



Establishing a Colony

Standards Addressed:

Social Studies

- 4-2:** The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these people.

Language Arts

- 4-R1.15:** Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.

Objectives:

1. The student will, while working with a group, establish five major requirements for a successful colony and display them in a graphic organizer.
2. The student will, with his/her group, create a poster illustrating their five major components and a basic layout of the colony.

Materials:

- Writing utensil
- Copy paper
- Markers
- Poster board
- Map of Walled City (transparency)

Procedures:

1. **Background Knowledge:** Students will have previously learned about the reasons for exploration and leaving England, as well as the most successful early colonies of the New World.
2. Ask students to close their eyes and begin with guided imagery: “Imagine that you’re sailing across the Atlantic Ocean. You’ve been sailing for months on a crowded ship. You’ve seen shipmates endure the tragedy of losing loved ones to illness and you think that you can’t possibly tolerate another day of travel. All of the sudden, there’s a large commotion towards the front of the ship and you can hear in your shipmates’ voices the sound of excitement. You walk towards the uproar and, as the fog clears, you see the coast of what appears to be a large mass of land. White sand, large, lush green trees, a land full of promises. When you calm from the initial excitement, you begin to think about all of the reasons you left England and feel a bit uneasy about the overwhelming task that lay ahead...”

3. Ask students to open their eyes and ask for volunteers to answer questions: “What were you picturing about the ship?” “How did you feel when you finally saw land?” “What challenges did you think would be in your future?”
4. Tell the class that they will be placed into groups and will begin working on establishing their own colonies.
5. Inform the students of with whom they will be working with (Instructor will have predetermined groups) and have them gather in areas of the room to begin working.
6. Pass out 2-3 blank sheets of copy paper and a pack of markers to each group and ask them to select a “recorder”.
7. Inform the class that they will be identifying 5 major components of a successful colony. “Think about what will be necessary for your colony to survive and prosper. Then present your 5 components in a graphic organizer of your choice.” (Students will have used and been exposed to several different forms of graphic organizers) Each group’s recorder will construct the graphic organizer on the copy paper. Allow the students to work in their groups for 10 minutes.
8. After 10 minutes, have each group present what 5 components their colony will need in order to prosper.
9. Display a map of the Walled City of the Charles Towne colony on an overhead projector and discuss with the class the main components of *this* colony. Inform students that they are permitted to revise their original 5 if they feel that other groups or the Walled City has given them additional ideas. Allow 5 minutes for groups to construct a new graphic organizer including new ideas, if needed. Other groups may begin working on their posters. Turn off projector before students begin working on their posters.
10. Inform students that they will be constructing an illustration of their colony on poster board and pass out rubric. Their illustrations should include the 5 major components of a successful colony that they have identified in their graphic organizers.
11. Allow 15-20 minutes for completion of the poster. If time permits, have students present their colony to the class. Ask them to identify their 5 main components and explain how they mapped out their colony. If time does not permit- prepare students to present the following Social Studies class period.
12. Ask students what were the common components of each group’s colony. Have them predict whether the colonies will be successful and why.

Extension Activities:

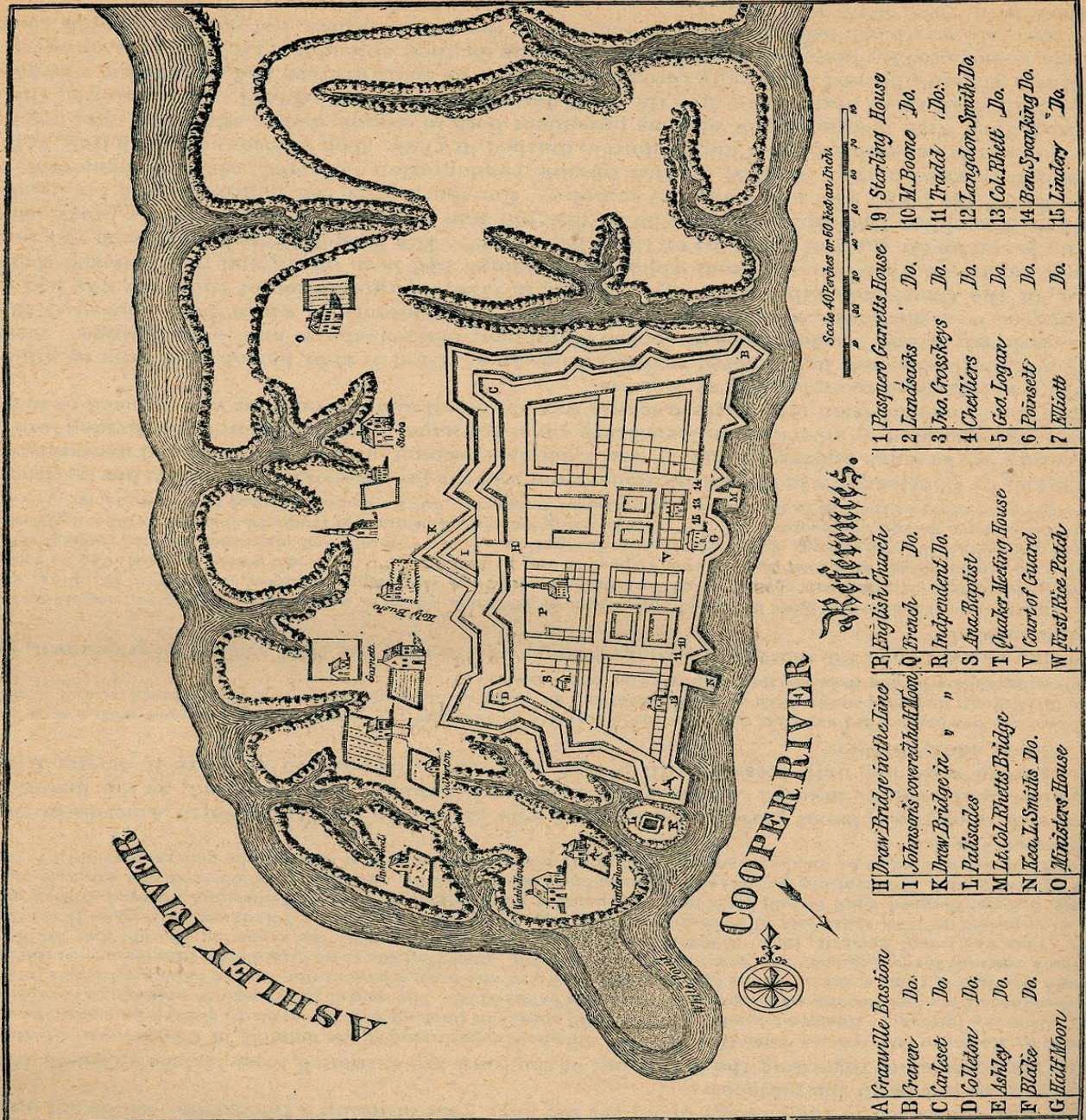
1. Have students complete a WebQuest on one of the early American colonies. Students will compare and contrast their colony to one of the real colonies.
2. Have the class write a play about one of the groups' colony. Each classmate should have a role in the play. The play will need to include the 5 components of the successful colony as well.

Rubric

Criteria	3	2	1	0
Content	Poster shows all 5 components; colony is mapped out neatly	Poster shows 3-4 components; colony is mapped out	Poster shows less than 3 components; colony is mapped out sloppily	Poster was not completed
Group-work	Group members worked efficiently and contributed equally to completion of the project.	Group members worked well together but sometimes off task.	Group members were not focused on project and had to be spoken to repeatedly.	Group members were distracted and failed to complete the project.

**A Plan of
Charles Town
from a Survey of
Edw. Crisp, Esq. in
1704.**

Fac-simile of drawing.



Scale 40 Perches or 60 Feet and an Inch

9	Starling House
10	M. Boone Do.
11	Tradd Do.
12	Langdon Smith Do.
13	Col. Blitt Do.
14	Brau Spang Do.
15	Lindley Do.

References.

1	Pasquero Garretts House
2	Landricks Do.
3	Mrs. Crosskeys Do.
4	Chevliars Do.
5	Gen. Logan Do.
6	Foinsett Do.
7	Elliott Do.

H	Draw Bridge in the Lane
I	Johnson's covered hall
K	Draw Bridge in "
L	Palisades
M	Lt. Col. Rhett's Bridge
N	Gen. L. Smith's Do.
O	Ministers House
P	English Church
Q	French Do.
R	Independent Do.
S	Area Baptist
T	Quaker Meeting House
V	Court of Guard
W	First Rice Patch

A	Crawville Bastion
B	Craven Do.
C	Carleset Do.
D	Collaton Do.
E	Ashley Do.
F	Blake Do.
G	Hill Moor

References

1. Unknown. (2007). LessonsPlanPage.com. Retrieved July 11, 2007, from LessonsPlanPage Website:
www.lessonsplanpage.com/SSexperimentWithcolonization812.htm
2. Unknown. (2007). Charleston County, South Carolina- Historical Maps. Retrieved July, 11 2007, from South Carolina Information Highway Website:
<http://www.sciway.net/hist/maps/mapscharleston.html>

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