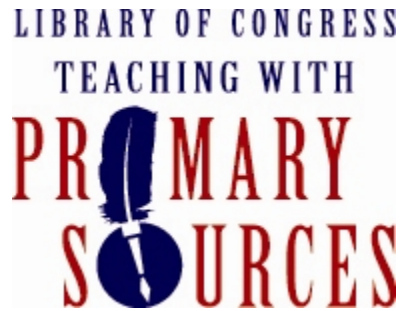


Waynesburg University TPS Unit Outline



Title of Learning Unit: Early America/Thirteen Colonies

Subject(s): American History

Grade Level/Range: 8th Grade

Overarching Goal/Concept/Skill: To acquire an understanding of our early history, and to study the people, places and ideas that have shaped America.

Overview: The main goal of this unit is to give the students a fundamental understanding of the early American history. This unit includes five lessons having to do with early American history and the original thirteen colonies. The five lessons include: lesson one: an early American history overview, lesson two: the New England Colonies, lesson three: the Middle Colonies, lesson four: the Chesapeake Colonies, and lesson five: the Southern Colonies. Each lesson is supplemented with a Power Point presentation and primary source material to enhance the lesson. The unit also includes a pre-assessment activity, pre-test, and a post-instruction assessment, unit test.

Written By: Steve Hubsch

Date: March 7, 2010

Pre-instruction Assessment

I will assess the students' pre-existing knowledge of the subject by giving the class a pre-test. This assessment will only be a ten question quiz about the main topics of the unit. The assessment will not count towards the students' grade.

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Name _____

Early America/Thirteen Colonies Pre-Test

1. Who first controlled much of the Middle Colonies?
 - A. Spanish
 - B. French
 - C. Dutch**
 - D. Portuguese
2. What colony did the Puritans establish in the New World?
 - A. Massachusetts Bay Colony**
 - B. Colony of Rhode Island
 - C. Connecticut Colony
 - D. New Hampshire Colony
3. Which English King granted the first charters to establish colonies in the New World?
 - A. King Charles I**
 - B. King Charles II
 - C. King James I
 - D. None of the Above
4. Which explorer originally explored and discovered the Middle Colonies?
 - A. William Penn
 - B. Henry Hudson**
 - C. John Rolfe
 - D. None of the Above
5. The Province of Pennsylvania served as a safe haven for what English outlaw group?
 - A. Puritans
 - B. Pilgrims
 - C. Quakers**
 - D. Protestants

Waynesburg University TPS Unit Outline

6. What does the word “Pennsylvania” mean?
 - A. “Penn’s Rivers”
 - B. “Penn’s Woods”**
 - C. “Penn’s Mountains”
 - D. “Penn’s Lowlands”

7. In the early years of the Virginia Colony, who could vote?
 - A. All Men and Women alike
 - B. Only White Men and Women
 - C. Only White Men**
 - D. None of the Above

8. In what year did the Provinces of North and South Carolina become royal colonies?
 - A. 1725
 - B. 1698
 - C. 1701
 - D. 1729**

9. In what year did the Province of New Jersey split East and West?
 - A. 1674**
 - B. 1654
 - C. 1701
 - D. 1689

10. Who was the first governor of New York?
 - A. William Penn
 - B. Peter Stuyvesant
 - C. John Wheelwright
 - D. Richard Nicolls**

Waynesburg University TPS Unit Outline

Lesson #1

Title of Lesson: Coming to America

Overview of Lesson: This lesson will give the students the proper background knowledge dealing with the Europeans settling in the New World. Main ideas will include information about the Age of Exploration, Columbus, and reasons for coming to America. This lesson will allow the students to start into the unit with an understanding of basic building block information.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

8.3.3

- A. Identify contributions of individuals and groups to United States History
- B. Identify and describe primary documents, material artifacts and historical sites important in United States history

8.3.6

- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1824
- B. Identify and explain primary documents, materials artifacts and historical sites important to United States history from beginnings to 1824.

B. Investigative Question/Overall Goal:

To teach the students background information in order for understanding of Early America and the original Thirteen Colonies.

C. Objective(s):

1. The students will be able to understand and explain the Age of Exploration.
2. The students will be able to understand and explain the role of Christopher Columbus.
3. The students will have a brief understanding of the peoples living in North America before European arrival.
4. The students will be able to understand the reasons for European exploration
5. The students will be exposed to primary sources that can be used to supplement information throughout the lesson.

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D. Materials:

1. Print Sources:

- a) Coming to America Power Point handout

2. Online Collections/Exhibits/Websites:

- a) 1492: An Ongoing Voyage Exhibit
- b) Exploring the Americas Exhibit

DURING INSTRUCTION

A. Motivator/Anticipatory Set: Students will be instructed to pick up the Early America packet on arrival to class; the packet will be located at the front of the room. Once class has started, the teacher will inform the students that they will be studying important background knowledge of America and the settlement of the New World. The teacher will stress the importance of the lesson because this lesson is the building block to the future lessons of the unit.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action:
1. Begin the Coming to America Power Point	Why would European peoples be interested in coming to America?	Wonder
2. Discussion of Western Hemisphere before European Arrival	Can anyone name some of the civilizations in the Western Hemisphere who thrive before European arrival?	Connect
3. Discussion of North America before European Arrival	What is the importance of agriculture to the Native American peoples?	Construct
4. Discussion of Secotan Village Primary Source	Why was it important for native tribes to be organized when using their lands?	Investigate
5. Discussion of the Age of Exploration by Europeans	Can anyone name some of reasons for Europeans to explore the rest of the world? Who were the first countries to take part in this exploration?	Construct
6. Discussion of Christopher Columbus	In what year did Columbus sail westward to find routes towards Asia?	Connect

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7. Discussion of Columbus' Journal Primary Source	Why would Columbus send back a written journal to Spain? What is the importance of written documentation of the New World?	Investigate
8. Discussion of Columbus' Legacy	How important is Columbus' legacy to the exploration of America?	Connect
9. Discussion of European Claims of America	What impact did Europeans have on the native peoples in America?	Construct

C. Closure: The teacher will conclude the lesson by informing the students that the next class period will include discussions about the English colonization of North America. The lesson will also mark the beginning of discussions about the original thirteen colonies.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment: Students could be instructed to perform further research on the Age of Exploration and European exploration to North America.

2. Modifications/Accommodations : Students who need accommodations will be given a handout with the teacher's complete notes so that they can follow discussion more efficiently.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests): No formal assessment

2. Informal Assessment (teacher observation, participation, cooperation, etc.): Participation in discussions will count as part of the students' overall grade, especially in the critical thinking about primary sources

Waynesburg University TPS Unit Outline

Lesson #2

Title of Lesson: New England Colonies

Overview of Lesson: This lesson is the beginning of exposing the students to the original thirteen colonies in America. This lesson will focus on the New England colonies: New Hampshire, Massachusetts, Connecticut, and Rhode Island. The lesson will be taught with a Power Point presentation and several primary source supplements. Each individual colony of the New England colonies will be studied in depth.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

8.3.3

- A. Identify contributions of individuals and groups to United States History
- B. Identify and describe primary documents, material artifacts and historical sites important in United States history

8.3.6

- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1824
- B. Identify and explain primary documents, materials artifacts and historical sites important to United States history from beginnings to 1824.

B. Investigative Question/Overall Goal: To teach the students about the New England colonies in the New World through a Power Point, photos, and primary source materials.

C. Objective(s):

1. The student will be able to review the importance of exploration in the settlement of the thirteen colonies in the New World.
2. The student will be able to identify the New England Colonies and their importance.
3. The student will be able to identify important individuals and groups throughout the New England Colonies.
4. The student will be able to distinguish primary sources and use them to supplement the information learned throughout the lesson.

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D. Materials:

1. Print Sources:

- a) New England colonies Power Point handout
- b) Enrichment Worksheet
- c) New England Colonies Worksheet

2. Online Collections/Exhibits/Websites:

- a) Detroit Publishing Company Photo Collections
- b) American Memory Map Collections

DURING INSTRUCTION

A. Motivator/Anticipatory Set: The class will begin with the teacher passing out the Power Point handout to the students, while informing the students that in class they will be learning about the New England colonies in the New World. The teacher will display a map of the area with a projector; this map is also included in the students Power Point handout. This is appropriate for the students to see a visual of the topic being discussed in class.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Age of Exploration Review	What were the main purposes of European exploration to the Americas? What Europeans were highly involved in the Americas, and where?	Reflect
2. Discussion of New England Map Primary Source	What is the importance of early maps of the New England Area?	Investigate
3. Discussion of British Dominance Map Primary Source	What conclusions can be made from this map in regards to British land in the New World?	Investigate
4. Discussion of Early Attempts to colonize New England	Why were the early attempts by the English a failure?	Express

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5. Discussion of Plymouth Rock Primary Source	Why was Plymouth Rock so important to the colonization of New England?	Investigate
6. Discussion of the arrival of the Pilgrims and Puritans	Why did these peoples come to the New World?	Construct
7. Discussion of the Puritans and the Massachusetts Bay Colony	How were the Puritans able to set up a successful colony in the New World? How did the peoples in the Massachusetts Bay Colony view religion?	Connect
8. Discussion of profound dissenters of the Massachusetts Bay Colony	Why were early dissenters important in the New World? Why were these individuals dissenting from the Massachusetts Bay Colony?	Express
9. Discussion of Roger Williams Primary Source	Why did Roger Williams dissent against the Massachusetts Bay Colony?	Investigate
10. Discussion Roger Williams and Rhode Island Colony	Why was Williams banished from Massachusetts Bay? How was Williams' new colony of Rhode Island unique?	Construct
11. Discussion of Thomas Hooker and Connecticut Colony	Why did Hooker leave the Massachusetts Bay Colony? What was the main town in the Connecticut Colony?	Express
12. Discussion of the New Hampshire Colony	Who was a major figure in the creation of the New Hampshire Colony? Why did this area separate from the control of the Massachusetts Colony?	Construct

C. Closure: After the lecture is finished, the teacher will pass out the students' assignment for the night. The teacher will tell them that the assignment goes along with the Power Point and that all the answers for the homework are in the Power Point presentation. With the remaining time the students may work on their homework.

D. Inclusion Techniques for Students with Special Needs:

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1. Enrichment : The enrichment for this lesson is the completion of a short essay assignment. This assignment will allow the student to use the information from class and also research the topic with the internet to construct an essay. The essay question is : **In your opinion, what was the main reason why the English made it one of their priorities to set up colonies in the New England Area ?** The essay is to be around 150 words, and internet sources may be appropriate.

2. Modifications/Accommodations: Students who need accommodations will be given a handout with the teacher's complete notes so that they can follow discussion more efficiently.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests):

- New England Colonies Worksheet
- Enrichment assignment (optional)

2. Informal Assessment (teacher observation, participation, cooperation, etc.):

Participation in discussions will count as part of the students' overall grade, especially in the critical thinking about primary sources

Waynesburg University TPS Unit Outline

Lesson #3

Title of Lesson: Middle Colonies

Overview of Lesson: This lesson will continue with the thirteen colonies unit, and will be discussing the Middle Colonies. These colonies include: New York, New Jersey, Pennsylvania, and Delaware. The lesson will be supplemented with several primary source tools and a Power Point presentation for the students.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

8.3.3

- A. Identify contributions of individuals and groups to United States History
- B. Identify and describe primary documents, material artifacts and historical sites important in United States history

8.3.6

- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1824
- B. Identify and explain primary documents, materials artifacts and historical sites important to United States history from beginnings to 1824.

B. Investigative Question/Overall Goal: To inform the students about the Middle Colonies in the New World, these colonies include: New York, New Jersey, Pennsylvania, and Delaware. Also, to allow the students to work with primary sources for supplemental tools to their learning

C. Objective(s):

1. The student will be able to recognize important people and dates throughout the establishment of the Middle Colonies.
2. The student will be able to identify the middle colonies on a map.
3. The student will be able to identify primary sources, and explain their importance to historical events.

D. Materials (List individual Library of Congress resources on Bibliographic Organizer):

1. Print Sources: (Include reference to any handouts or worksheets.)
 - a) Middle Colonies Power Point Handout

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2. Online Collections/Exhibits/Websites:

- a) American Memory Map Collections
- b) Prints & Photographs Reading Room

DURING INSTRUCTION

A. Motivator/Anticipatory Set: The students will pick up a Middle Colonies Power Point packet upon arrival to class. Once the students are in their seats, they will get out their assignment from the previous lesson and exchange with another student in class. As a class, the assignment will be discussed and correct answers will be given to the students. The assignment will only count for completion points.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Discussion of Henry Hudson Primary Source	What was the importance of Henry Hudson exploration in the New World?	Wonder
2. Overview of the Middle Colonies	What country originally controlled this land? What were the major industries of this area? How was this area ethnically different?	Express
3. Discussion of the Delaware Colony	Who were the first white settlers in this area? When was this area conquered by the English?	Construct
4. Discussion of the New Jersey Colony	This area was originally controlled by what country? In what year is this area recognized as a royal English colony?	Construct
5. Discussion of New Jersey Map Primary Source	Who was the main figure that united East and West Jersey?	Investigate
6. Discussion of William Penn Primary Source	What was the importance of William Penn in the New World? What was a Quaker?	Investigate

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7. Discussion of the Pennsylvania Colony	What are "Penn's Woods"? What sort of colony was Pennsylvania?	Connect
8. Discussion of the New York Colony	This area was originally controlled by what country? Who was the first English governor of New York?	Express

C. Closure: Students will be encouraged to review the last three lessons taught in class. They will also be encouraged to review all primary source materials because they will be seen again on the unit assessment.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment: Students will be encouraged to do further research on the Middle Colonies. They will be informed to explore the internet and to find information about the topic. They may find additional information not covered in class, and bring that information to class to be rewarded with extra points.

2. Modifications/Accommodations: Students who need accommodations will be given a handout with the teacher's complete notes so that they can follow discussion more efficiently.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests): no formal assessment

2. Informal Assessment (teacher observation, participation, cooperation, etc.): Participation in discussions will count as part of the students' overall grade, especially in the critical thinking about primary sources

Waynesburg University TPS Unit Outline

Lesson #4

Title of Lesson: Chesapeake Bay Colonies

Overview of Lesson: This lesson consists of primary sources that are supplemented with a Power Point presentation that provides the students with various opportunities to explore the Chesapeake Colonies. The lesson covers many important dates, individuals, and ideas dealing with the colonies in this region. The students will be given opportunities to explore primary sources that may enhance the understanding of the subject.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

8.3.3

- A. Identify contributions of individuals and groups to United States History
- B. Identify and describe primary documents, material artifacts and historical sites important in United States history

8.3.6

- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1824
- B. Identify and explain primary documents, materials artifacts and historical sites important to United States history from beginnings to 1824

B. Investigative Question/Overall Goal: The goal of this lesson is to build upon the student's knowledge of the original thirteen colonies in the New World. This lesson will concentrate on the importance of the Chesapeake Colonies in the New World.

C. Objective(s):

1. The student will be able to recognize important people, dates, and information in regards to the Chesapeake Colonies (Virginia and Maryland).
2. The student will be able to use primary sources to supplement learning about the Chesapeake Colonies.
3. The student will be able to discuss the economic properties of the Chesapeake Colonies.

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D. Materials (List individual Library of Congress resources on Bibliographic Organizer):

1. Print Sources: (Include reference to any handouts or worksheets.)

a) Chesapeake Bay Power Point Handout

2. Online Collections/Exhibits/Websites:

a) American Memory Map Collections

b) Prints & Photographs Reading Room

DURING INSTRUCTION

A. Motivator/Anticipatory Set: Students will come into class and pick up a Chesapeake Bay Colonies packet.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Background information to the Chesapeake Colonies	What is the importance of the Chesapeake Bay to the economy of the colonies?	Wonder
2. Discussion of Chesapeake Colonies Primary Source	How were early maps important to the discovery of certain aspects of the Chesapeake region?	Investigate
3. Discussion of Map of Virginia Primary Source	How do you believe that early settlers were able to map areas such as Virginia?	Wonder
4. Discussion of the Colony of Virginia	What was the importance of Jamestown? What was the importance of John Rolfe and Pocahontas?	Express
5. Discussion of Rolfe and Pocahontas Primary Source	What was the importance of this marriage between a European settler and a Native America?	Investigate
6. Discussion of Jamestown in 1607	From the photo, what conclusions can be made about Jamestown in regards to location?	Connect

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7. Discussion of Religious and Civil Liberty Primary Source	What was the importance of religious and civil liberties in the Maryland Colony?	Investigate
8. Discussion of the Maryland Colony	What was the importance of Lords Baltimore? What is the Maryland-Toleration Act?	Express

C. Closure: Students will be informed that the unit will continue with the study of the Southern Colonies in the next class period. The teacher will assure that all questions are taken care of before the end of class.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

To expand further on the topic, students can search the Library of Congress website to find photos, documents, and exhibits about different aspects not covered in class about the Chesapeake Colonies.

2. Modifications/Accommodations:

Students who need accommodations will be given a handout with the teacher's complete notes so that they can follow discussion more efficiently.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests):

No formal assessment for this lesson

2. Informal Assessment (teacher observation, participation, cooperation, etc.):

Participation in discussions will count as part of the students' overall grade, especially in the critical thinking about primary sources

Waynesburg University TPS Unit Outline

Lesson #5

Title of Lesson: Southern Colonies

Overview of Lesson: This is the final lesson of the original colonies unit, and this lesson is a continuation from previous lesson. Students will study the Southern Colonies of the New World. With the help of a Power Point presentation and several primary source documents, the students will be able to critically think about the topic.

PRE-INSTRUCTIONAL PLANNING

A. PA Standard:

8.3.3

- A. Identify contributions of individuals and groups to United States History
- B. Identify and describe primary documents, material artifacts and historical sites important in United States history

8.3.6

- A. Identify and explain the political and cultural contributions of individuals and groups to United States history from beginnings to 1824
- B. Identify and explain primary documents, materials artifacts and historical sites important to United States history from beginnings to 1824

B. Investigative Question/Overall Goal: The overall goal of this lesson is to provide students with information about the Southern Colonies. This information will be presented through different supplements including a Power Point and primary sources.

C. Objective(s):

1. The student will be able to recognize important people, dates, and information in regards to the Southern Colonies.
2. The student will be able to complete a homework assignment dealing with the information learned in class.
3. The student will be able to uses this information to complete the unit test
4. The student will be able to understand primary sources and critically think about their importance to the information at hand.

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D. Materials (List individual Library of Congress resources on Bibliographic Organizer):

1. Print Sources: (Include reference to any handouts or worksheets.)

- a) Southern Colonies Power Point handout
- b) Southern Colonies homework worksheet

2. Online Collections/Exhibits/Websites:

- a) American Memory Map Collections
- b) Prints & Photographs Reading Room

DURING INSTRUCTION

A. Motivator/Anticipatory Set: Students will pick up a Southern Colonies packet as they enter the room. The teacher will ask the class if they have researched and found any information about the Chesapeake Colonies that was not covered in class. If so, the teacher and students will expand upon those findings. The teacher will inform the students that they will be studying the Southern Colonies of early America in this class period.

B. Student Learning Activities:

Description of Procedure or Activity	Key Instructional Discussion Questions:	Inquiry Cycle Action
1. Discussion of Southern Colonies Map Primary Source	What did the English persuade people with to travel to the Southern Colonies?	Wonder
2. Background Information of Southern Colonies	What was the Southern economy driven by?	Construct
3. Discussion of Tobacco Farming Primary Source	What was the significance of tobacco to the Southern Colonies? Who harvested this tobacco in the Southern Colonies?	Investigate
4. Discussion of the North Carolina Province	Who charted the land for the Carolina Province? When did the Carolina Province split North and South?	Express

Waynesburg University TPS Unit Outline

5. Discussion of the South Carolina Province	Why did the colonist rebel against the proprietors? What is the significance of the Yamasee War?	Express
6. Discussion of Charles Town Primary Source	What was the significance of Charles Town to South Carolina, and the Southern Colonies? What was the significance of Charles Town during the French-Indian War?	Investigate
7. Discussion of Map of Georgia Primary Source	What was the main purpose of the Province of Georgia?	Investigate
8. Discussion of the Province of Georgia	Who was the land granted to? What was the original purpose of this land? What did it turn into?	Express
9. Discussion of James Oglethorpe Primary Source	What was Oglethorpe's importance to the Province of Georgia?	Investigate

C. Closure:

The teacher will then pass out the students' homework assignment on the Southern Colonies. The teacher will discuss any questions that the students may have with the information presented. The students will have the remainder of class to work on the worksheet. The teacher will inform the students that they will be having a unit test on Early America in the future. The teacher will plan for a review day in the future before the test day.

D. Inclusion Techniques for Students with Special Needs:

1. Enrichment:

Students will be instructed that they can further research on the Province of Georgia in addition to the homework worksheet. The students will be asked to print out websites/articles and highlight any facts that the class did not cover during the lecture/discussion. The class will discuss the findings of any of the enrichment as review for the unit test.

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2. Modifications/Accommodations:

Students who need accommodations will be given a handout with the teacher's complete notes so that they can follow discussion more efficiently.

Assessment of Student Learning

1. Formal Assessment (rubrics, worksheets, tests):
Students will have to complete the Southern Colonies worksheet for homework
2. Informal Assessment (teacher observation, participation, cooperation, etc.)
Participation in discussions will count as part of the students' overall grade, especially in the critical thinking about primary sources

Post-instruction Assessment

Students will be assessed through a unit test on all of the information presented about Early America/Thirteen Colonies. The unit exam will test the students' knowledge on the information as well as an understanding of the primary sources that were presented during each lesson. The unit test will comprise of multiple choice question, true-false questions, matching questions, fill-in the blank questions, and short answer questions dealing with the primary sources that were explored in class.

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Name _____

Date _____

Early America/ Thirteen Colonies Unit Test

Directions: Please match the appropriate individual(s) with the colony/province in which the individual was significantly influential. Terms from Column B can only be used once.

<u> G </u> 1. Province of North Carolina	A. George Carteret
<u> B </u> 2. Province of Georgia	B. James Oglethorpe
<u> D </u> 3. Colony of Virginia	C. John Cotton
<u> F </u> 4. Province of Maryland	D. John Rolfe
<u> L </u> 5. Province of Pennsylvania	E. John Wheelwright
<u> A </u> 6. Province of New Jersey	F. Lords Baltimore
<u> H </u> 7. Delaware Colony	G. Lords Proprietors
<u> I </u> 8. Province of New York	H. Peter Stuyvesant
<u> E </u> 9. New Hampshire Colony	I. Richard Nicolls
<u> J </u> 10. Rhode Island Colony	J. Roger Williams
	K. Thomas Hooker
	L. William Penn

Directions: Please circle the appropriate answer for the following multiple choice questions.

11. Who first controlled much of the Middle Colonies?

E. Spanish

F. French

G. Dutch

H. Portuguese

12. Who was the first governor of New York?

E. William Penn

F. Peter Stuyvesant

G. John Wheelwright

H. Richard Nicolls

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13. What colony did the Puritans establish in the New World?

E. Massachusetts Bay Colony

F. Colony of Rhode Island

G. Connecticut Colony

H. New Hampshire Colony

14. Which English King granted the first charters to establish colonies in the New World?

E. King Charles I

F. King Charles II

G. King James I

H. None of the Above

15. In what year did the Province of New Jersey split East and West?

E. 1674

F. 1654

G. 1701

H. 1689

16. Which explorer originally explored and discovered the Middle Colonies?

E. William Penn

F. Henry Hudson

G. John Rolfe

H. None of the Above

17. In the early years of the Virginia Colony, who could vote?

E. All Men and Women alike

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F. Only White Men and Women

G. Only White Men

H. None of the Above

18. In what year did the Provinces of North and South Carolina become royal colonies?

E. 1725

F. 1698

G. 1701

H. 1729

19. The Province of Pennsylvania served as a safe haven for what English outlaw group?

E. Puritans

F. Pilgrims

G. Quakers

H. Protestants

20. What does the word "Pennsylvania" mean?

E. "Penn's Rivers"

F. "Penn's Woods"

G. "Penn's Mountains"

H. "Penn's Lowlands"

Directions: Please circle either true or false for the following statements.

21. True **False** The Popham Colony, in 1607, was a complete success.

22. **True** False The Massachusetts Bay Colony had very strict religious standards.

23. **True** False The Province of New York was originally part of the Spanish new world.

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24. **True** False In 1681, the Delaware Colony became part of the new Province of Pennsylvania until 1704.
25. **True** False Charles Town was a significant town throughout the Southern Colonies.
26. **True** False The Middle Colonies was the most ethnically diverse region of the New World.
27. **True** **False** The Maryland Toleration Act stated that Catholics and Protestants had to live separate from one another.
28. **True** False In 1624, the Virginia Colony became a royal colony.

Directions: Please answer the following questions below; keep your answers concise and to the point in the space provided under the question.

29. The Southern Colonies were known for five major cash crops, list at least two of the five cash crops.

Tobacco, Rice, Cotton, Indigo, Sugar Cane

30. List two purposes of the establishment of the Province of Georgia.

-Buffer State between Spanish Florida and the rest of the British Colonies.

-Colony where criminals and debtors were sent to do service.

31. What did the new Colony of Rhode Island offer to its communities?

Offered religious freedoms

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32. When the Province of New Jersey was reunited in 1702, who was its first governor?

Edward Hyde, 3rd Earl of Clarendon

33. Why did the settlers of the Virginia Colony set up their fort at Jamestown?

Jamestown was protected by the water, with shallow sea ports and many other defensible points.

34. Discuss the relationship between the settlers and the Native Americans around the Colony of Virginia.

Relationship was strengthened by John Rolfe, but after Rolfe left the relationship worsened once Chief Opchanacanough took control of the Powhatan Confederacy. The Indians began attacking Virginian settlements.

Directions: Fill in the blank provided with the appropriate term from the class notes.

35. Lord Baltimore possessed _____ power over the Province of Maryland.

Absolute

36. The Province of Carolina was separated North and South in _____. **1712**

37. The Province of Pennsylvania was a/an _____ colony, meaning that taxes were enforced by the British. **Proprietary**

38. Later renamed Hartford, _____, was a significant settlement in the Connecticut Colony. **Newton**

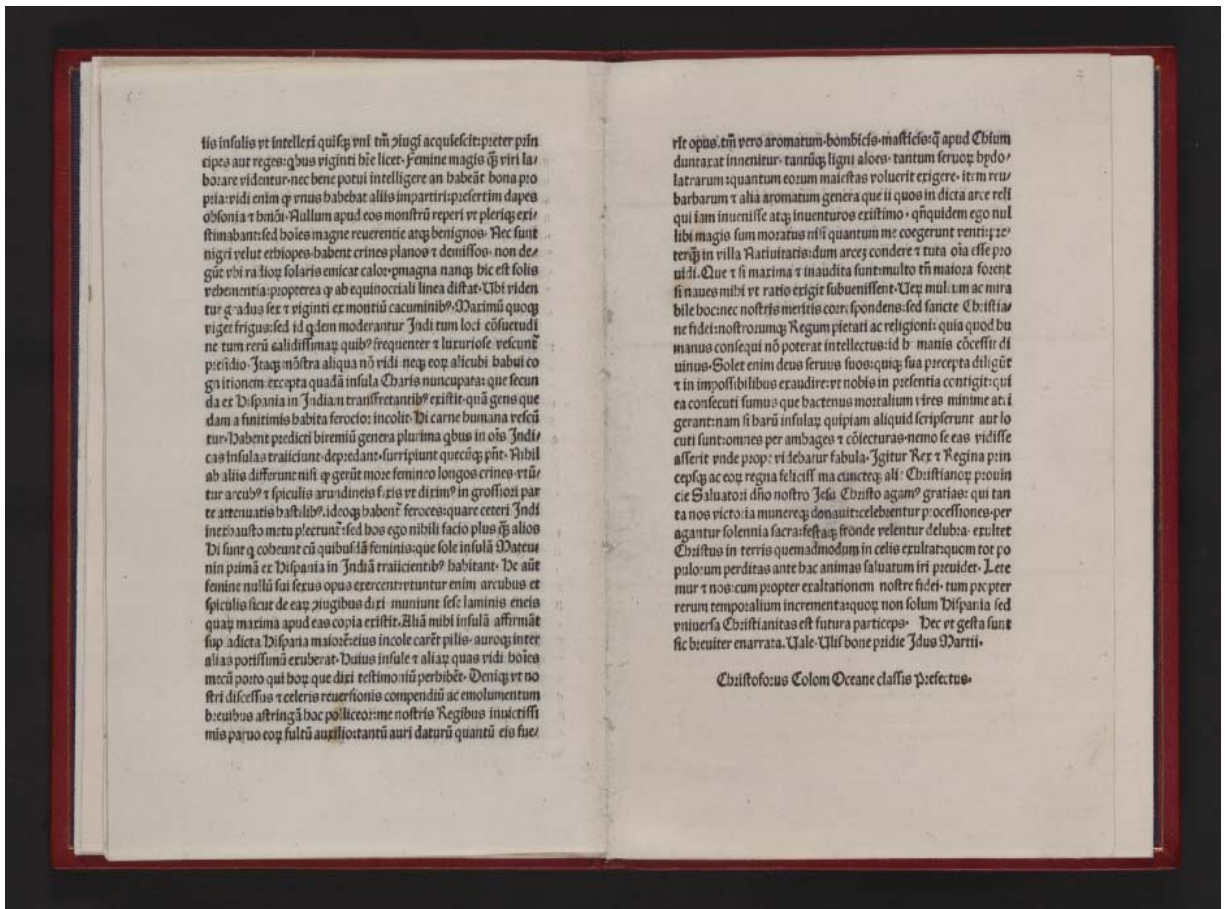
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39. After receiving a charter from King James I, Captain Christopher Newport and the _____ of London sailed to the New World. **Virginia Company**

40. In the Southern Colonies only _____ could vote. **Landowners**

Directions: Please discuss the importance of the following **Primary Source** documents and photos. Your discussion should include why these sources were important to Early America and the Thirteen Colonies that we covered in class.

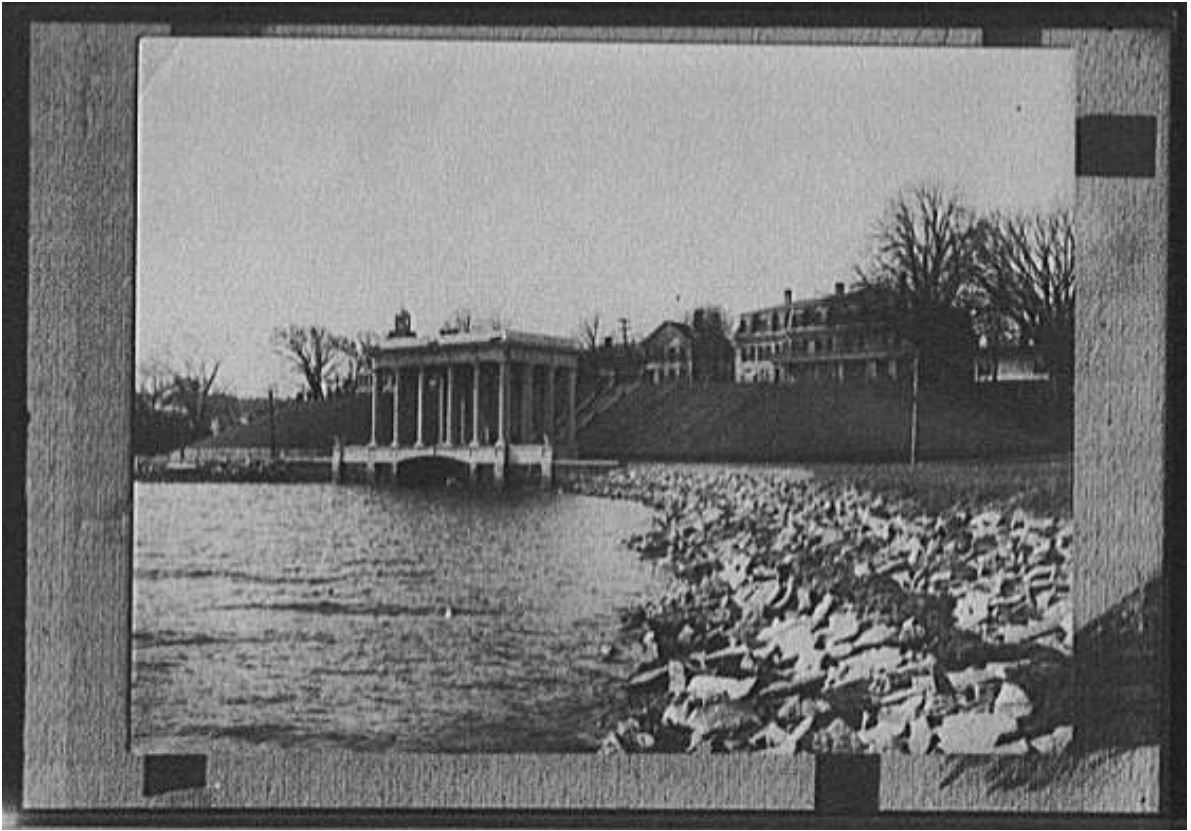
41.



Columbus' Account of His Journey to America

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42.



Plymouth Rock

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43.



William Penn's Conference with Colonials

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44.



Civil and Religious Liberties in Maryland

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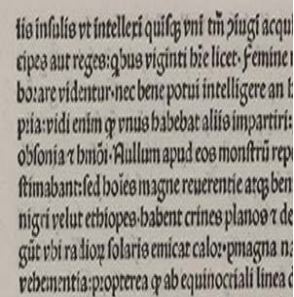



45.








Charles Town in South Carolina

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Bibliographic Organizer of Library of Congress Sources

Name of Learning Unit: Early America/Thirteen Colonies		
Created by: Steve Hubsch		
Date: March 7, 2010		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: Coming to America		
	Columbus's Account of 1492 Voyage Christopher Columbus (1451–1506).	http://www.myloc.gov/Exhibitions/EarlyAmericas/ExplorationsandEncounters/ColumbusandtheTaino/ExhibitObjects/ColumbussAccountof1492Voyage.aspx
	Secotan Village Showing Space Utility Theodor de Bry c1619.	http://www.loc.gov/exhibits/1492/images/secotan.jpg
Lesson #2: New England Colonies		
	United States-New England States Nicolaes Visscher c1685.	http://hdl.loc.gov/loc/gmd/g3715.ct000001
	This plan of the British dominions of New England in North America William Douglas c.1750	http://hdl.loc.gov/loc/gmd/g3720.ar079600

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	<p>Roger Williams Statue</p> <p>Detroit Publishing Company</p> <p>c.1900-1910</p>	<p>http://hdl.loc.gov/loc.pnp/det.4a17975</p>
	<p>Plymouth Rock</p> <p>Detroit Publishing Company</p> <p>c.1900-1920</p>	<p>http://hdl.loc.gov/loc.pnp/det.4a27751</p>
<p>Lesson #3: Middle Colonies</p>		
	<p>The First Visit of William Penn to America - A Conference with the Colonists</p> <p>Howard Pyle</p> <p>1883</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3a50073</p>
	<p>Sir Henry Hudson Entering New York Bay</p> <p>Edward Moran</p> <p>c.1898.</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3c07822</p>
	<p>New York & New Jersey Commissioners Line from 41^o on Hudson's River Taken in 1769</p> <p>Peter Force Map Collection</p> <p>1769</p>	<p>http://hdl.loc.gov/loc.gmd/g3811f.ar124300</p>
<p>Lesson #4: Chesapeake Bay Colonies</p>		

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	<p>A New Map of Virginia, Maryland, and the improved parts of Pennsylvania & New Jersey</p> <p>John Senex</p> <p>c.1719.</p>	<p>http://hdl.loc.gov/loc.gmd/g3790.ct002126</p>
	<p>A Map of Virginia</p> <p>John Overton</p> <p>c.1667</p>	<p>http://hdl.loc.gov/loc.gmd/g3880.ct000903</p>
	<p>The Wedding of Pocahontas with John Rolfe</p> <p>Geo Spohni</p> <p>c1867</p>	<p>http://hdl.loc.gov/loc.pnp/pqa.03343</p>
	<p>Religious & Civil Liberty Established in Maryland in 1649</p> <p>James Barry</p> <p>1793</p>	<p>http://hdl.loc.gov/loc.pnp/pqa.01132</p>
<p>Lesson #5: Southern Colonies</p>		
	<p>A New and Accurate Map of the Province of Georgia in North America</p> <p>Universal Magazine of Knowledge and Pleasure</p> <p>1779</p>	<p>http://hdl.loc.gov/loc.gmd/g3921p.ar156900</p>

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 <p>Oglethorpe's Council with the Indian Chiefs.</p>	<p>James E. Oglethorpe's Council with the Indian Chiefs</p> <p>No author on record</p> <p>c. 1730</p>	<p>http://loc.gov/pictures/item/2005688536/</p>
	<p>A View of Charles Town the Capital of South Carolina in North America</p> <p>Pierre Charles Canot</p> <p>1778</p>	<p>http://loc.gov/pictures/item/2004672416/?sid=0e952ce495d511557d0d4f72db5afcc7</p>
	<p>Southeastern United States</p> <p>Willm. Henry Toms & R.W. Seale</p> <p>1733</p>	<p>http://hdl.loc.gov/loc.gmd/g3300m.gct00061</p>
	<p>Four People Working with Harvested Tobacco in Shed</p> <p>No author on record</p> <p>c. 1700</p>	<p>http://loc.gov/pictures/item/99406790/</p>