

The Thirteen Original Colonies

Your expertise is needed! Historians are needed to report on the 13 original colonies. The information you provide will be used to teach others about colonial times and to convince fellow settlers to move to your colony. Through researching the colonization of America, you will discover the similarities and differences of the New England, Middle and Southern Colonies. After analyzing your findings, you will create a brochure or newspaper to illustrate the colonial period. A hardcopy of your brochure will be submitted for evaluation and each colonial brochure will be presented to the class using the ActivBoard.

Procedure

You and your partner will first choose a colony.

You will then research your colony and record your notes on the Information Sheet. Use your textbook as your first source of information.

The topics you are to research include:

- Name of the colony, date founded, and the founder of the colony. Include any additional people who were important to the colony and explain why.
- Detailed description of why the colony was founded and where the settlers came from.
- Geographic features (neighboring colonies, cities, rivers, etc.)
- Daily life (roles of men, women, and children, food, shelter, songs, games, etc.)
This should be quite detailed.
- Economic activities (how people earned a living)
- Role religion played in the development of your colony
- Attitudes toward slavery
- Educational opportunities
- Structure /organization of the government.
- Additional information
- Credits including URLs of informational sites, image sites, and textbook references. These should be listed on the back of your brochure.

Additionally, you will complete a handout of study questions for this chapter. Work on answering these questions prior to the presentations and make additions to your answers if necessary during the presentations.

Just be careful- You need to have a completed hard copy for class on Sept. 29,

Once the information sheet has been completed, create a tri-fold brochure.

Your brochure is to contain information on all of the topics above. You may present the information on your brochure in bullets, and elaborate during the oral presentations.

The cover of your brochure must include

- the name of your colony
- a map of your region highlighting the colony
<http://www.mrnussbaum.com/mapmaker2/index.html>- This website might be helpful in creating your map.
- names of the historians

Your brochure must contain images relevant to your topic.

ADDITIONAL INFORMATION

Please be sure to include these terms/concepts **if they apply to your colony:**

New England Colonies

Fundamental Orders of Connecticut
religious tolerance
Puritans
General Court
John Winthrop

meetinghouse/town meetings
Anne Hutchinson
Roger Williams
Thomas Hooker

Middle Colonies

Quakers
cash crop
proprietary colony
Pennsylvania Dutch
royal colony
Breadbasket Colonies

religious tolerance
Peter Stuyvesant
Benjamin Franklin
William Penn
patroon

Southern Colonies

Mason-Dixon Line
indigo
Act of Toleration
racism
Bacon's Rebellion

plantations
backcountry
Catholics
debtors

Due Dates: **Information Sheet:** 9/21/16 due at class time

Brochure/Newspaper: 9/26/16 by 9:00pm-save in Googleclassroom

Presentations: Sept. 26-29

Study Questions- located in googleclassroom- bring a completed hard copy to class on Sept. 29.

Some websites that might be helpful for getting information on the following topics:

General information

www.landofthebrave.info

List the colonies in your region, date colony was founded, and explain who founded the colony.

Colonies

[Founding the American Colonies](#)

<http://www.usahistory.info/>

Characteristics

<http://www.socialstudiesforkids.com/articles/ushistory/13colonies2.htm>

Charter and documents

<http://www.yale.edu/lawweb/avalon/states/statech.htm>

Founding the American Colonies

<http://www.timepage.org/spl/13colony.html>

Description of why these colonies were founded.

www.u-s-history.com/pages/h572.html

<http://www.timepage.org/spl/13colony.html>

http://www.east-buc.k12.ia.us/00_01/CA/home.htm

List three geographical characteristics of each colony.

Southern Colonies

General

http://www.kidinfo.com/American_History/Colonization_S_Colonies.html

South Colonies Chart

<http://americanhistory.about.com/library/charts/blcolonial13.htm>

Geography and Natural Resources

<http://matsumoto.eesd.org/tm28/col09/colmain.html>

Food

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfood.htm>

<http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/food.htm>

Middle Colonies

General

http://www.kidinfo.com/American_History/Colonization_Mid_Colonies.html

Middle Colonies Chart

<http://americanhistory.about.com/library/charts/blcolonial13.htm>

Middle Colonies - Geography and Natural Resources

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfarm.htm>

Food

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfood.htm>

New England Colonies

General

http://www.kidinfo.com/American_History/Colonization_NE_Colonies.html

New England Colonies - Chart

<http://americanhistory.about.com/library/charts/blcolonial13.htm>

New England - Geography and Natural Resources

Food

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesfood.htm>

<http://www.scarborough.k12.me.us/wis/teachers/dtewhey/webquest/colonial/food.htm>

General

<http://www.ushistory.org/us/3d.asp>

What role did religion play in the development of your region?

Virtual Religion Index

<http://www.history.org/Almanack/life/religion/religionrev.cfm>

<http://www.history.org/Almanack/life/religion/religionhdr.cfm>

<http://www.socialstudiesforkids.com/articles/ushistory/13colonieschurch.htm>

Describe slavery in your region or the attitude towards slavery.

Slavery

<http://www.history.org/Almanack/people/african/aaintro.cfm/>

<http://www.history.org/Almanack/people/african/aahdr.cfm>

<http://home.earthlink.net/~gfeldmeth/slave.html>

Other Sources of Information

<http://americanhistory.mrdonn.org/index.html>

<http://www.rcs.k12.va.us/csjh/colonies.htm>

<http://www.mrnussbaum.com/historycode.htm>

<http://members.aol.com/TeacherNet/Colonial.html>

http://www.benjaminschool.com/lower/hagy1/thirteen_colonies.htm

<http://www.usahistory.info/>

Basic Information

<http://www.people.memphis.edu/~kenichls/13Colonies.htm>

Education

<http://www.socialstudiesforkids.com/articles/ushistory/13coloniesschool.htm>

African American Experience

http://www.history.org/Almanack/life/Af_Amer/aalife.cfm

Women

<http://pblmm.k12.ca.us/projects/discrimination/Women/special/coloniala.html>

http://www.webconnections.com/MES5th/ColonialWomen_B4.htm

Colonial Life

<http://www.history.org/Almanack/life/life.cfm>

Colonial Occupations and Trades

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

<http://homepages.rootsweb.com/~sam/occupation.html>

<http://www.history.org/Almanack/life/trades/tradehdr.cfm>

Tons of sites

http://www.websterschools.org/classrooms/state_library/colonies.html

<http://www.dasd-ew.org/history.htm>

Biographies of Colonist

http://yahooligans.yahoo.com/Around_the_World/Countries/United_States/History/Colonial_Life_1585_1783/_Biographies/

Medicine

<http://www.history.org/history/teaching/medicine.cfm>

Diseases

<http://homepages.rootsweb.com/~sam/disease.html>

Games

http://www.congressforkids.net/games/thirteencolonies/2_thirteencolonies.htm

Making A Brochure/Newspaper : The 13 Colonies

Teacher Name: **Mrs. Clay**

Student Name: _____

CATEGORY	4	3	2	1
Required Elements	The brochure includes all required elements Cover, date, founder, why, where settlers from, geography, additional information	All but 1 of the required elements are included on the brochure.	All but 2 of the required elements are included on the brochure..	More than 2 of the required elements are not on the brochure.
Required Elements	The brochure includes all required elements: daily life, economic activities, religion, slavery, government, education.	All but 1 of the required elements are included on the brochure.	All but 2 of the required elements are included on the brochure..	More than 2 of the required elements are not on the brochure.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure is attractive, but the information could be organized better..	The brochure's formatting and organization of material are confusing to the reader.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

