adding further misery, the Portuguese and Spanish used the Native Americans as slaves, further adding to the decrease in indigenous populations. Yet, many indigenous tribes were able to keep a strong sense of community, especially the Cherokee and Iroquois. Because of their status and power, both tribes had power to dictate their relationships with the various colonies, for a time. Ultimately, growing provincial power, and the natives' insatiable demand for colonial goods undermined their power to negotiate fair deals. Both nations resorted to selling land for the goods they so strongly desired, but European demand quickly outpaced even what these tribes wished to sell. The Cherokee and Iroquois would both take a stand, against the English in the French and Indian War, and against the Americans during the Revolutionary War.

A great change occurred during the colonial period, softly and slowly, but inexorably many old traditions succumbed to new ideas and technologies. Within two hundred years the landscape that took millennia to construct lay completely changed.

Annotated Bibliography

Loewen, James W. *Lies My Teacher Told Me*. New York: The New Press, 1995.

Although the author is very overzealous in his condemnation of historical interpretation, this book is a great guide to understanding the dispossessed in history. I never tire of reading his accounts into the reality behind history's most tragic events, which most people know little or nothing about.

Morgan, Edmund S. *American Slavery, American Freedom*. New York: W.W. Norton & Company, 1975; W.W. Norton & Company, 2003.

I have never considered the institution of slavery much in colonial history, apart from its beginnings in the Caribbean and Spanish South America, but this book was very interesting in its description of the evolution English slavery from indentured servitude to the institution of slavery. Moreover, Morgan's description of English relations with the indigenous peoples and its change from an idealistic dream to a system of mutual distrust shows why the two sides would become involved in such brutal wars later.

Ver Steeg, Clarence L. *The Formative Years: 1607-1763*. New York: Hill & Wang, 1964.

This was an invaluable resource for understanding the larger themes prevalent in colonial American history. Ver Steeg makes a compelling argument that Bacon's Rebellion and the Salem Witch Trials, long thought of as isolated events, are related to the a terrible anxiety felt in every English colony in some form. Furthermore, he offers the most balanced interpretation of English and Native American trade I ever read, demonstrating how both English and Native American are to blame for the wars that broke out over souring trade relations between the two.

Zinn, Howard. *A People's History of the United States*, vol.1, *American Beginnings to Reconstruction*, teaching edition. New York: The New Press, 2003.

Howard Zinn approaches history from the mindset of the people shaped by the historical events we read about today. For example, instead of looking at Columbus's landing in Hispaniola from his eyes, we see what it was like from the viewpoint of the Arawaks. Likewise, we see the unhappiness of the indentured servants that gave rise to Bacon's Rebellion and the memories of the first slaves to arrive in colonial America. As far as I know, almost no other historian tells the stories of the marginalized quite like Zinn.

Unit: Change and Growth in the Colonial America

Lesson Title: Europe on the Eve of Discovery

Grade Level: 4th Grade

Essential Question to Vital Theme: What conditions led Europeans to begin exploring the unknown in the late Fifteenth century? How did the capture of Constantinople affect Europe? What other factors contributed to the Age of Discovery and Exploration?

Lesson Time: Six Class Periods (approximately 45 minutes each)

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.14, 4.1.spi.15, 4.1.spi.22, 4.1.spi.24

Language Arts: 4.2.spi.10, 4.2.tpi.1, 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18

Social Studies: 4.2.spi.1, 4.3.spi.2, 4.5.spi.4, 4.6.spi.1,

Technology Used and How:

TV

VCR

CD player

Computer with CD-Rom Drive, Microsoft Word or equivalent, Internet, and Printer (to print materials from the Internet and create worksheets for student use)

Copier (to distribute sources for student analysis)

CD-Rom: *Microsoft Encarta 2002*

Videotape: *History's Turning Points – 1453 AD – Siege of Constantinople*

Microsoft Encarta CD-Rom

Compact Disc: They Might Be Giants – *Flood* (contains the song “Istanbul (Not Constantinople)

Materials:

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

History's Turning Points – 1453 AD – Siege of Constantinople. Produced and directed Patrick Fleming. 30 min. Transatlantic Films. 1995. Videocassette.

Honderich, Ted, ed. *The Oxford Companion to Philosophy*. Oxford: Oxford University Press, 1995.

Jardine, Lisa. “Renaissance Consumerism,” in *Renaissance*, Microsoft® Encarta® Reference Library 2002. CD-Rom.

Loewen, James W. *Lies My Teacher Told Me*. New York: The New Press, 1995.

They Might Be Giants. "Istanbul (Not Constantinople)," *Flood*, New York: Elektra/WEA, 1990. Compact Disc.

Ver Steeg, Clarence L. *The Formative Years: 1607-1763*. New York: Hill & Wang, 1964.

Copies of all the handouts, worksheets (questions are listed below), graphic organizers (listed below), and maps for student use

Copies of Workbook page 16

Copies of song lyrics

Index cards (for the activating strategy "In the Hot Seat")

Extra paper for notes, questions, timeline, etc.

Crayons and Colored Pencils (for Timeline in Supporting Assignments/Homework)

Activity Descriptions and Overview of Instructional Strategies:

1. Students will read the Chapter Three, Lesson One, "A Legendary Land," in their social studies book.
2. The students will read Chapter Three, Lesson Two, "Background to European Exploration." The teacher will use the activating strategy, "In the Hot Seat." Instructions for using this strategy are available at (http://its.guilford.k12.nc.us/act/strategies/hot_seat.htm, which serves to review the essential objectives from lesson one, and to prepare students to answer the essential question of today's activity. These are the questions I would use: 1. who were the first Europeans known to have landed in the Americas; 2. what did most Europeans know about the Americas in the late 1400's; 3. how did early Europeans learn about the world around them; 4. what kept Europeans from searching for unknown lands; and 5. why do you think Europeans explained the unknown lands with ideas about monsters living in the seas. When they finish, the students will answer the questions on page one hundred twenty-nine in their book and complete activity page sixteen. A good summarizing strategy to use in conjunction with answering the essential question is the "Exit Slip." There are instructions for this strategy located at http://its.guilford.k12.nc.us/act/strategies/Exit_Slips.htm.
3. Students will listen to the song, "Istanbul (Not Constantinople)," by They Might Be Giants and read along with the lyric sheet provided. Next, students will watch a thirty-minute documentary about the siege of Constantinople. To keep their attention, the students will have students answer questions that come directly from the video:
 - a. What did Constantinople become after Rome fell, and what was its state eleven centuries later?;
 - b. What was the result of Constantinople's feud with Rome, and how did one eyewitness describe the sacking of Constantinople?;
 - c.. What were some of the ways did Constantine the Eleventh tried to save his city from the Ottomans?;

- d. What great innovations did Mehmed the Conqueror use to finally capture Constantinople?;
 - e.. When the Ottomans finally captured the city, where was the first place Mehmed went and what did he do there?;
 - f. What ever happened to Constantine the Eleventh?;
 - g. What was the result of the Ottoman capture of Constantinople, and how does it still affect us today?
4. The students will receive two maps of trading routes to China and India, and a copy of a Venn diagram. You may also want students to open their social studies books to page one hundred twenty-five, which is easier to use, but it does not quite show the trade routes that the maps below do. In addition, the teacher may wish to create two map transparencies to add notes and highlights to help guide students on their own maps. There are many useful maps located on the Internet. These two maps seem to be the best for showing the Ottoman Empire: <http://www.dartmouth.edu/~gov46/ottoman-empire-1580.gif> and http://www.ottomansouvenir.com/img/Maps/Ottoman_Empire_Map_1359-1856.jpg. These sites are great to show the trade routes between Europe and China: <http://www.fordham.edu/halsall/maps/mongols2map.jpg> and <http://web.library.emory.edu/subjects/studies/mideast/MES190/TradeRoutes.jpg>. The students will compare and contrast the two maps on their Venn diagrams (physical or political, what special symbols are on the map, what major trade centers shown on the map). Students will use the maps to determine what the major trade centers would be and what European countries would benefit the most from these trade centers; the students will investigate how the Ottoman Empire affects these trade routes. A good summarizer to use with this lesson is the “Shaping Up Review,” (instructions for this summarizer can be found at http://its.guilford.k12.nc.us/act/strategies/Shaping_up.htm), which would force to student to synthesize the major concepts of the video with the map study.
5. In five groups, the students will be responsible for using a handout to answer a set of questions and present their findings to the class. Students should use the “Collaborative Listening and Viewing Guide” from <http://its.guilford.k12.nc.us/act/strategies/CLVG.htm>. Group one will have the topic “Humanism.” I used the entry on “Humanism” from *The Oxford Companion to Philosophy* because it is the most contextually correct, and supplemented that with entries from World Book Encyclopedia and Microsoft Encarta. However, you can find information on Humanism in any encyclopedia, or snippets of the philosophy under the heading, “Renaissance.” The questions I use with this handout are:
- a.. According to articles what era do most scholars associate with humanism;
 - b. Where did humanism begin;
 - c. In the humanist view what was the role of God in daily life;
 - d. What did humanists want to know more about and to control; and

- e. Why would this philosophy be a contributing factor to explorers traveling to unknown lands.

The next group will receive handouts of an essay by Lisa Jardine called “Renaissance Consumerism,” which is available on the 2002 edition of Microsoft Encarta, or through the Encarta website, http://encarta.msn.com/sidebar_1741587318/Renaissance_Consumerism.html (however, you must pay to have access to this article). Their set of questions will consist of:

- a. What is the author’s argument about the role of consumerism in the development of European society in the Renaissance?;
- b. According to the author what were the three breakthrough innovations and how was each important?;
- c. What is “conspicuous consumption” and how did it change Europe?;
- d. How did the merchants fare in this new age of consumerism;? and
- e. How is Renaissance consumerism a contributing factor to explorers traveling to unknown lands?

Group three will receive Xeroxed copies of pages thirty-three through thirty-five of James Loewen’s book. This group will have the easiest time finding answers to their questions. Group three will answer these questions:

- a. According to the author what are the five significant factor that contributed to Europe’s Age of Exploration and give a statement about why each was important?
- b. How are the military advances started during this time still important today?
- c. Accexplorers agree to voyage across the Atlantic?
- d. How did religion play a role in Europe’s readiness to explore new lands? and
- e. What previous successes helped Europeans feel confident about finding and taking over new lands?

Group four will receive Xeroxed copies of pages two to seven from the Clarence Ver Steeg book. Group four will answer these questions: 1. What was the significance of Columbus’s voyage and what tools made it possible; 2. According to the author what did the ability to colonize heavily depend on and who led in the exploration; 3. What did Portugal have that made it the leader in exploration; 4. Why might people see Spain’s support of Columbus’s voyage as an act of desperation; 5. What did Spain gain from Columbus’s voyage; and 6. How did Spain use those gains. Group five will receive a handout of an encyclopedic article from Wikipedia.com

(http://en.wikipedia.org/wiki/Portugal_in_the_period_of_discoveries) and Xeroxed pages thirty-six and thirty-seven from Loewen’s book. Students will answer these questions:

- a. According to the Wikipedia article what was the most important reason for exploration?
- b. Who was most important for Portugal’s exploration and expansion and what did he do;?
- c. Where did the Portuguese colonize first and what did they learn?

- d. According to James Loewen where did Henry get his ideas for exploring the Azores, Madeira, and the coast of Africa;?
- e. Where did the many of the scientific tools used by the explorers originally come from? and
- f. What do scholars now think happened before the great voyages of this time.?

Supporting Assignments/Homework:

Students will complete the strategy guides, graphic organizers, and worksheets that accompany the lesson.

In Language Arts class, students will write a multi-paragraph essay answering the question: How does the capture of Constantinople affect your life today?

Assessment:

Students must relate the lesson as it applies to the Chapter Three test.

Students will receive assessment for all strategy guides and worksheets they complete during this lesson.

Students will work use their book and notes to create a timeline of the major events from this lesson.

Istanbul was Constantinople
Now it's Istanbul, not Constantinople
Been a long time gone, Constantinople
Now it's Turkish delight on a moonlit night

Every gal in Constantinople
Lives in Istanbul, not Constantinople
So if you've a date in Constantinople
She'll be waiting in Istanbul

Even old New York was once New Amsterdam
Why they changed it I can't say
People just liked it better that way

So take me back to Constantinople
No, you can't go back to Constantinople
Been a long time gone, Constantinople
Why did Constantinople get the works?
That's nobody's business but the Turks

Istanbul (Istanbul)
Istanbul (Istanbul)

Even old New York was once New Amsterdam
Why they changed it I can't say
People just liked it better that way

Istanbul was Constantinople
Now it's Istanbul, not Constantinople
Been a long time gone, Constantinople
Why did Constantinople get the works?
That's nobody's business but the Turks

So take me back to Constantinople
No, you can't go back to Constantinople
Been a long time gone, Constantinople
Why did Constantinople get the works?
That's nobody's business but the Turks

Istanbul

Unit: Change and Growth in Colonial America

Lesson Title: The Many Faces of Christopher Columbus

Essential Question Related to Vital Theme: What were Columbus' motives for undertaking the voyage? What was the result of Columbus' voyage? What are the similarities and differences between Columbus' log entries and Las Casas' journal entries? How did the Columbus' voyages change Spanish and Arawak ways of life?

Lesson Time: Six to Seven class periods

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.20, 4.1.spi.24, 4.1.spi.25, 4.1.tpi.13

Language Arts: 4.2.spi.10, 4.2.tpi.1, 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18

Social Studies: 4.1.spi.3, 4.1.spi.4, 4.1.tpi.3, 4.1.tpi.4, 4.2.spi.4, 4.3.spi.1, 4.3.spi.6

Technology Used and how:

Computer with Internet, Microsoft Word or equivalent and Printer (to print out student material from Internet and create worksheets for student use)

Copier (to reproduce necessary student handouts and questions)

Overhead projector (to show various portraits of Columbus to students)

Materials:

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

Zinn, Howard. *A People's History of the United States*, vol.1, *American Beginnings to Reconstruction*, teaching edition. New York: The New Press, 2003.

Copies of all handouts, graphic organizers (KWL chart), worksheets for student use

Copies of Workbook pages 17 and 18

Copies of blank world map

Transparencies

Paper

Colored Pencils

Pencils

Activity Descriptions and Overview of Instructional Strategies:

1. Students will create a KWL chart for Christopher Columbus, including the myths as well as the reality. Students will read Chapter Three, Lesson Three, "I Columbus," and answer the questions on page one hundred thirty-five. Students

will write what they feel are the three most important things they learned in the lesson. Then have them write down as many things as they can about what they want to learn about the Columbus voyages and the Arawaks. On the back of the KWL chart, the students should write down three headings: Columbus, the Spanish, and the Arawaks. Underneath each heading, the students will write two adjectives they feel best describe each group. In both cases, the KWL chart and the adjective descriptions, invite students to share what they wrote in each. Finally, students will complete activity page seventeen, “The Log of Christopher Columbus,” for homework.

2. Using the portrait on page one hundred thirty, one hundred thirty-four, and one hundred thirty five of their social studies book, will write descriptive adjectives of what Columbus looks like on a sheet of paper, and compare and contrast the descriptions. Then, students will investigate other portraits of Columbus on the overhead and compare how each picture is alike and different from the others, taking care to write down their descriptions each time. I found all the portraits I used on the Internet at the following sites:
<http://www.teslasociety.com/exposition2.jpg>, <http://www.abm-enterprises.net/ChristopherColumbus.jpg>,
<http://www.4reference.net/encyclopedias/wikipedia/images/Columbus.jpg>,
http://www1.thny.bbc.co.uk/history/historic_figures/images/columbus_christopher.jpg, http://etc.usf.edu/clipart/5500/5596/columbus_14_1g.gif,
http://etc.usf.edu/clipart/100/112/columbus_1_1g.gif,
http://www.knowledgerush.com/wiki_image/d/d7/Columbus.jpg, and
http://etc.usf.edu/clipart/100/151/columbus_2.htm.
3. At the top of their KWL chart, have them write the vocabulary term “sin of omission,” and ask them what that means (not including facts or information, usually negative about someone or something out of fear that people will have negative thoughts about it – it is my own creation so use it if you want). To bring this home, have students look at the painting on page one hundred thirty-four (Landing of Columbus on the Island of Guanahani) while you put it on the overhead (I found this a picture of this painting at <http://www.lehigh.edu/~sat4/poca/columbus.JPG>). Ask them to describe what they see in the painting (what the characters of the painting are doing), what emotions they experience from the painting, and what they think is happening just off the canvas. Ask them if they see anything that is particularly interesting to them: what the characters wear, what they are doing, what they are holding or carrying. Using the “Collaborative Listening and Viewing Guide,” and get the students to write down answers to the above questions in the left-hand box. Hand out the Xeroxed copies of pages three to eight of Howard Zinn’s “*A People’s History of the United States, Volume 1.*” When the students finish, have them reevaluate the painting (Landing of Columbus on the Island of Guanahani), and let them answer those same questions again.

4. Students will reuse their KWL charts and add two or three things they learned from the Zinn handout. In addition, the students will write two new descriptive adjectives underneath the three heading, Columbus, the Spanish, and Arawaks, and circle these. Now, students can see how their perception of history and historical figures changes when they receive new evidence.
5. Students will reread the Zinn handout together. After the students read the handout, they will receive a worksheet with questions to answer. This is a list of the questions I would ask, based on the readings:
 - a. Looking back at the “K” portion of you KWL chart, write down passages that either support or contradict what you wrote, then identify the events discussed that were not a part of your original thinking of Columbus;
 - b.. Look at the list of adjectives you wrote about Columbus, the Spanish, the Arawaks; choose the two adjectives you feel best apply to each and write them in a sentence and look and write down passages from the handout that you think illustrate what you wrote. Compare your list with your partner and look for differences Why do you think your lists are different? What criteria (values) did you use to make your choices (write them down);
 - c. What was the behavior of Columbus’s men?
 - d. Do you think Columbus was responsible for the behavior of his men?
 - e.. For each behavior you listed for the third question , list something he could or could not have done to alter their behavior;
 - f. Compare Columbus’s log entries with Las Casas’s journal entries. How did each describe the Arawaks?
 - g. What are the similarities and differences between Columbus’s log entries and Las Casas’s journal entries?
 - h. Complete the following sentences: The purpose of Columbus’ voyage(s) was... The result of Columbus’s voyage(s) was...
6. Students will read pages one hundred thirty-six and one hundred thirty-seven in their social studies books, answer the questions on page one hundred thirty-seven, and complete activity page eighteen.
7. Students will read Chapter Three, Lesson Four, “Early Voyages of Exploration,” answer the review questions on page one hundred forty-four, and complete activity page nineteen.
8. On a blank world map, students will map out the routes of Columbus, Dias, De Gama, Vespucci, Balboa, and Magellan, using the maps one hundred twenty-nine, one hundred thirty-seven, and one hundred forty-three. Students will need to create a map key of the colors they used for each voyage.

Supporting Assignments/Homework:

Students will complete the strategy guides, graphic organizers, maps, and worksheets that accompany the lessons.

Students will write a two-page story that they would read to a third-grade class just learning to Christopher Columbus.

Assessment:

Students must relate the lesson as it applies to the Chapter Three test.

Students will receive assessment on all strategy guides, graphic organizers, maps, and worksheets they complete.

Unit Plan: Change and Growth in Colonial America

Lesson Title: The Spanish are coming!

Grade Level: 4th Grade

Essential Question related to Vital Theme: What took place when the Spanish explorers encountered different Native American peoples during their travels, and how did the Native Americans react to the Spanish? What was Cherokee life like before the Spanish and other colonizers arrived? How did colonial contact change the Native American's way of life? What were the long-term effects of trading were on the native populations.

Lesson Time: Ten Class Periods

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.20, 4.1.spi.24, 4.1.spi.25, 4.1.tpi.13

Language Arts: 4.2.spi.10, 4.2.tpi.1, 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18

Social Studies: 4.1.spi.1, 4.1.spi.3, 4.3.spi.3, 4.5.spi.1, 4.5.spi.2, 4.1.spi.1, 4.1.spi.4

Technology Used and How:

TV

DVD Player – to show *Guns, Germs, and Steel*

DVD: *Guns, Germs, and Steel*

Computer with Internet, Microsoft Word, Photo Editor, Adobe Acrobat, and Printer (to download handouts and classroom resources, edit pictures and maps for classroom use, and create worksheets)

Copier – to mass produce necessary handouts and transparencies

Overhead – to share transparencies with the class

Materials:

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

Diamond, Jared. *Guns, Germs, and Steel*. 180 min. Produced and directed by Tim Lambert and Cassian Harrison. Warner Home Video, 2005. DVD.

Haley, Alex. *Roots: The Saga of an American Family*. New York: Dell Publishing, 1976.

Zinn, Howard. *Voices of a People's History of the United States*. New York: Seven Stories Press, 2004.

Encyclopedias or other reference books to research origins of vegetables and animals from the Columbian Exchange

Copies of all handouts and maps for student use

Copies of *Guns, Germs, and Steel* viewing guide for student use

Copies of Workbook pages 22 and 28

Pencil

Paper

Construction Paper

Crayons or Coloring Pencils

Transparencies & Dry Erase Markers

Activity Descriptions and Overview of Instructional Strategies:

1. Students will read Chapter Four, Lesson One, “Conquest of the Aztecs and Incas,” answer the questions on page one hundred fifty-three, and complete activity page twenty-two.
2. The students will watch *Guns, Germs and Steel*, episode two, and answer the questions on the accompanying video guide at <http://www.pbs.org/gunsgermsteel/educators/lesson2.html>. In addition, they can answer these two additional questions on the back of the sheet; 5. According to Jared Diamond, what was the one factor that allowed Europeans to develop the forces necessary to conquer vast portions of the world; and 6. How did disease allow the Europeans to conquer the native populations in the Americas?
3. Read Chapter Four, Lesson Two, “The Search for Gold and Riches,” and pages one hundred seventy-eight and one hundred seventy-nine (create parallel time lines) from the social studies book. Students will complete activity page twenty-eight, then create parallel timelines of the Spanish explorers listed in chapters three and four of the social studies book. Students can decide how to organize their time lines as long as it shows the important dates and events of each
4. Students will receive two maps, one map showing early Native American tribes in the Eastern United States (located at http://www.lib.utexas.edu/maps/united_states/early_indian_east.jpg), and another map of the tribes in the Western U.S. (http://www.lib.utexas.edu/maps/united_states/early_indian_west.jpg). The teacher will need a photo editor on his or her computer to enlarge the pictures enough so that students can read the names of the different tribes. Using page one hundred fifty-five of their social studies textbook, students will try to trace the routes taken by Ponce de Leon, De Soto, and Coronado on their expeditions (using colors used on the maps). Then, students will write each explorers name and the tribes each made contact with

5. Read Chapter Four, Lesson Three, “New People in America,” and discuss how the Spanish treated Native Americans they conquered, what happened as a result, and what the Spanish did to get new workers to build New Spain.
6. Students will hold a mock debate of the Valladolid Controversy of 1550 using excerpts from Howard Zinn’s *Voices of People’s History of the United States* and a copy of the theoretical debate located at <http://userwww.sfsu.edu/~epf/2001/hernandez.html> . Students will break into three groups. The first group, consisting of five students, will represent the Royal Commission that held the debate. Their task is to formulate questions for the two sides with the help of the Zinn handout from above. Divide the remaining students into two equal groups. Their task will be to create a five-minute presentation to the Royal Commission defending their group’s point-of-view about Columbus’s voyages. One group will defend Columbus’s actions in Hispaniola. They will receive copies of Columbus’ log entries from Zinn’s “Voices of a People’s History of the United States,” and a copy of the theoretical debate from the Valladolid Controversy. The other group will defend the Las Casas’s position on the Arawaks, and will receive two writings: “The Devastation of the Indies: A Brief Account,” and “In Defense of the Indians,” both of which are located in Zinn’s *Voices...* Each person in the group will be responsible for speaking their position at least once for participation credit. After both sides present their argument, the students playing the Royal Commission will ask questions, to both groups and then vote for the best argument, afterwards. To ensure that all students work on the project, I give each person a small sheet of paper and ask them to write the names of two people they felt worked hard on the assignment. They cannot name themselves. In addition, they are to write their name at the top of the paper, fold it, and give it directly to me.
7. Read the capture scene from the novel, *Roots*, by Alex Haley, and have students draw and color a picture of it and/or describe the visual imagery and express personal reactions to it.
8. Discuss the Columbian Exchange by reading pages one hundred sixty-four and one hundred sixty-five, and by investigating a handout of the items involved in the Columbian Exchange. Students will find a food they ate that morning or for dinner the previous evening, and do research on its origins. Students will investigate how the Columbian Exchange was a two-way process that products came to North and South America, as well as to Europe. Students will identify the positive items that came with the colonists as well as negative things. Then, students will write a paragraph trying to imagine how the natives felt exposed to a rush of new animals, people, technologies, and hideous diseases.
9. Read Chapter Four, Lesson Four, “Encounters with the French and Dutch,” from the social studies sourcebook.

Supporting Assignments/Homework:

Students will complete the strategy guides, maps, reports, worksheets, and writing that accompany the lesson.

After watching *Guns, Germs, and Steel*, students will write a paragraph in which they imagine themselves to be a soldier in Pizarro's army or an Incan. Using the video as a guide, the students will describe what they see, hear, and their thoughts about the new culture they just met.

Students will write a short story which illustrates the differing attitudes of Europeans, Native Americans, and Africans towards one another in the Spanish colonies during the Sixteenth Century.

Assessment:

Students must relate the lesson as it applies to the Chapter Four test.

Students will receive assessment grades on all maps, reports, strategy guides, worksheets, and writing they complete.

Students will receive assessment for their participation in the Valladolid debate.

Figure 4. The Columbian Exchange.

AMERICAS TO EURASIA AND AFRICA		EURASIA AND AFRICA TO AMERICAS	
<i>Food Crops</i>	<i>Animals</i>	<i>Food Crops</i>	<i>Animals</i>
Avocado	Dog (a breed of)	Apple, plum, citrus fruits, fig, peach	Cat
Beans (navy, lima, kidney, etc.)	Turkey, goose	Asian rice	Cattle, oxen
Blueberry	Guinea pig, nutria	Banana, plantain	Chicken
Cacao	Llama	Barley	Dog
Guava		Coffee	Donkey, horse
Maize (corn)	<i>Diseases</i>	Lettuce	Goat, sheep
Manioc (cassava)	Syphilis	Mango	Honeybee
Papaya		Melon, watermelon	Pig
Passion fruit		Millet	
Peanut, pecan, cashew		Oats	
Peppers (chile and sweet)		Okra	
Pineapple		Olive	
Potato and sweet potato		Onion, leek	
Quinoa		Pea, lentil, fava bean, chickpea	
Squashes and pumpkin		Root vegetables (carrot, beet, radish, turnip, etc.)	
Tomato		Rye	
Vanilla		Sorghum	
Wild rice		Sugarcane	
<i>Other Plants</i>		Wheat	
Quinine		Wine grape	
Sunflower		Yam	
Tobacco		<i>Other Plants</i>	
		Flax	
			<i>Diseases</i>
			Bubonic plague
			Chicken pox, smallpox
			Cholera
			Diphtheria
			Gonorrhea
			Influenza
			Malaria
			Measles
			Mumps
			Pleurisy
			Scarlet fever
			Whooping cough
			Yellow fever

Unit Plan: Change and Growth in Colonial America

Lesson Title: Growth and Maturity in the Colonies

Grade Level: 4th Grade

Essential Question related to Vital Theme: How did cooperation help the settlers at Jamestown, Plymouth, New Orleans, and St. Augustine? How were the colonies of Roanoke, Jamestown, Plymouth, St. Augustine, and New Orleans alike and different in their establishment, settlement, and growth?

Lesson Time: Eight Class Periods

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.20, 4.1.spi.24, 4.1.spi.25, 4.1.tpi.13

Language Arts: 4.2.tpi.1, 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18

Social Studies: 4.1.spi.2, 4.1.spi.6, 4.3.spi.3, 4.3.spi.4, 4.4.spi.3, 4.5.spi.5, 4.5.spi.8,

Technology used and how:

Copier (to copy selections from the books below for student use)

Materials:

Arenstam, John, John Kemp, and Catherine O'Neill Grace. *Mayflower 1620: A New Look at a Pilgrim Voyage*. New York: National Geographic, 2003.

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

Buker, George. *Oldest City: St. Augustine, Saga of Survival*. St. Augustine, FL: St. Augustine Historical Society, 1983.

Garvey, Joan G., and Mary Lou Widmer. *Beautiful Crescent: A History of New Orleans*. Garmer Press, Inc.: New Orleans, 1984.

Morgan, Edmund S. *American Slavery, American Freedom*. New York: W.W. Norton & Company, 1975; W.W. Norton & Company, 2003.

Stratton, Eugene A. *Plymouth Colony: Its History and People, 1620-1691*. Salt Lake City, UT: Ancestry Publishing, 1997.

Copies of all handouts for student use

Copies of Workbook pages 30 and 31

Large Construction Paper

Pencils
Paper
Crayons or Colored Pencils

Activity Descriptions and Overview of Instructional Strategies:

1. Students will read Chapter Four, Lesson Five, “The English in the Americas.” When students finish, they will create a flyer or poster persuading people to come and settle in Roanoke, Jamestown, or Plymouth.
2. Read the book, *Mayflower 1620: A New Look at a Pilgrim Voyage*, to the students. The students will draw a model of the ship based on the reading. Afterwards, students will write a journal entry of a day aboard the Mayflower on its journey.
3. Chapter 5, Lesson One, “The Spanish Borderlands,” and Chapter Five, Lesson Two, “The Growth of New France,” in their social studies books. When they finish each lesson, students will answer the review questions that follow, and complete activity pages thirty and thirty-one.
4. Divide students into five groups, with each group responsible for researching a colony: St. Augustine, Roanoke, Jamestown, Plymouth, and New Orleans. Students researching pages twenty-seven to thirty-eight in “The Oldest City.” The students studying Roanoke will read pages thirty-six to forty-three from the Morgan book. Students researching Jamestown will read pages seventy-one to seventy-nine from the Morgan book. Students researching Plymouth will read pages twenty to twenty-nine in *Plymouth Colony*. Finally, the students researching New Orleans will read pages seventeen to twenty-five in *Beautiful Crescent*. Using the resources above, each group will research the following items:
 - a.. Who started their colony and why?
 - b. Why was that particular location selected;?
 - c. Who were the first people to settle the colony;
 - d What hardships did each colony face; and
 - e. How did cooperation help those colonists overcome their difficulties.

Each group will then present their answers to the class, and the class will write the answers on a chart.

In groups of three, students will imagine they are on their way to the Americas. Using the map on page A12 and A13, and one hundred ninety and one hundred ninety-one of the social studies book, each group will choose an area where they might build a settlement. Students will base their decision on the following: what natural resources they might need, such as trees, water, and soil, if they would like their settlement near the French trading settlements, a self-sufficient Spanish mission, or more isolated, like an English settlement. Students will write a paragraph to explain why they chose the area they did.

Supporting Assignments/Homework:

Following activity five, each person in the group will write their own journal entry about a day in the life of their settlement. Students will use the social studies books and the notes chart they created of each colony to write the journal entry.

Assessment:

Students must relate the lesson as it applies to the Chapter Four and Chapter Five tests.

Students will receive assessment on all graphic organizers, worksheets, and writing they complete.

Unit Plan: Change and Growth in Colonial America

Lesson Title: Maturation and Hardship in the English Colonies

Grade Level: 4th Grade

Essential Question Related to Vital Theme: In what ways did the English grow and mature, and how did that growth cause problems to arise in them? In what ways did the English colonies try to solve the conflicts growing between settlers?

Lesson Time: Fifteen Class Periods

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.20, 4.1.spi.24, 4.1.spi.25, 4.1.tpi.13
Language Arts: 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18
Social Studies: 4.1.spi.2, 4.1.spi.3, 4.3.spi.7, 4.5.spi.5, 4.5.spi.8

Technology Used and How:

Computer Lab with wireless Internet connection (to research Internet websites)
Microsoft Word (to write down notes when researching Internet sites, to create worksheets for use with handouts)
PowerPoint (to create a presentation to the class)
Printer
Copier (to Xerox copies of handouts of books and worksheets for student use)

Materials;

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

Mayo, Lawrence Shaw, ed. *The History of the Colony and Province of Massachusetts-Bay, Volume II*. Cambridge, MA: Harvard University Press, 1936.

Ver Steeg, Clarence. *The Formative Years: 1607-1763*. New York: Hill and Wang, 1964.

Zinn, Howard. *A People's History of the United States, Volume 1: American Beginnings to Reconstruction*. New York: The New Press, 2003.

Zinn, Howard. *Voices of a People's History of the United States*. New York: Seven Stories Press, 2004.

Copies of all handouts for student use
Copies of Workbook page 32

Paper
Pencil

Activity Descriptions and Overview of Instructional Strategies:

1. Students will read Chapter Five, Lesson Three, “The New England Colonies,” answer the review questions, and complete activity page thirty-two.
2. Students will receive an excerpt from the examination of Anne Hutchinson and read it together in class as a play. Afterwards, the students will answer the following questions:
 - a. Why were the political and religious authorities determined to get rid of Anne Hutchinson?
 - b. Why was Anne Hutchinson such a threat, and what was her trial such an ordeal?
 - c. How might Hutchinson’s meetings have eventually posed a threat to the larger community;?
 - d. In what ways did Anne Hutchinson violate Puritan assumptions of how women should behave?
3. Students will read Chapter Five, Lesson Four, “The Middle Colonies,” and Lesson Five, “The Southern Colonies,” answer the review questions, and complete activity page thirty-three and thirty-four.
4. Students will receive a handout of chapter three from Zinn’s *A People’s History of the United States, Volume 1: American Beginnings to Reconstruction* and three corresponding handouts from *Voices of a People’s History of the United States*. With a partner, students will answer the following questions:
 - a. What was the economic condition of Virginia in 1676?
 - b. What is the evidence that Bacon’s Rebellion in 1676 “had the overwhelming support of the Virginia population?”
 - c. Why would a European man or woman sign an indenture, was it a “choice” or were they compelled by “historical forces?”
 - d. Fill out a chart on African Slaves and an Indentured Servant – period of servitude, conditions and rights during servitude, conditions of voyage, reasons or cause of servitude, forms of resistance, methods by which they were controlled;
 - e. What happened when servants became free?
 - f. What was the greatest threat to the elite’s control over the colonists?
 - g. What tactics did the wealthy elite and rich rulers adopt to prevent another Bacon’s Rebellion?
5. In three equal groups, students will receive handouts from the Ver Steeg book, and use Internet websites to investigate three other rebellions that took place after Bacon’s Rebellion. Each group will use their resources to determine what caused the rebellion to occur, why so many people followed, and how authorities finally put it down. Group one will research Leisler’s Rebellion in New York, and will

use

http://www.wadsworth.com/history_d/special_features/ext/ap/chapter3/3.3.module.html and <http://www.nyu.edu/leisler/> to learn more. Group two will investigate the Salem Witch Trials, and will use

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM> and <http://school.discovery.com/schooladventures/salemwitchtrials/>. Finally, Group three will research <http://mdroots.thinkport.org/library/johncoode.asp> and <http://www.combs-families.org/combs/records/md/1689/coode1.htm>. Students will use these questions to guide their research and to formulate their presentations:

- a. What seemed to be the main cause of rebellion or turmoil in your colony;
- b. Why did the rebellion or turmoil seem to have so much support from the people;
- c. How did the authorities or government respond to uprisings
- d. What are some similarities and differences between the turmoil in your colony and Bacon's Rebellion in Virginia; and
- e. How the rebellion or turmoil end, and what changed as a result.

Students will create a PowerPoint presentation, which they will use to present their findings to the class.

Supporting Assignments/Homework:

Students will write a story from a point-of-view of someone involved in one of the above rebellions.

Assessment:

Students must relate the lesson as it applies to the Chapter Five test.

Students will receive assessment for the worksheets and strategy guides they complete.

Students will receive assessment for the PowerPoint presentation they create. They will receive a grade on the accuracy of their presentation and well as in the creativity they use to present it.

Unit Plan: Change and Growth in Colonial America

Lesson Title: Colonial Settlements Grow and Native American villages Dwindle

Grade Level: 4th Grade

Essential Questions related to Vital Theme: How did the colonies grow and change over time? How were towns different from one another and how were towns different from cities? How did Native Americans contribute to the development of the colonies? What was Cherokee and Native American life like before European contact, and how did contact with colonists change their ways of life? What was the result of the Native American and colonists' struggle over land?

Lesson Time: Ten Class Periods

Curriculum Standards:

Reading: 4.1.spi.13, 4.1.spi.20, 4.1.spi.24, 4.1.spi.25, 4.1.tpi.13

Language Arts: 4.2.tpi.3, 4.2.tpi.7, 4.2.tpi.8, 4.2.tpi.13, 4.2.tpi.18

Social Studies: 3.2.spi.5, 4.1.spi.4, 4.1.spi.5, 4.2.spi.3, 4.2.spi.4, 4.5.spi.4, 4.5.spi.11

Technology Used and How:

Computer with Internet capability and Microsoft Word (to download cognitive strategy graphic organizers and create worksheets)

Printer (to print off materials created on the computer or downloaded from the Internet)

Copier (to Xerox copies of handouts, templates from the Gravois book, and worksheets for students)

Materials:

Boehm, Dr. Richard G., Claudia Hoone, Dr. Thomas M. McGowan. *Early United States: Harcourt Brace Social Studies*. Chicago,: Harcourt Brace & Company, 2002.

Gravois, Michael. *Hands-on History: Colonial America*. New York: Scholastic Teaching Resources, 2003.

LaFantasie, Glenn W. "The Long Shadow of King Philip," *American History Magazine*, April 2004, 58.

Loewen, James W. *Lies My Teacher Told Me*. New York: The New Press, 1995.

Roop, Connie, and Peter Roop. *...If You Lived With the Cherokee*. New York: Scholastic, Inc., 1998.

Sonneborn, Liz. *The Cherokee*. New York: Watts Library, 2004.

Sonneborn, Liz. *The Iroquois*. New York: Watts Library, 2002.

Taylor, Dale. *The Writer's Guide to Everyday Life in Colonial America: From 1607-1763*. Cincinnati, OH: Writer's Digest Books, 1999.

Tunis, Edwin. *Colonial Living*. Cleveland, OH: The World Publishing Company, 1957.

Ver Steeg, Clarence. *The Formative Years: 1607-1763*. New York: Hill and Wang, 1964.

Copies of the "Circlebook," "Colonial Quilt Template," and "Worlds Apart" Venn diagram from the Gravois book

Copies of the "Collaborative Listening and Viewing Guide"

Activity Book Worksheet 42

Paper

Pencil

Construction Paper or Poster Board

Crayons, Colored Pencils, Markers

Scissors

Glue

Paper Mache, Popsicle sticks, Cardboard, Clay (if teachers wish students to create models of Colonial cities, towns, or plantations)

Activity Descriptions and Overview of Instructional Strategies:

1. Read Chapter Six, Lesson One, "Life in Towns and Cities," and Chapter Six, Lesson Two, "Life on Plantations," from the social studies book.
2. In groups of three, students will receive Xeroxed copies of selections from the Taylor and Tunis books. Students will look for similarities and differences in colonial housing, clothing, cooking and eating, agriculture, industry, town-life, and education in New England, New Netherlands (New York), and the Southern Colonies. Students will report their findings using the "Circlebook" and the "Colonial Quilt Template," from the *Hands-on History: Colonial America*, to give a written and visual description of the above topics. Students will present their findings.
3. Using the "Circlebook" and "Colonial Quilt Template," students will create a diorama or model showing everyday colonial life in New England, the Middle Colonies, or the Southern Colonies. Students will also write a paragraph describing the scene they created and present both to the class.
4. Students will read Chapter Six, Lesson Three, "Life on the Frontier," and pages two hundred forty-six and two hundred forty-seven, "Use a Product Map to Make Generalizations." Students will complete activity page forty-two and the Venn

diagram comparing life on a plantation and life in the backcountry from Michael Gravois book.

5. Read ...*If You Lived With the Cherokee* to the class. I skipped the bottom half of the "Introduction," along with pages eight, forty-four, forty-six, forty-seven, forty-eight, fifty, fifty-one, fifty-two, and sixty-six to the end of the book. You can revisit these pages later as those events occur in the textbook. As you read, the students will take notes on what they learn about Cherokee life using the "Collaborative Listening and Viewing Guide" (<http://its.guilford.k12.nc.us/act/strategies/CLVG.htm>). When you finish, the students will compare notes and record what their partner wrote. In addition, students can review pages ninety-five and ninety-six in their social studies textbook for more ideas about Cherokee life to add. Then, students will collaborate and create a poster board showing Cherokee village life before the colonizers arrived. When they finish, students will share their posters with the class. Using their posters as a guide, students will identify what Cherokee life was like before the Europeans arrived.

6. Divide the students into groups of three. Each group will be responsible for answering the question, how did contact with colonists change Native American ways of life, by investigating one of three packets. The first packet will be Xeroxed copies of chapter two from Liz Sonneborn's book, *The Cherokee* and pages thirty-two to thirty-four from *Tennessee: A History*. They will try to answer the following questions:
 - a. Who was the first non-Native American the Cherokee probably met, and what was the impact of that first meeting;?
 - b. Who began to trickle into Cherokee territory in the late Seventeenth century, and what did they want?
 - c. how did trade with the English change the Cherokee way of life?
 - d. How did English trade cause increased warfare with the Cherokee and what did the English alliance cause the Cherokee to do?
 - e. Why did the Cherokee attack the English during the French and Indian War, and what was the end result for the Cherokee?
 - f. Who did the Cherokee side with during the Revolutionary War and why;?
 - g. How were the Cherokee and Chickasaws able to maintain the balance of power against Europeans, and when did this end?

Packet two will consist of Xeroxed pages from chapter two and three of Liz Sonneborn's book, *The Iroquois*. Those students will answer these questions:

- a. What was the Iroquois way of life before contact with Europeans?
- b.. How did the fur trade change Iroquois life for better and for worse?
- c.. What was the result of the Iroquois desire to control the fur trade?
- d. Who did the Iroquois make war with in order to control the fur trade, and were they successful?
- e. How did the Iroquois manage to play the English and French off one another for a century.?

Finally, packet three is a collection of pages ninety-seven to ninety-eight in James Loewen's, *Lies My Teacher Told Me*, and pages one hundred fifty-four to one hundred fifty-eight in *The Formative Years: 1607-1763*. Students in group three will answer the following questions:

- a. What did the Atlantic tribes originally trade with the Dutch and French until persuaded to specialize in the fur and slave trades?
- b. What happened to the native's skills because of trade; Loewen writes that whites "demanded institutions reflective of their own with which to relate," what does he mean and how did it change tribal governments?
- c. According to Loewen, what did the introduction of the gun cause among the native tribes;?
- d. What did intensified warfare cause among native settlements;?
- e. While trade helped the natives in the short run, and what did it eventually cause?
- f. According to the author, how did the natives contribute to their own destruction?

Students will present the answers to their questions to the class, who will take notes using the "Collaborative Listening and Viewing Guide" located at <http://its.guilford.k12.nc.us/act/strategies/CLVG.htm>.

7. Students will read George W. LaFantasie's article, "The Long Shadow of King Philip." As students read, they will understand how English desire for land caused Native Americans to distrust them, which, in turn, caused English to fear violent attacks from the Native Americans. In the end, several violent and bloody struggles decided the fate of many Native Americans (see also the Yamasee War at http://www.ourgeorgiahistory.com/wars/Georgia_Wars/yamasee_war.html).

Supporting Assignments/Homework:

Students will adopt the point-of-view of a farmer living in the backcountry of Tennessee and write a letter to friends or family in North or South Carolina about his or her life.

With a partner, and using their notes written from activity number six, students will role-play a meeting between a Cherokee and English trader, or an Iroquois and a Dutch or French trader. Students will perform these in front of the class, and may design costumes if they wish.

Students will write a story about King Philip's War from a Wampanoag or English point-of-view, using the LaFantasie article as a source.

Assessment:

Students must relate the lesson as it applies to the Chapter Six test.

Students will receive assessment for all strategy guides, writing projects, models, dioramas, and worksheets they complete.