Unit 3: Colonization and Settlement

Big Picture Graphic

Overarching Question:

Why did different colonial regions develop in North America?

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Questions To Focus Assessment and Instruction:

1. How did the push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?
Graphic Organizer

COLONIZATION AND SETTLEMENT

**Causes**
- Connections to exploration
- Goals
- Push and pull factors

**Comparisons**
- Development of early settlements
- Patterns of settlement
- Economic activities
- Political institutions
- Cultural differences between Europeans and indigenous peoples
- French and British interactions with American Indians

**Consequences**
- Development of three colonial regions
- Growth of slavery
- Interactions between settlers and American Indians
Unit Abstract:
In this unit students examine the causes and consequences of European settlement in North America during the seventeenth and early eighteenth centuries. Throughout the unit, students use primary and secondary sources to examine how Europeans adapted to life in North America. Students begin the unit by exploring the reasons for European colonization and identifying the push and pull factors that caused people to migrate to the New World. Students next examine a variety of early settlements such as Roanoke, New Amsterdam, Jamestown, and Plymouth. In doing so, students explore how the reasons for migration and the physical geography of the New World influenced patterns of early colonial settlements and their development. Students explore the three distinct colonial regions: New England, Middle, and Southern colonies. They investigate significant developments in each colonial region, focusing on political institutions and economic activities. For example, in studying the growth political institutions, students explore the Mayflower Compact, colonial representative assemblies, the establishment of town meetings, and growth of royal government. Emphasis is also placed on the economic development of each region, including the establishment of staple-crop agricultural economies in the south and the growth of manufacturing and small farms in New England. Students also consider how regional economic differences influenced the use of slave labor in different colonial regions. In exploring the relationships between the European settlers and American Indians, students compare how the British and French differed in their interactions with indigenous peoples. In considering the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and the subsequent English takeover of the Middle colonies, students analyze immigration patterns that led to ethnic diversity. Students also assess the role of religion when exploring each colonial region. Throughout the unit, students gather and evaluate evidence to answer the question: Why did different colonial regions develop in North America?

Focus Questions
1. How did the push and pull factors of migration influence the settlement of different colonial regions in North America?
2. How did the geography of North America affect settlement patterns and the economic, political, and cultural development of different colonial regions?
3. How did cultural differences and similarities between Europeans and American Indians influence their interactions?
Content Expectations

4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

5 – U2.1.1: Describe significant developments in the Southern colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- establishment of Jamestown
- development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)¹
- relationships with American Indians (e.g., Powhatan)
- development of colonial representative assemblies (House of Burgesses) and royal government
- development of slavery.

5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with American Indians (e.g., Pequot/King Phillip’s War)
- growth of agricultural (small farms) and non-agrarian (shipping, fishing, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government²
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3: Describe significant developments in the Middle colonies, including:

¹ Note that the term "one-crop economies" as used in this expectation is not the proper historical term. Rather, the proper reference should be to "staple-crops." For instance, South Carolina planters grew rice, cotton, and indigo. While the South Carolina economy grew more than one type of crop, it relied heavily on plantation-grown staple crops, which increased reliance of slave labor. Accordingly, both "one-crop economies" and "staple-crops" will be referenced in the key concepts.

² The development and growth of royal government is referenced in the expectations relating to both the Southern and New England colonial regions. This relates to the re-establishment of more British control over her colonies. It is significant to note that royal government was established much sooner in Virginia than in Massachusetts – by more than a half of a century.
• patterns of settlement and control including the impact of geography (landforms and climate) on settlement
• the growth of Middle colonies economies (e.g., breadbasket)
• the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
• immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

5 – U2.3.1: Locate the New England, Middle, and Southern colonies on a map.

Key Concepts
cause and effect
colonial regions
colonization
cultural differences
diversified economy
economic development
ethnic diversity
migration
one-crop economies/ staple-crops
political institutions
primary and secondary sources
role of religion
representative government
settlement
settlement patterns
slavery

Duration
6 weeks

Lesson Sequence
Lesson 1: From Exploration to Colonization
Lesson 2: Jamestown
Lesson 3: The Development of the Southern Colonies
Lesson 4: Religious Freedom and Early New England Settlements
Lesson 5: The Development of the New England Colonies
Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements
Lesson 7: The Development of the Middle Colonies

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3 See footnote #1 above for an explanation of these two terms.
Lesson 8: Comparing Regional Settlement Patterns
Lesson 9: European Settlement and Native Americans
Lesson 10: Slavery Begins in the English Colonies

Assessment
Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

| 5 – U2.1.1 | Create a map depicting the natural features of the three colonial regions and explain in writing how those features shaped the economy and culture of each region. |
| 5 – U2.1.2 |
| 5 – U2.1.3 |
| 5 – U1.4.2 | Write an evidentiary-based argument that answers the question: “Why did different colonial regions develop in North America?” |

Resources

Equipment/Manipulative
Overhead Projector or Document Camera and Projector

Student Resource


The Mayflower Compact. 3 Sept. 2008  


Thomson, Ruth Dean and Melissa. Life in the American Colonies.


Teacher Resource  


Jamestown Artifacts. Virtual Jamestown. 3 Sept. 2008


Jamestown Teacher Resource Packet. History is Fun. 3 Sept. 2008
<http://www.historyisfun.org/PDFbooks/JAMESTOWN-Teacher%20with%20pictures%205-8-03.pdf>.

The Lost Colony. 3 Sept. 2008 <http://thelostcolony.org/For_Educators.htm>.

Map of the Middle Colonies. Holt, Reinhart, Winston. 3 Sept. 2008
<http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?ST9%20Middle%20Colonies>

Map of the New England Colonies in 1650. 3 Sept. 2008

Map of the Southern Colonies. The Thirteen Colonies. 3 Sept. 2008
<http://www.mce.k12tn.net/colonial_america/southern_colonies.htm>.

Native American Cultures. 3 Sept. 2008 <http://www.sagehistory.net/colonial/topics/nativeam.htm>.

New France. The Canadian Encyclopedia. 3 Sept. 2008

Occupations of the New World. Virtual Jamestown. 3 Sept. 2008

The Original Thirteen Colonies. 3 Sept. 2008


Wampanoag Country in the 1600s. Plimoth Plantation. 3 Sept. 2008

Resources for Further Professional Knowledge

American History Websites. 3 Sept. 2008


Instructional Organization

Lesson 1: From Exploration to Colonization

Content Expectations:
4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
5 – U1.2.2: Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).

Key Concepts: cause and effect, colonization, migration, settlement, settlement patterns

Lesson 2: Jamestown

Content Expectations:
5 – U2.1.1: Describe significant developments in the Southern colonies, including:
• patterns of settlement and control including the impact of geography (landforms and climate) on settlement
• establishment of Jamestown
• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
• relationships with American Indians (e.g., Powhatan)
• development of colonial representative assemblies (House of Burgesses)
• development of slavery.

Key Concepts: colonization, cultural differences, economic development, political institutions, role of religion, representative government, settlement, settlement patterns

Lesson 3: The Development of the Southern Colonies

Content Expectations:
5 – U2.1.1: Describe significant developments in the Southern colonies, including:
• patterns of settlement and control including the impact of geography (landforms and climate) on settlement
• establishment of Jamestown
• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
• relationships with American Indians (e.g., Powhatan)
• development of colonial representative assemblies (House of Burgesses)
• development of slavery.
**Key Concepts:** colonial regions, colonization, one-crop economies/staple-crops, political institutions, primary and secondary sources, role of religion, representative government, settlement, settlement patterns, slavery

**Lesson 4: Religious Freedom and Early New England Settlements**

**Content Expectations:**
5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with American Indians (e.g., Pequot/King Phillip’s War)
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

**Key Concepts:** cause and effect, colonial regions, colonization, cultural differences, migration, primary and secondary sources, role of religion, settlement, settlement patterns

**Lesson 5: The Development of the New England Colonies**

**Content Expectations:**
5 – U2.1.2: Describe significant developments in the New England colonies, including:
- patterns of settlement and control including the impact of geography (landforms and climate) on settlement
- relations with American Indians (e.g., Pequot/King Phillip’s War)
- growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies
- the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

**Key Concepts:** cause and effect, colonial regions, colonization, cultural differences, diversified economy, economic development, migration, political institutions, role of religion, representative government, settlement, settlement patterns
Lesson 6: Settlements in the Middle: New Amsterdam and Quaker Settlements

Content Expectations:
5 – U2.1.3: Describe significant developments in the Middle colonies, including:
• patterns of settlement and control including the impact of geography (landforms and climate) on settlement
• the growth of Middle colonies economies (e.g., breadbasket)
• the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
• immigration patterns leading to ethnic diversity in the Middle colonies.

Key Concepts: cause and effect, colonial regions, colonization, cultural differences, diversified economy, ethnic diversity, migration, role of religion, settlement, settlement patterns

Lesson 7: The Development of the Middle Colonies

Content Expectations:
5 – U2.1.3: Describe significant developments in the Middle colonies, including:
• patterns of settlement and control including the impact of geography (landforms and climate) on settlement
• the growth of Middle colonies economies (e.g., breadbasket)
• the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies
• immigration patterns leading to ethnic diversity in the Middle colonies.

Key Concepts: cause and effect, colonial regions, colonization, cultural differences, diversified economy, ethnic diversity, migration, role of religion, settlement, settlement patterns

Lesson 8: Comparing Regional Settlement Patterns

Content Expectations:
5 – U2.1.4: Compare the regional settlement patterns of the Southern, New England, and the Middle colonies.

Key Concepts: colonial regions, colonization, economic development, settlement, settlement patterns

Lesson 9: European Settlement and Native Americans

Content Expectations:
5 – U1.4.2: Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in
the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

5 – U1.4.3: Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

Key Concepts: cause and effect, colonization, cultural differences, primary and secondary sources, settlement

Lesson 10: Slavery Begins in the English Colonies

Content Expectations:
4 - G4.0.1: Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

5 – U2.1.1: Describe significant developments in the Southern colonies, including:
• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)
• development of slavery.
(portions omitted)

Key Concepts: colonization, cultural differences, migration, one-crop economies/staple-crops, settlement, slavery