

Title of Unit: English Colonies: A Comparison of Two

Vital Theme of Unit: Viewing the two English colonies from location, climate, economics, religions preferences, history and government comparing and contrasting the two.

Author and Contact Information: Peggy Smyth
807 Mayes Avenue
Sweetwater, Tennessee
Sweetwater Elementary School
Smythm@k12tn.net

Grade level: 4th

Number of lesson plans: 5

Time needed to complete unit: Approximately two weeks.

Curriculum Standards Addressed: 1.0, 1.01.spi2, 3.1, 4.1 spi 2, 4.1spi 4. 4.2 spi 1, 4.3spi 6,
And 4.6 spi 2.

Technology Used: Computer

Unit introduction and overview of instructional plan:

Connecticut and Barbados were both English colonies but in different parts of the Northern Hemisphere. Each colony was settled for different reasons and each experienced different problems in making their colony successful. These differences and similarities will be explored along with cultural differences.

The students will complete this unit before we begin reading the novel, “The Witch of Blackbird Pond.”

English Colonies: A Comparison of Two

English colonies in the New World were settled and established for many different reasons during the seventeenth century. Changes had been taking place in European countries with the settlement of the Americas. It was a time of greed for riches in gold and silver where all of the world's premiere navigational countries were involved. This financial reward was of great interests to England. Pirates from England laid in wait for Spanish ships as they were returning home from Mexico and South America in ships that were loaded with such riches. England later decided it would be to their benefit to colonize the New World themselves. The new English colonies were very different in how they would be governed. Religious preferences as well as economic and social interaction were among those differences. Barbados and Connecticut were examples of how these new English colonies would become extremely different from the homeland.

Barbados is an island located in the eastern Caribbean at 13.10 N, 59.32 W, between the Tropic of Cancer and the Equator. The climate is tropical with an average temperature of 79. The land is flat at the coast and hilly in the interior. The yearly average rainfall is about 40 inches on the coast and 90 inches in the interior (Barbados 1).

The island was visited by the Portuguese and the Spanish during the sixteenth century. However, the first English ship arrived in 1625 and claimed the land on behalf of King James I. With the crown's blessing and financial backing of wealthy Englishmen, a settlement was established in 1627. These colonies set up an Anglican church and in 1639 formed a House Assembly, where an elected legislature and a Crown's representative (or Governor) presided over the island.

Deforestation began to make way for cash crops that would make the island financially

profitable. The settlers first raised tobacco and cotton and made a quick profit until tobacco began to glut the market in the 1650s with Virginia's production of high quality tobacco. Prices fell and Barbados switched from tobacco production farming to raising sugar cane. The Dutch and Sephardic Jews, who had been thrown out of Brazil, were eager to help Barbadian planters transfer to the sugar cane industry. Within the next twenty years, an almost complete deforestation occurred and Barbados experienced an economic sugar boom. (Watson, 1-2).

When the first English settlers arrived in Barbados, indentured servants from England were used to work on the tobacco farms. These servants volunteered to work for a predetermined time. Other servants were obtained by kidnapping or relocating criminals. The white population in Barbados was the largest in the English colonies at this time. Many of these former indentured servants later went on to settle in the American colonies. (History of Barbados 2).

As the planters in Barbados shifted from tobacco to sugar in 1640, the strenuous work of raising sugar was not what indentured servants were interested in doing voluntarily. The work required plus the high mortality rate of the servants made the number of indentured servants go down. Therefore, there were less indentured servants coming to Barbados. (Morgan P. 298-299).

The Dutch and Sephardic Jews began to give aid and expertise to the planters of Barbados in acquiring a labor force from Africa. Large numbers of slaves were brought to the sugar estates where they planted, weeded, harvested, and processed the crop. The work was extremely hard and the mortality rate was so high that more and more slaves had to be brought to Barbados.

From 1627 to 1807, it has been estimated that 387,000 slaves were shipped to Barbados making the population change from a majority of white to a majority of black people. With the

introduction of sugar cane and slavery to Barbados, the economic and social order of the island changed drastically. (Watson 2).

Connecticut is located at 41.35 N and 72.43 W. It was one of the New England Colonies with an area of 5,544 square miles. The land in Connecticut includes mountains, hills, rivers, valleys and a coastal area. The monthly average temperature ranged from a high of 84.4 degrees to a low of 16.7 degrees. (Carpenter and Provorse 1-3).

The first Europeans to visit Connecticut were the Dutch in 1614. Later in 1633 they built a trading post called the House of Hope, and a fort at the mouth of the Connecticut River which had a prosperous fur trading business with the inhabitants. (Hartford 1).

In 1634, the citizens of New Town, Massachusetts, requested permission of the Massachusetts General Court to relocate to Connecticut. The Puritan settlers wanted to move because they needed more room for their cattle and more fertile land. They felt that they were hemmed in and needed more room for their existence. (Cronon 141). This Puritan group bought the land from the Native American people and called their new settlement Quinnipica, later called New Haven. These people came to Connecticut with the belief that they had divine guidance to govern.

Many other groups of Puritans later came to Connecticut and settled along the Connecticut River. Problems arose with the Native Americans who shared the land with them which resulted in the Native Americans being killed or sold as slaves.

The Puritans wanted to govern themselves and chose their own leaders. In doing so, they adopted the Fundamental Orders in 1639. This form of government allowed the colony to elect their own governor and representative assembly. The church and state worked as one in this colony. Each local congregation governed itself. (History of Colonial America P. 13-14).

The meeting house was usually located in the center of the settlement. It was here that the social and governmental meetings were held. Attendance during church services was mandatory, and if not attended, a person could be fined as much as five shillings according to the Act of 1646. Most activities in these colonies were centered around sermons. (Boorstine 13). Being a member of the church meant that you were a citizen of the colony and had the right to vote and be elected to public office. Puritans feared that people who were not of the Puritan faith would gain power if they became citizens of their community. Therefore, tolerance of other faiths was not accepted.

Puritans believed that they were here to purify the Church of England. They had a clash with the Quakers who were preoccupied with trying to purify their souls. Quakers believed in 1) equality of all men, 2) informality - simple dress, language and no ceremonies of any kind, and 3) toleration where people are believed generally to be good. They respected different religious doctrines. Two problems arose from the Quakers of New England. First was their desire to become martyrs and the constant concern for their soul. Second was the strength of their beliefs. It was for these reasons that many Quakers were banished, branded, or hung by Puritans (Boorstin 33-34).

The land in Connecticut had been occupied for many years without a proper title. In 1662, John Winthrop Jr. went to King Charles II in England requesting and receiving a royal charter. This charter's only restriction said that the colony's laws should not conflict with the laws of England. (Connecticut Colonial History, 3-4).

When King James II succeeded King Charles II as King of England, he appointed Edmund Andros to lead the newly consolidated New England. When Edmund Andros arrived and demanded the charter, the charter disappeared. According to the tradition, it was said to

have been hidden in the hollow of a large oak tree. Edmund Andros was never able to secure the charter, but he did rule Connecticut as part of New England. In 1689 Andros was arrested and a new colonial self-government was reinstated. (Connecticut 13).

Connecticut during the seventeenth century was economically self sufficient. Most of the farms were small and grew crops for their own use such as grain, corn, and vegetables. They also usually raised cattle or other animals. The colony was able to sell or trade the surplus of crops and cattle to other colonies. (Connecticut P.12).

Education in the Puritan colony was of great importance. Children began school by attending a Dame school where they were taught to read, write and do arithmetic. As the children grew older, they were sent to a higher school of learning. Colleges and universities were started in Connecticut during this time.

England made a profound mark on both Barbados and Connecticut, politically, religiously, economically, and socially. These marks affected each colony in different ways. Both colonies had ties to England, but for the most part, the English government allowed them to rule themselves most of the time. In religious preferences, Barbados stuck with the Anglican Church (Church of England). Connecticut, on the other hand, was filled with very devout Puritans whose aim was to purify the Church of England. Barbados chose to have large sugar estates worked by slaves, and Connecticut chose to be an independent agricultural trading colony.

Socially, everything in a Puritan Colony revolved around the church. However, in Barbados you were a planter, store keeper, merchant or a slave. Each colony had benefits and drawbacks and they were both very different from each other.

Annotated Bibliography

“Barbados” Microsoft Encarta Encyclopedia 2004. July 5, 2005

Encarta provided well researched basic information on Barbados.

Boorstin, Daniel J. *The Americans: The Colonial Experience*. New York: Random House, 1958.

Boorstin gives a detailed look at the colonist of America during their beginnings. He is detailed in his explanations and provides a point of view that answers questions many times raised by students of history.

Carpenter, Allen and Provorse, Carl. “*Connecticut Geography*” Online updated June 10, 2005. Netstate. <http://www.netstate.com/state/geography/ct_geography.htm>

This website provided factual information on Connecticut. The information is in detail and accurate.

Cronon, William. *Changes in the Land*. New York: Hill and Wang, 1983.

Cronon provides a look at the New World before colonization and after. He explains how the land changed and how this change effected not only the people living in these areas but also the plants and animals.

Connecticut Colonial History. Henry William Elson. 1904. “History of the United States” July 12, 2005 <<http://www.usahistory.info/New-England/Connecticut.html>>

Elson give a clear recount of the settlement of Connecticut. Details not found in other periodicals were found in this publication.

“Hartford” Microsoft Encarta Encyclopedia 2004. July 6, 2005

This article explains how Hartford was established and the history behind it. It was important because it explained the influence of the Dutch in this area.

Henretta, James A. “History of Colonial America” Microsoft Encarta Encyclopedia 2004. July 5, 2005

This article included different information that includes the other colonies in American. Connecticut was explained in a clear and informative way.

“History of Barbados” July 4, 2005 <<http://barbados.org/history1.htm>>

This website was a wonderful source of information on the beginnings of Barbados as a colony of England. It explained how Barbados became the leading colony in sugar

production.

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

Morgan takes a critical look at how the founding of this country and the subject of slavery shows a contradiction in America's idea of freedom from the beginnings. This book provides a deeper look at slavery in the New World.

Watson, Dr. Karl "Slavery and Economy in Barbados" Online posting 11 July 2005. 5 Jan. 2001.
BBC History. July 11, 2005 <<
http://www.bbc.co.uk/history/state/empire/barbados_01.shtml >

Dr. Watson gives a critical view of Barbados during the early settlement times. He clearly explains the situation of the early settlers and other people who contributed to the success and problems of the colony.

Unit: English Colonies: A Comparison

Lesson Title: Finding the Location

Grade Level: 4th Grade

Essential Question related to Vital Theme: How did the explorers know where they were?

Lesson Time: Approximately 1 hour

Curriculum Standards —list:

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

4.3.spi.,6 . Use latitude and longitude to identify major North American cities on a map (i.e., Boston, Mexico City, Toronto, Charleston, Savannah, Washington D.C. Philadelphia, Sante Fe, Los Angeles).

Technology used and how: Computer will be used to find information on www.mapquest.com.

Materials: Social Studies: Early United States (Harcourt Brace 2002 Ed.)

Map of the western hemisphere showing lines of latitude and lines of longitude.

Activity description (s) and overview of instructional strategies:

The class will read pages 136 and 137 in textbook (*Social Studies: Early United States*) becoming familiar with the terms: parallels of latitude, meridian of longitude, and prime meridian. Other terms used will be: Equator, Tropic of Cancer and Tropic of Capricorn. The map given in the text show the four voyages of Columbus and asks students to identify the location of Hispaniola using coordinates.

Students will then use the information gained from Mapquest to locate Barbados and Connecticut on a blank map of the western hemisphere using the lines of latitude and longitude.

Supporting Assignment/Homework:

Using the atlas in the textbook the students will find 5 major cities in the world and locate them using the coordinates of latitude and longitude.

Assessment: The students will be able to identify the location of major cities using the lines of latitude and longitude. They will also be able to correctly use the terms parallels, latitude, meridian, prime meridian and longitude.

Finding the Location

Name _____

Turn to the atlas in your textbook. Find a map that has the parallels of latitude and the meridians of longitude.

Locate the city using the coordinates given.

30°N 90°W _____

40°N 75°W _____

45°N 70°W _____

45°N 100°W _____

34°N 80°W _____

Answers to worksheet

1. New Orleans
2. Philadelphia
3. Augusta, Maine
4. Pierre, South Dakota
5. Charleston, South Carolina

Unit: English Colonies: A Comparison

Lesson Title: Puritans and Quakers

Grade Level: 4th Grade

Essential Question related to Vital Theme: How are they different and how are they alike?

Lesson Time: Approximately two class periods

Curriculum Standards---- list:

4.1.spi2. Identify cultural groups who inhabited North America in the 17th century (Puritans and Quaker)

Technology used and how: Computers will be used to find information searching the web on Puritans and Quakers.

Materials: *Social Studies: Early United States* (Harcourt Brace 2002 Ed.)
Work sheet with questions to investigate.

Activity description (s) and overview of instructional strategies:

The class will be divided into two groups. One group will investigate the Puritans and the other group will investigate the Quakers. The students will read the information in their text book regarding Puritans and Quakers supplied therein. (Unit 3, Lesson 3 and 4) They will collect facts from the textbook then collect additional information from the computer. They will become experts on their subject.

The next day each group will supply the information that will be added to a class Venn Diagram comparing and contrasting.

Assessment: The students will fill out a Venn Diagram on their own comparing and contrasting the Puritans and Quakers.

Study Guide

Puritans and Quakers

1. Where did this group live in the New World.
2. Did this group believe in education of their children?
3. What kind of a bible did they use?
4. Why did they come to the New World?
5. Who was the leader of this group in the New World?
6. Was this group tolerant of other religious groups? Explain:
7. Could you tell by looking or hearing a member of this group, which group they belonged to? Explain:
8. Explain the beliefs of your group:

Compare: Puritans and Quakers

Puritans

Alike

Quakers

Unit: English Colonies: A Comparison

Lesson Title: Compare Old vs. New Maps

Grade Level: 4th Grade

Essential Question related to Vital Theme: What are the differences between the old maps and the new maps?

Lesson Time: Approximately 2 hour

Curriculum Standard — list:

Content Standard: Students will evaluate evidence to develop comparative and casual analysis to interpret primary sources.

Technology used and how: Old maps will be viewed from copies and the computer. Old maps can be viewed at the Library of Congress website.

Materials: Copies of present day maps and old maps.

Activity description (s) and overview of instructional strategies:

The class will work with study-buddies observing the copies of old maps and new maps. They will next view different old maps on the computer comparing them to maps of today. They will use an Investigation Sheet to make more detailed observations.

Assessment: Students will write a report describing the maps observed and how they are different from today's maps.

Investigation Sheet Map Study

Old Map 1

Cartographer _____

Year _____

How is it different from today's map?

Old Map 2

Cartographer _____

Year _____

How is it different from today's map?

Old Map 3

Cartographer _____

Year _____

How is it different from today's map?

Unit: English Colonies: A Comparison

Lesson Title: Connecticut and Barbados

Grade Level: 4th Grade

Essential Question related to Vital Theme: What were the differences between the two British Colonies: Connecticut and Barbados?

Lesson Time: Two classes

Curriculum Standards:

4.3.spi.8 identify cause and effect relationships between population distribution and environment issues

4.6.spi.2 determine how the issue of slavery caused political and economic tensions between government policy and people's beliefs.

Technology used and how: Computers will be used to investigate Barbados and Connecticut.

Materials: Investigation sheet.

Atlas

Encyclopedia

Activity description (s) and overview of instructional strategies:

The class will be divided into two groups. One group will investigate Barbados and the other group will investigate Connecticut. As they are doing their investigation, they will fill out the investigation sheet that is supplied.

The next class period, the groups will report on their investigations. The information from each group will be added to a class Venn Diagram.

Assessment: The class will compare the two colonies on a Venn Diagram.

Compare: Barbados and Connecticut

Barbados

Alike

Connecticut

Unit: English Colonies: A Comparison

Lesson Title: Time Line

Grade Level: 4th Grade

Essential Question related to Vital Theme: When and why did the British settle different colonies in America?

Lesson Time: On going lesson. Will update the class time line when pertinent to the lesson begin studied.

Curriculum Standards – list:

1.01 Continue to develop oral language and listening skills.

1.02 Demonstrate knowledge of concepts of print.

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

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 conflict, loss of territory, increase of trade).

4.2.spi.1 recognize the concept of supply and demand.

Technology used and how: Computers will be used to research in more detail the information that is being added to the class time line.

Materials: Large roll of paper for the class time line.

Receipt paper or roll of computer paper for student time line.

Color pencils for students.

Markers for class time line.

Textbook: *Social Studies: Early United States* (Harcourt Brace 2002 Ed.)

Activity description (s) and overview of instructional strategies:

This time line will begin at the beginning of the school year. As we study the early years of the United States and list the important events, the students will have a clearer picture of how our history unfolded.

This section of the time line will be about the years from 1600 to 1770. As each event is studied it will be added to the time line.

Assessment: The students will fill in a flow chart to show the cause and effect of different parts of history using their own personal time line.

The student will fill out journal entries describing the cause and effect of events in history.

Flow Chart
Show cause and effect of events on the time line.

1st Event

2nd Event

3rd Event

4th Event

Flow Chart
Show cause and effect of an event in history

Event 1

Event 2

Event 3

Event 4

Event 5