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Lesson Plan

Life, Liberty, and Opportunity: the Struggle for Freedom in Tidewater Maryland 1634- 1865

Overview of Lesson Plan:

In groups, students will research each of the four earliest permanent British North American colonies in order to better understand the similarities and differences between the colonies and settlers. Students will answer questions about their assigned colonies then share their findings in “jigsaw” groups. The lesson will conclude with a class discussion to summarize and reemphasize student learning.

Grade Level of Lesson Plan:

High school, though it could be adapted to the middle school level.

Suggested Time Allowance:

1-2 class periods with some at-home reading.

Objectives:

To help students understand the similarities and differences among and between the British North American colonists and the places where they settled.

Materials and Resources:

- Library and/or computer access for student research
- Student text book
- Worksheets with charts and questions for students to complete
- Primary Source Readings:
 - o Jamestown, 1607- Virginia Charter, 1606 (<http://odur.let.rug.nl/~usa/D/1601-1650/virginia/chart01.htm>)
 - o Plymouth, 1620- Mayflower Compact, 1620 (<http://www.law.ou.edu/hist/mayflow.html>)
 - o Massachusetts Bay, 1630- A Model for Christian Charity, 1630 (<http://history.hanover.edu/texts/winthmod.html>)
 - o Maryland, 1634- Maryland Act for Religious Toleration, 1649 (<http://www.mdarchives.state.md.us/msa/speccol/sc2200/sc2221/000025/html/titlpage.html>)

Activities/Procedures:

1. Divide class into four groups, giving each student per group one of the above primary source readings. Students can read in class or as preparatory homework for the activity.
2. Provide students with the following chart to complete based on their primary source reading as well as research done in their textbooks and from other sources. This can be done in class or as homework.

	Jamestown- 1607	Plymouth Plantation- 1620	Massachusetts Bay- 1630	Maryland- 1634
Type of Colony				
Purpose of Settlement				
Religious Affiliation				
System of Government				
Environment & Industry/ Products				
System of Labor				
Social Structure				

3. Divide students into “jigsaw” groups of four, with one student representing each of the four above colonies. Students will then share what they’ve learned about each colony with each other.
4. After students have finished sharing from their charts, groups should work through the following questions:
 - a. Which colonies are most similar? What do you believe attributes to their similarities? Use evidence from your research to support your answer.
 - b. Which colonies are most different? What do you believe attributes to their differences? Use evidence from your research to support your answer.
 - c. What similarities and differences do you see in the primary source documents in regard to the purpose/founding of each of the colonies? Does the type of colony (royal colony, corporate charter or proprietorship) make any difference? Explain using evidence from the primary documents.

- d. What role did religion play in the founding of each of these colonies? Would the role of religion be similar or different if these same colonies were founded today? Explain.
 - e. How were the colonies' systems of government affected by the above factors? Explain.
 - f. How did the last three categories (Environment & Industry/Products, System of Labor, and Social Structure) affect each other? What role did they play in the success of the colony?
5. Lead the students in a class discussion of the above questions.

Extension or Enrichment Activities:

1. Extend research to include the early non-British colonies (Spanish St. Augustine, Dutch New Netherlands, and Swedish New Sweden or New) and/or the later British colonies (CT, VT, RI, NJ, GA, NC, SC, PA). Use founding charters or other primary documents as pre-activity readings.
2. Have students do further readings on the transference of British culture to the new colonies. A sample reading on Maryland/the Chesapeake might include James Horn's Adapting to a New World: English Society in the Seventeenth-Century Chesapeake (University of North Carolina Press, 1988).
3. Have students write a concluding essay with thesis addressing the following question: Was there a "typical" British North American colony? Length may vary according to desired depth.

Interdisciplinary Connections:

- Communications
- English
- Technology

Bibliography

See above.

Academic Content Standards:

Washington State Essential Academic Learning Requirements

- Civics 1.1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents
- Geography 3.3.1 Identify and examine people's interaction with and impact on the environment
- Geography 3.3.2 Analyze how the environment and environmental changes affect people
- Geography 3.3.3 Examine cultural characteristics, transmission, diffusion and interaction
- History 1.1.1 Understand and analyze historical time and chronology
- History 1.1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history
- History 1.1.3 Examine the influence of culture on United States, world, and Washington State history