

Title of Unit: The Earliest Permanent English Settlements

Vital theme of the unit: This unit will allow fourth grade students to compare and contrast the settlements at Jamestown, Plymouth, and the Massachusetts Bay Colony. The unit will focus on the people and the leaders in the settlements. Also, they will study the colonists' religious beliefs and determine how those beliefs affected the colonization process in what later became the United States of America.

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Grade Level: Fourth grade

Number of lessons in the unit: three

Time needed to complete the unit: three weeks

Curriculum Standards addressed:

Social Studies State Performance Indicators:

4.3.3 - Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).

4.6.1 - Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

4.4.3 - Examine how the Mayflower Compact is a symbol of the first United States government.

4.1.3 - Determine how various groups resolve conflict (i.e., school, tribal councils, courts).

4.1.2 - Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

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

4.1.4 - 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).

- 4.2.4- Recognize the difference between a barter system and a money system.

Reading State Performance Indicators:

- 4.1.20- Recognize cause and effect relationships within text.
- 4.1.22- Determine appropriate inferences and draw conclusions from text.
- 4.1.25- Identify the author's purpose (to entertain, to inform, to persuade, to share feelings).
- 4.1.8 - Use headings, graphics, and captions to make meaning from text.
- 4.1.14- Interpret information using a chart, map, or timeline.
- 4.1.15- Use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.
- 4.1.23- Select sources from which to gather information on a given topic.
- 4.2.8 - Identify the most reliable sources of information for preparing a report.
- 4.1.10- Determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.
- 4.1.11- Recognize and use grade appropriate vocabulary within text.

Technology used:

Computers with internet access

Television connected to computer

Videotapes: Colonial Life for Children - Plimoth Plantation; Colonial Life for Children - Jamestown; Colonial Life for Children - Roger Williams & Rhode Island. (Schlessinger Media)

Unit Introduction and overview of the instructional plan:

Fourth grade students have a limited understanding of the past. Utilizing videos, internet web sites, and appropriate reading passages from secondary and primary sources, students will have a much better understanding of what life was like in the early 1600s in North America. The state required instruction of Reading and Social Studies SPI's will be met concurrently via the reading passages. Students will be able to name the three earliest English settlement and their important leaders, the reasons for coming to North America for each settlement, the importance of religion to colonists, and the difficulties

they all suffered through.

The activities will promote research skills, vocabulary enrichment, and content knowledge. Through writing diary entries, developing an advertisement/broadside pamphlet, and cooperatively working on projects, the students should be able to utilize their own personal academic strengths. The internet sites are user-friendly and will provide a wealth of information.

The unit will take approximately three weeks to complete.

The Earliest English Settlements

When we think of America's beginning, we often think of the Declaration of Independence, Paul Revere's ride, or the Boston Tea Party. However, more than 150 years earlier English-speaking people settled much of the area of North America that eventually became those original thirteen colonies. It was these early English settlements that set the stage for the unique experiment we now call the United States of America. Understanding the people of that era helps us understand our own national character. Their reasons for leaving England for the "new world" were varied. Many had strong religious beliefs which permeated their society. Their bravery and spirit of adventure - even their desire for wealth - still abides in the American nature today. We also can see the seeds of racism and inhumanity evident in that society which is still with us four hundred years later.

Jamestown

Jamestown was founded as a business enterprise of the Virginia Company of London. Its main purpose was to make a profit for the merchants, political figures of the time, and others who had invested in the company. Its board of directors expected Jamestown to be as profitable as the Spanish and Portuguese had been in Mexico, Peru, and Brazil (Nash, 57). Peace with the Spanish in 1604 ended the privateers, so investors looked to colonizing Virginia as another lucrative venture. They invested in hopes of finding gold or other precious metals, valuable plants for dyes or medicines, or even iron, furs, potash, pitch, and tar. These were materials that the English needed and usually had to import (Morgan, 45). There was also great interest in discovering a northwest passage through the continent to China and other eastern countries.

The settlement and the river were named after King James I. The charter suggested that the company bring Christianity to the natives of the land. Englishmen (Church of England) were in a rivalry with the Spanish (Catholics) for uncommitted peoples of the earth (Nash, 57). The Virginia Company thought of it much like the Romans conversion of primitive Britons. Without the civilizing influence of the Romans, Britain would still be populated with heathens, like America still was. The Virginia Company investors believed they were formed not only for trade and profit but for a higher purpose. In addition to bring Christianity to the savages of North America, it would create redemption from idleness and crime to the unemployed masses of England (Morgan, 47).

The location was beside a swamp which bred millions of mosquitoes, carriers of malaria. Shallow wells were contaminated by salty water, and in the summer and early fall, stagnant river waters retained the colonists' garbage and excrement which promoted dysentery and typhoid fever. Only 38 of the 104 colonists were still alive nine months later. Disease and hunger plagued Jamestown for several years. Between 1607 and 1622, the Virginia Company sent around 10,000 people to the colony, but only around 2,000 were still alive in 1622 (Taylor, 130).

There were at least three flaws in the plan that the promoters of English colonization developed. One was that they had miscalculated the kinds of resources that they would find on the North American coast. There were no precious metals to be dug up. Even if there had been, the Indians around the James River would not have allowed themselves to be forced into labor as the Spanish had done in Mexico and Peru. That was a second flaw in the plan - the Jamestown colonists could not exploit the native

population through an army of conquistadors. The third flaw, and maybe the greatest one, was in the composition of those early settlers (Nash, 59).

Many of the colonists were gentlemen-adventurers who were unaccustomed to manual labor. There were far too many gentlemen and far too few farmers and laborers - men who could cut trees, build houses, and plant vegetable gardens (Nash, 59). Although sickness did create a weakened group, even when they were healthy those colonists refused to work diligently at raising corn to feed themselves. In addition to the gentlemen, other colonists were poor vagrants rounded up from the streets of London and forced to go to Virginia. The population explosion in England, coupled with high unemployment, created a larger than usual vagrant group. In England, wealth and birth had excused the gentlemen from manual labor and the vagrants had learned to survive by stealing or begging (Taylor, 131).

Instead of growing corn, the first colonists at Jamestown spent much time searching for precious metals. These colonists thought that the Indians would feed them because they were misled by the promoters who had promised that the natives would welcome them with generosity. Unfortunately, the colonists did not understand that the local Indians had very little surplus. They only raised a little more than they themselves needed. When seventeen colonists forced themselves on one village, the Indians killed them and stuffed their dead mouths with corn as a sign of contempt and left their bodies for other colonists to find (Taylor, 132).

Captain John Smith commanded the colony in 1608-1609 and was not afraid to work himself. He was not of the gentlemen class and demanded that the colonists work six hours a day in the fields. He divided the few colonists that were left into work gangs

and told them that they would either work or they would not eat. He was hounded from the colony and never returned. It was after his departure that the Jamestown colonists went through “the starving time.” In the fall of 1607 when colonists were starving and too sick to work, Powhatan sent food and saved the colony. In December of 1607, Smith was captured by Powhatan when Smith was exploring Powhatan’s confederacy. Powhatan wanted to impress the English with his power and staged a mock execution of Smith. At the moment when the executioners were to strike the deadly blow, Powhatan’s 12 year old daughter threw herself on Smith to save him, but Smith did not understand the rescue in symbolic terms as Powhatan’s strength and desire to create a bond with the colonists. Instead, Smith took this event as an outburst of love for the English. After this time, Pocahontas became a kind of ambassador for her father to the Jamestown colony. She learned English and kept her father informed of the state of the colony. Since the colonists were unable to sustain themselves, Smith tried to force trade with Powhatan but Powhatan had decided to let the Englishmen starve. Smith raided the Indian villages for supplies and killed native people. Eventually relief ships arrived, but the Jamestown colony was only barely surviving. In 1613, Smith captured Pocahontas and held her at Jamestown. She eventually converted to Christianity and married a colonist, John Rolfe. At that time, Powhatan reluctantly signed a peace treaty (Nash, 67-70).

What eventually saved the Jamestown settlement and made it successful was the ability to grow tobacco and allowing emigrants to own land to cultivate the tobacco. Men that could afford to pay their own passage as well as indentured servants (when their term of indenture was up) were entitled to fifty acres each. This created greater initiative for growing their own food and producing a cash crop since they were now working for

themselves and not the company.

In 1624, England terminated the company charter and made Virginia the first royal colony in the English empire. Finally, after great cost in both native and colonist lives, the English had a “lucrative, dynamic, and expansive base on the North American continent” (Taylor, 136-137).

Pilgrims at Plymouth

The Plymouth Settlement formed because a group of Englishmen wanted the differences between the Catholics and the Church of England to be even greater. They did not just want to "purify" the church; they wanted to separate from the Church of England and form congregations of their own. They called themselves "saints" and others called them "separatists". However, King James, as head of the Church of England, would not allow them to practice their religion. They had to attend the Church of England or be put into jail. These Separatists, especially a group from Scrooby in England, decided to move to Holland where there was religious freedom. While they were allowed religious freedom, their children were speaking Dutch and forgetting English ways. So, they decided to move to America after some of them had read John Smith's *Description of New England*. Now, because they were moving for religious reasons, these Saints, or Separatists, were given a new name - Pilgrims (Hakim, 52).

In 1620, a group of 102 Pilgrims boarded the Mayflower to sail for the "New World." Only about half of the people on board were Pilgrims. The other half were those who were leaving England because they were either in trouble, unhappy, or craved adventure. The Pilgrims called them "Strangers." Both the Pilgrims and the Strangers had much in common. Most were poor, had a trade, expected to work hard, were

ambitious, and all wanted a better life. The Pilgrims wanted to build a society more perfect than any place on earth. The Strangers had 10 indentured servants, a soldier, a barrel maker, and four orphans who were indentured to work until they were 21 among them. The journey lasted 66 miserable days. The Mayflower was cramped, smelled badly, and their food became ruined (Hakim, 53-54).

While the Mayflower was still anchored, there was a threat of mutiny and they agreed to govern themselves under a compact. It would establish the laws and rules and who would be the leaders. They framed this Mayflower Compact as a cooperative undertaking and the Saints/Pilgrims and the Strangers worked well together after that (Hakim, 53). Governor William Bradford wrote in his book, *Of Plymouth Plantation*, ““Being thus arrived in a good harbor, and brought safe to land, they fell upon their knees and blessed the God of Heaven who had brought them over the vast and furious ocean, and delivered them from all the perils and miseries thereof, again to set their feet on the firm and stable earth, their proper element”” (Taylor, 168).

The Pilgrims organized their landing parties in a rather haphazard manner. Even though Capt. Miles Standish was a military man, he did not create an organized military unit. Rather, the Pilgrims found that defense could not be separated from any other daily life task because they had to be constantly on guard day and night (Boorstin, 354). The Plymouth colonists had landed at an area that had many conveniently cleared fields. They were beneficiaries of those fields because a devastating epidemic had decimated the coastal Indians years earlier. While it was a long hard starving winter for them in 1620-21, thereafter there were good crops and more emigrants stabilized and strengthened the colony. It was the harvest time of 1621 when the Pilgrims decided they had much to be

thankful for and invited Chief Massasoit to join them for a feast and to give thanks. They did so for three days (Hakim, 57). Ten years after arriving, there were about fifteen hundred English people in the Plymouth colony - though often the newcomers were not Pilgrims (Taylor, 165 & Nash, 93-94).

Squanto, a Wampanoag who had been kidnapped by an English ship captain in 1614, had eventually made his way back to New England only to find that most of his people had been killed by the plague. (Nash, 92) He was introduced to the colonists by Samoset and who later met their chief, Massasoit. It was the Indians, especially with Squanto's friendship, that kept the Plymouth colonists from starving that 1620-21 winter. While Squanto did teach the colonists about cultivating the fields and using fish for fertilizer, it's probable that he learned this technique when he was in Europe. Indians in New England lacked any way to transport large amounts of fish from the river to the field and chose to avoid this back-breaking work. Instead, they simply abandoned the field when it lost its fertility. The Indians considered fertilizing fields with fish, as the English did, as totally unnecessary labor (Cronon, 45).

The Wampanoag Indians had hoped to incorporate the Plymouth colonists into a mutually beneficial network of trading and alliances in spite of their being suspicious of the Pilgrims. There was no violence at Plymouth between the colonists and the natives until the Englishmen discovered the Indian's underground cold-storage cellars and stole much of the corn (Nash, 92-93). Unfortunately for the Wampanoag, the Plymouth colonists came to treat the natives as inferiors. These colonists considered the Indians cruel, barbarous, and treacherous. Plymouth colonists decided that their survival depended upon violence and treachery against the natives (Taylor, 194). Following a

particularly brutal, murderous incident by the English, the Wampanoag called the English colonists Wotowquenange, which in their language meant stabbers or cutthroats. By 1630, the Plymouth settlement began to become incorporated into the larger Massachusetts Puritan community.

The Puritans of Massachusetts Bay Colony

In 1630, the *Arabella* carried toward North America the future leaders of the Massachusetts Bay Colony. Its passengers had left England primarily because of their religious beliefs. They believed there should be a radical cleansing of Catholic elements in the Church of England. They wanted to purify it and were known as purifying radicals or Puritans (Nash, 86). Upon that ship was John Winthrop, who later became Governor of the Massachusetts Bay Colony. He stated that “Wee shall be, as a Citty upon a Hill, the eies of all people are uppon us; soe that if wee shall deale falsely with our god in this worke wee have undertaken and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world” (Boorstin, 3).

Puritans wanted to establish a community of pure Christians who swore a covenant with God that they would work for Him, knowing that in return he would watch over and take care of them (Nash, 88). Many Puritans saw New England as a refuge, where they could live apart from sinners and far away from the supervision of persecuting bishops (Taylor, 167). They considered their lives to be an analogy to the children of Israel in the Old Testament who had a covenant with God. Puritans believed that they were reliving the story of Exodus and going into the wilderness (Taylor, 178). They considered the Bible to be less a body of legislation than a group of binding

precedents (Boorstin, 19). In fact more than colonists in other regions, Puritans thought they had a divine mission to create a model society in America: a Bible Commonwealth which would be dedicated to the proper worship of God and to the rules of a godly society (Taylor, 178).

For the early settlers of Massachusetts Bay, New England law turned out to be based pretty much on the scriptures and English law. There was very little attempt to make new institutions from Biblical materials. They were attempting to show the coincidence between what the scriptures required and what the English law had already provided (Boorstin, 24). Some considered the Massachusetts Bay Colony a theocracy but that is untrue. The ministers were important people in the colony, but they did not hold political office or govern. However, they did not allow religious freedom for anyone other than themselves. They simply did not believe in being tolerant of others' beliefs. Rev. John Cotton said that toleration is "liberty....to tell lies in the name of the Lord" (Hakim, 60). What distinguished that mother-colony in the age of New England Puritanism was its refusal to create a theory of toleration (Boorstin, 8).

Roger Williams, a minister, preached that Puritans were not truly pure because they would not separate themselves completely from the Church of England. He argued that they interpreted the Bible incorrectly, and he claimed that the Puritan colonists were intruding on Indian soil and illegally depriving the Indians of their rights. When he would not retreat from his views, the Massachusetts magistrates banished him from the colony. He retreated to the south and started a small settlement of his followers which was the beginning of Rhode Island (Nash, 90). What would have simply been a new sect within Puritanism in England created a new colony in America (Boorstin, 8). Anne

Hutchinson was another spiritual leader that was banished from the Massachusetts Bay colony, and she and her followers joined the Williams' group in Rhode Island (Nash, 90). By insisting upon an exclusive church, the New England Puritans broke with the more moderate and inclusive Puritans in England (Taylor, 180).

About 14,000 English Puritans came to New England during the "Great Migration" period of the 1630s. From 1640 to 1700, only 7,000 more emigrated. Consequently, colonial New England was populated primarily by the descendants of that great surge of emigrants during the 1630s. Even though the early months of the settlement were difficult, Puritans kept coming (Nash, 89). New England attracted skilled and prosperous people by colonial standards. Most of the New England colonists could pay their own way and emigrated in family groups. Compared to the Jamestown settlers, the New England environment was more labor intensive and provided small rewards, but it also permitted longer and healthier lives (Taylor, 169-170).

As they began to prosper, they built towns that were small and easy to defend. The meetinghouse was used as a church, town hall, and general meeting place. The Puritans cared deeply about schooling and almost every town had a school. They passed a law that said "It is therefore ordered, that every township in this jurisdiction, after the Lord has increased its number to 50 householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general" (Hakim, 64-65). This law guaranteed that every child could get an education - not just the wealthy ones. This was the beginning of public education. Harvard University was established soon after the colony began. Puritans in England were not

allowed to attend college, so it was important to them that Harvard succeed (Hakim, 65).

During the 1600s, many had a belief in magic and witches because they lived in an unpredictable and often deadly world that was beyond their control. No Puritan wanted to believe that bad things that happened was purely random and without supernatural meaning because that would confirm that feeling of helplessness and isolation in a world without God. Puritan New Englanders felt that witches had to be identified, prosecuted, and neutralized because Satan often recruited human beings to do his work (Taylor, 183).

While people in all the settlements in the new world (and in mother England as well) believed in witches and Satan's work with them, what happened in Salem, Massachusetts, was far from the usual event. Some young girls began having what could be described as convulsive fits. One of their neighbors directed Samuel Parris's servant, Tituba, to make a witchcake to see if witchcraft could be the cause. Shortly thereafter, the girls accused Tituba and two elderly women of witchcraft. The girls continued to have "fits" and more. Hundreds of people were accused of witchcraft. Eventually eighteen men and women were hanged and one was pressed to death for being witches (Caporael). When the accusations targeted members of prestigious families, the legal authorities stopped further trials. The Salem mania halted the prosecution of witches in New England (Taylor, 185).

The Puritan culture and society evolved over the seventeenth century and into the eighteenth. The core principles persisted, however. The commitment to a moral, educated, commercial, and homogeneous people continued to thrive. Compared with other colonial regions, New England was a land of relative equality and opportunity as

well as a thrifty, industrious, and entrepreneurial people. The region's large, healthy families and long life spans promoted social stability, accumulated wealth, and the transfer of that wealth from one generation to the next. Nowhere else in America did colonists have greater access to public worship and nearly universal education. Those ideals remain powerful in our own culture and a testament of the Puritan legacy. But there was also a dark side, intolerance for religious dissenters and the dispossession of Indians from their land and disrespect/bigotry of their culture also has left its mark (Taylor, 185-186).

Annotated Bibliography

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

Boorstin presents a very well documented and researched look at America from the very first settlements through the Revolution.. This book explains the diverse types of people and political thinking at the time of the earliest beginnings of our country. He attempts to help his readers truly understand the colonial mind.

Cronon, William. *Changes in the Land*. New York: Hill and Wang, 1983, 2003

Cronon gives the environmental history of North America at the earliest colonial period. By using evidence he has researched, he explains how the farming practices and commercial enterprises of the early English colonists destroyed the forest habitat and helped destroy the native Indians. He is both an historian and an ecologist - showing how the land and the people influenced one another.

Caprael, Linda R.. *Ergotism: The Satan Loosed in Salem?* Science, Vol. 192, April 1976

This article puts forth a theory of why the Salem witchcraft crisis occurred. The author theorizes that a disorder called convulsive ergotism may have been the cause. Ergot is a fungus that occurs on rye grain and the flour used to make bread contained it. The author has researched both the time period and the disease very well.

Hakim, Joy. *A History of US - Making Thirteen Colonies 1600-1740*. New York: Oxford University Press, 1993, 1999, 2003

Ms. Hakim's series, *A History of US*, is designed for upper elementary age students. This volume, Volume 2, focuses on the time period from the very beginnings of North American colonization through just before the Revolution. It explains this period in a way that all ages can understand and appreciate.

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

This book focuses on the introduction of slavery onto this continent, so the author well documented the Virginia colony's development. There excellent information on Jamestown and the colonists' treatment and opinion of the local Indian population.

Nash, Gary B. *Red, White & Black*. Upper Saddle River, New Jersey: Prentice Hall, 2000

Nash argues that in order to understand this nation's beginning, we must see the interactions of and destinies of the many peoples on North America. He explains both the Indian and the colonists' way of thinking and how they were radically different on many scales.

Taylor, Alan: American Colonies. New York: Penguin Books, 2001

Taylor gives an account of America's earliest years by examining the many cultures that helped make up America. He discusses the value of the Native American tribes and gives a well thought out and research picture of the colonial time period. It is a total overview of colonial America and gives a comprehensive account of the diversity at that time.

Unit: The Earliest Permanent English Settlements

Lesson Title: Jamestown - the struggle to survive

Grade Level: Fourth grade

Essential Question related to Vital Theme:

What were the reasons these men chose to come to North America? What were the problems they faced and why? Who were the persons most important in Jamestown's survival and ultimate success?

Lesson Time: Four to five lessons, 45 minutes to 1 hour each

Curriculum Standards-list:

Social Studies State Performance Indicators:

4.3.3 - Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).

4.6.1 - Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

4.1.3 - Determine how various groups resolve conflict (i.e., school, tribal councils, courts).

4.1.2 - Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

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

4.1.4 - 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).

4.2.4- Recognize the difference between a barter system and a money system.

Reading State Performance Indicators:

4.1.20- Recognize cause and effect relationships within text.

4.1.22- Determine appropriate inferences and draw conclusions from text.

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

- 4.1.8 - Use headings, graphics, and captions to make meaning from text.
- 4.1.14- Interpret information using a chart, map, or timeline.
- 4.1.15- Use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.
- 4.1.23- Select sources from which to gather information on a given topic.
- 4.2.8 - Identify the most reliable sources of information for preparing a report.
- 4.1.10- Determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.
- 4.1.11- Recognize and use grade appropriate vocabulary within text.

Technology used and how:

Video: Colonial Life for Children - Jamestown

Web sites: <http://jefferson.village.virginia.edu/bcdh/jamestown/>

<http://www.apva.org/history/jsmith.html>

<http://www.apva.org/history/pocahont.html>

<http://www.apva.org/history/jrolfe.html>

During center times, a group of two children may explore the Jamestown site in the classroom. Students will be assigned one of the other three sites to learn about either John Smith, Pocahontas, or John Rolfe and write a diary entry about a day in his or her life.

Materials:

Fourth grade Social Studies textbook, Harcourt publisher, Chapter 4, pages 173-174.

Three copies of portraits of Pocahontas for each child

"The Jamestown Story" by *Brown Paper School, US Kids History: Book of the American Colonies*

A History of US - Making Thirteen Colonies Vol. 2 (p. 34-36)

Activity description(s) and overview of instructional strategies:

Utilizing teacher-led questioning, students will discuss the reading passages to learn content about Jamestown. Groups of four will be given a specific question to answer about the facts they have read. Then they will write a question from the material for the other groups to answer. Using the copies of the portraits of Pocahontas, students will

make inferences and judgements about the artist's portrayal of her and compare/contrast that with the information they have learned about her.

Supporting Assignments/Homework:

In addition to the technology based activities listed, the students will create an advertisement or broadside pamphlet for the London Company's settlement in Virginia. By creating an ad trying to entice new settlers to come, kinesthetic, artistic, and students with verbal/written learning styles can use their academic strengths to make the learning more fun and engrained in their memory.

Assessment:

Assessment of prior knowledge of Jamestown will be done by teacher-led questioning. Analytical and synthesizing questions will be asked throughout the lesson. The teacher will guide students to go beyond literal understanding into higher order thinking/questioning to understand the settlement at Jamestown. There will be no formal pre-test. After completing the Jamestown lesson, students will be given a teacher-made quiz based upon all the written information all students were given. The diary entry each child makes and the advertisement/broadside pamphlet will be assessed using rubrics.

Unit: The Earliest Permanent English Settlements

Lesson Title: The Pilgrims at Plymouth

Grade Level: Fourth grade

Essential Questions related to Vital Theme:

What were the main reasons Pilgrims came to America? What were the problems they faced and why? Who were the important people who helped the Plymouth settlement become successful?

Lesson Time: Four to five lessons approximately 45 minutes to 1 hour each.

Curriculum Standards:

Social Studies State Performance Indicators:

4.3.3 - Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).

4.6.1 - Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

4.4.3 - Examine how the Mayflower Compact is a symbol of the first United States government.

4.1.3 - Determine how various groups resolve conflict (i.e., school, tribal councils, courts).

4.1.2 - Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

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

4.1.4 - 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).

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Reading State Performance Indicators:

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4.2.8 - Identify the most reliable sources of information for preparing a report.

4.1.10- Determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.

4.1.11- Recognize and use grade appropriate vocabulary within text.

Technology used and how:

Video - Colonial Life for Children - Plimoth Plantation

Computer web site: <http://nps.gov/colo/Jthanout/Jtvs.Ply>.

Computer web site: <http://www.rootsweb.com/~nisnd/index.htm> (The Pilgrims and Plymouth Colony: 1620)

Computer web site: http://www.plymrock.org/who_were_the_pilgrims1.htm

During center time groups of children will explore these web sites. The video will be used to begin the study of the colony at Plymouth.

Materials:

Fourth grade Harcourt Social Studies textbook - pages 174-177 and 192-193

Brown Paper School US Kids History: Book of the American Colonies - pp. 36-37

A History of US - Making Thirteen Colonies - Vol. 2 - pp. 51-58

Copy for each child of the primary source, Mayflower Compact, and a copy edited for spelling. The primary source can be found at

<http://historyplace.com/unitedstates/revolution/revgfx/may-compact.jpg>. The edited copy can be found at <http://www.historyplace.com/unitedstates/revolution/mayflower.htm>.

Mayflower worksheet from <http://abcteach.com/Thanksgiving/supplies.htm>

Activity description and overview of instructional strategies:

A copy of the Mayflower Compact as a primary source will help the learners to see how the English language has evolved and the forethought of the Pilgrims to set up a

government prior to leaving the Mayflower. This primary source will lead to rich discussions and questioning/dialogue among the students as they compare the Jamestown and Plymouth settlers.

The books and reading selections are secondary sources that are targeted to upper elementary readers and are researched well. They contain graphics to help explain the text. Continued questioning and discussions of the reading materials cause students to compare/contrast, develop vocabulary, and infer.

The web site listed in the Technology section is a comparison and contrast between Jamestown and Plymouth. Using a Venn diagram, classroom discussions will allow the learners to have a better understanding of the likeness and differences between the two groups. Visual and verbal learners will prefer this lesson.

Supporting Assignments/Homework:

Make An Illustration - Assign learners the task of creating an illustration with caption that shows ways cooperation helped the English colonists at Plymouth and at Jamestown.

Mayflower Supply List color sheet - The learner will research supplies the Pilgrims would need to take when they left England (p. 192-193 in text). After the assignment is completed, there will be a teacher-led discussion about their choices.

Students will be paired and assigned to write a short report on either: Miles Standish, Squanto, William Bradford, Massasoit, Wampanoag Indians, Samoset, or any other Mayflower colonist they choose and they can find information about.

Students will study the Mayflower Compact with teacher-led discussion, stressing that a compact is a pledge to do things in the stated way for an expressed reason. Then as a large group, the learners will develop a classroom compact to be written in today's English.

Assessment:

There will be no formal pre-test about the Plymouth Plantation. There will be a teacher-made post test based on all the information from all the sources each student was given. A rubric assessment will be used for the report on the colonist. The Mayflower Supply List color sheet will also be assessed for accuracy and neatness.

Unit: The Earliest Permanent English Settlements

Lesson title: The Puritans of New England

Essential Questions related to Vital Theme:

What were the main reasons the Puritans came to North America? What were the problems they faced and why? Who were the important leaders who helped establish the Massachusetts Bay Colony and how did their influence effect the colony? How did the witch trials in Salem effect the colony?

Lesson Time: Four or five lessons - 45 minutes to one hour each

Curriculum Standards:

Social Studies State Performance Indicators:

4.3.3 - Recognize the reasons settlements are founded on major river systems (i.e., transportation, manmade boundaries, food and water sources).

4.6.1 - Recognize how groups work cooperatively to accomplish goals and encourage change (i.e., American Revolution, founding of Tennessee, the failure of the Articles of Confederation, colonies).

4.1.3 - Determine how various groups resolve conflict (i.e., school, tribal councils, courts).

4.1.2 - Identify cultural groups who inhabited North America in the 17th century (i.e., Puritans, Quakers, Spanish, French).

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

4.1.4 - 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).

Reading State Performance Indicators:

4.1.20- Recognize cause and effect relationships within text.

4.1.22- Determine appropriate inferences and draw conclusions from text.

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

4.1.8 - Use headings, graphics, and captions to make meaning from text.

4.1.14- Interpret information using a chart, map, or timeline.

4.1.15- Use available text features (e.g., graphics, glossaries, and illustrations) to make meaning from text.

4.1.23- Select sources from which to gather information on a given topic.

4.2.8 - Identify the most reliable sources of information for preparing a report.

4.1.10- Determine the meaning of unfamiliar words/multiple meaning words using context clues, dictionaries, and glossaries.

4.1.11- Recognize and use grade appropriate vocabulary within text.

Technology used and how:

Video- Colonial Life for Children - Roger Williams & Rhode Island

Computer/television - web site - film clip from computer to television to introduce Puritan intolerance

Computer/television - web site - film clip from computer to television explaining Salem witch trials.

Web Site - <http://www.cedu.niu.edu/blackwell/hnbkdgml.html> (Hornbook graphic)

Web Site - <http://www.nd.edu/~rbarger/www7/hornbook.html> (Hornbook information)

Web Site - <http://school.discovery.com/schooladventures/salemwitchtrials/tips.html>

Web Sites for student research on Puritans:

<http://www.guam.net/home/wresch/stories/churchhistory/13%20Roger%20Williams.html>

<http://www.massmoments.org/moment.ctm?mid=88>

<http://www.17thc.us/>

<http://www.socialstudiesforkids.com/subjects/colonialtimes.htm>

<http://www.exeter.sau16.k12.nh.us/lss/classpages/colonizationweb.htm>

Materials:

Web site - <http://www.thinkport.org/classroom/onlineclips/socialstudiesclips.tp>

Web site -

<http://school.discovery.com/schooladventures/salemwitchtrials/story/story.html>

Fourth grade Harcourt Social Studies textbook (pages 206-209)

Fourth grade Reading Support and Test Preparation, Harcourt Social Studies materials

A History of US - Making Thirteen Colonies, Vo. 2

Copy for each student of graphic of a Typical Hornbook and information about the hornbook

Activity descriptions and overview of instructional strategies:

The video and video clips should especially appeal to visual learners, though all children enjoy videos if age appropriate. The texts (secondary sources) and book passages with pictures and maps appeal to both verbal and visual learners. There will be teacher-led

discussions as passages of the content material is read. Especially when discussing the Salem witch trials, the questioning will require students to analyze and synthesize the information, not just recite literal knowledge. Teacher will brainstorm prior knowledge prior to introducing the lesson to find out how much students know about Puritans and the Salem witch trials.

Supporting Assignments/Homework:

Copy of Anticipation Guide and "School Days" Reading Support passage for each child from Fourth Grade Harcourt Social Studies Materials.

Make a timeline (including pictures) in groups of 4 or 5 of the important events during the Salem witch hysteria.

Each student will make a facsimile of a hornbook using classroom materials.

Students will research Roger Williams, Anne Hutchinson, Thomas Hooker and John Winthrop to have a panel discussion about Puritan beliefs.

Assessment:

"School Days" reading support assignment quiz

Teacher-made test from materials all students have on Lesson 3 - Puritans

Rubric for time-line.