

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
In partnership with
University of California, Berkeley
History-Social Science Project

8th Grade Lesson: The Thirteen Colonies

Karen Borowski, MDUSD 8th Grade Teacher

**Teaching American History for All
MDUSD/UCB H-SSP
8th Grade Lesson: “The Thirteen Colonies”**

Developed by: Karen Borowski

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

8th Grade Year-long Focus Questions:

How did federalism shape the roles of the national and state governments?

How did the rights of citizens expand and contract during the 18th and 19th centuries?

Unit Focus:

Our Colonial Heritage and the American Revolution

Unit Focus Question:

How did America develop and change from its earliest inhabitants through its colonial period to a new and independent nation?

Unit Working Thesis:

The development of the United States as an independent nation evolved because of the differences between the colonial regions, the changes in the colonists’ attitudes towards the monarchy, and the increase in taxation without representation.

Lesson Focus Question:

What were the contributing factors which led to distinct regional differences in the colonies?

Lesson Working Thesis:

As a result of geography, economics, and religion, regional differences developed in the thirteen colonies.

Reading and Writing Strategy/ies:

- READING: Categorizing
- READING: Evidence/argument development

Suggested Amount of Time:

One class period

Textbook:

Deverell, William and White, Deborah Gray. *United States History: Independence to 1914*. Orlando, Florida: Holt, Rinehart and Winston., 2006, Chapter 2, The English Colonies, pp 32-73.

Other Resources:

Prior to teaching the lesson for the first time, copy each of the attached sheets of attributes on a different color of paper. Each sheet needs to be cut apart and placed in one envelope. You will one envelope for each group. If using the categories sheet with your students, you will need to photocopy these as well (fourth color of paper). Do not put these in the envelope, however.

Context of the lesson in the unit (and its connection to Citizenship):

This would be the first lesson in Chapter 2 and would serve as an introduction to the regional differences of the colonies.

Lesson Procedure:

Prior to lesson, divide students into groups of four or five.

1. Introduction

- Explain to students that they will be looking at factors affecting life in the colonies. Step One...
- Pass out an envelope to each group. Instruct students to open the envelope and place all strips right side up on the table

2. Reading Strategy - Categorization

- Explain that students are to put the strips into categories of their choosing. They should have at least four categories. (Alternative, give them category strips)
- As a whole group, have the students share out the categories they chose

3. Reading Strategy – Compare and Contrast chart

- Pass out chart to each student
- Explain that each color represents a different section
- Students will transfer information to chart based on the sort activity

4. Writing Strategy: Paragraph Outline

- Pass out paragraph outline to students
- Instruct students to use information from the chart to complete the outline
- Share out completed paragraphs and collect

History-Social Science Content Standards:

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Historical and Social Sciences Analysis Skills:

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations

English/Language Arts Content Standards:

2.0 Writing Applications (Genres and Their Characteristics)

2.3 Write research reports:

- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- d. Organize and display information on charts, maps, and graphs

NORTHERN COLONIES CARD SORT TEMPLATES

Harsh Winters	Rocky, Hilly Land	Puritans seeking freedom from religious persecution
Rocky Woodlands	Forests	Shipping
Mercantilism	Puritan	Lumber
Rocky Woodlands	Fishing	Whale hunting
Shipbuilding	Separatists	Religious Freedom for Separatists
Religious Freedom	Escape for those constricted by religious and economic rules	Religious and Economic Freedom
Cold Winters	Mild Summers	Natural Ports
Small Family farms	Rugged seacoast	Skilled Craftsman
Religious tolerance	Families grew crops and raised animals for own use	No cash crops

MIDDLE COLONIES CARD SORT TEMPLATES

Trade and profits	Economic-trade	Freedom for Quakers
Fur trade with Iroquois Indians	Freedom for all-mainly Quakers	No official religion
Religious tolerance	Furs	Mixed farming
Rich Soil	Staple Crops	Wheat
Barley	Oats	Livestock
Indentured Servants main source of labor	Dairy Farming	Hot, humid summers
Cold winters	Snowy winters	Forested mountains
Merchants	Trades people	Rolling Hills
Fertile soil		

SOUTHERN COLONIES CARD SORT TEMPLATES

Refuge for Catholics	Tobacco	Trade and profits
Anglican	Mild Winters	Hot, humid summers
Coastal lowlands	Plantations	Long Growing Season
Rice	Indigo	Slaves main source of labor
Refuge for Debtors	Anglican	Catholic - later Protestant
Anglican	Agriculture	Short, mild winters
Long, hot, humid summers	Small plantations	Trade and profits

CATEGORY TEMPLATES

GEOGRAPHY	ECONOMICS	RELIGION
REASONS FOR FOUNDING		

Use your compare and contrast chart to complete the following outline:

The three regions in the colonies were different in several ways:

One difference was: _____

In New England _____

In the Middle
Colonies _____

And the Southern Colonies : _____

Another Difference was: _____

In New England _____

In the Middle
Colonies _____

And in the Southern Colonies : _____

A third difference was: _____

In New England _____

In the Middle
Colonies _____

And in the Southern Colonies : _____

The most important difference in the regions was _____

because _____

_____.

NAME _____

Compare and Contrast Table

Category	Northern (New England)	Middle	Southern
Geography (What was it like there? Land? Climate?)			
Economics (How did the colonists make money)?			
Religion (What religion was the majority of settlers in the colony)			
Who settled there and why?			

NAME _____

Compare and Contrast Table

Category	Northern (New England)	Middle	Southern
Geography (What was it like there? Land? Climate?)			
Economics (How did the colonists make money)?			
Religion (What religion was the majority of settlers in the colony)			
Who settled there and why?			