

## FLCHE-TPS Lesson 5 Grade 5

### Map the 13 Colonies

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<u>Enduring Understandings:</u> There were 13 British colonies in the New World (14th and 15th-East & West Florida). Colonies were divided into Northern, Middle or Southern colonies. Primary sources are original documents from the time period. Maps are a guide of one's surroundings.	
<u>Essential Questions:</u> How do the Northern, Middle and Southern colonies differ?	
<u>Vocabulary/Targeted Skills:</u> characteristic, primary source, economy, geography, community, Northern Colonies, Middle Colonies, Southern Colonies	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will correctly complete a graphic organizer and a label a colonial map.	
<u>Lesson title:</u> Map the 13 Colonies	<u>Time:</u> 1-2 days (30-40 min each)
<u>Standard(s):</u> <u>Florida Social Studies Standards</u> SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information. SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.  <u>Language Arts Florida Standards</u> LAFS.5.RI.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
<u>Content Purpose:</u> Students will use primary sources to identify the characteristics of Colonial America.	
<u>Assessment/Evaluation (for this lesson):</u> Students will complete a graphic organizer and a colonial map that will show the answer to the essential question: <i>How do the Northern, Middle, and Southern colonies differ?</i>	

Reading Materials/Primary Source links:

- L'entrée au port de Boston - dans l'Amérique / Vernet pinxit ; F.A. Annert sc. [178(?)]  
<https://www.loc.gov/resource/pga.05138/>
- The accident in Lombard Street Philada. 1787 / design'd and engraved by C.W. Peale.  
<https://www.loc.gov/resource/cph.3g02672/>
- Life of George Washington--The farmer / painted by Stearns ; lith. by Régnier, imp. Lemerrier, Paris. <https://www.loc.gov/resource/pga.02419/>
- Teacher's Guide- Analyzing Photographs & Prints  
[http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf)
- Primary Source Analysis Tool  
[http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf)
- Colonial America 1776 Map <https://www.eduplace.com/ss/maps/pdf/us1776.pdf>
- The History of Colonial America <https://youtu.be/Do4Ryapg3eU>

Suggested Procedures:

If necessary, review with students the history of how the 13 colonies were formed. Teachers can use the video *The 13 Colonies for Kids | Learn all about the first 13 American Colonies* by Clarendon Learning <https://youtu.be/UUmi3iNMawo> to review with students.

1. On a smartboard, display the *L'entrée au port de Boston (Boston Harbor 178?)* <https://www.loc.gov/resource/pga.05138/> giving no information about the print. As a class, source the print by asking students to guess the following:
  - a. *When do you think this print was made?*
  - b. *Who do you think created this print?*
  - c. *Why do you think the print was created?*
2. Provide students with a copy of the *Primary Source Analysis Tool* [http://www.loc.gov/teachers/usingprimarysources/resources/Primary\\_Source\\_Analysis\\_Tool.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf) and a copy of the print *L'entrée au port de Boston (Boston Harbor 178?)* <https://www.loc.gov/resource/pga.05138/>, telling students that they will be analyzing this print, reminding them it is a primary source.
3. Guide students in the analysis process by asking questions found on the *Teacher's Guide- Analyzing Photographs & Prints* [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf). Instruct the students to write down their answers on their analysis tool worksheet. Discuss the print in-depth, checking for understanding.
4. Repeat steps 1-3 with the other two prints: *The accident in Lombard Street Philada. 1787 / design'd and engraved by C.W. Peale.* <https://www.loc.gov/resource/cph.3g02672/> and *Life of George Washington--The farmer / painted by Stearns; lith. by Régnier, imp. Lemerrier, Paris.* <https://www.loc.gov/resource/pga.02419/>.
5. While displaying each print on the smartboard, explain to students that each print represents one of the three regions of the 13 Colonies, not giving away any reasoning (if students question your explanation, tell them to be patient):
  - a. Northern Colonies- *L'entrée au port de Boston*

- b. Middle Colonies- *The accident in Lombard Street Philada*
  - c. Southern Colonies- *Life of George Washington--The farmer*
6. Provide students with a copy of the Colonies Characteristic worksheet. Explain to students they need to look closely at the prints (using magnifying glasses if available) and complete the worksheet (individually, in groups, or as a class) listing economic, geographic, and community characteristics found in each print. Have students exchange and discuss answers. Check for understanding.
  7. Next, have students watch *The History of Colonial America* <https://youtu.be/Do4Ryap3eU> while continuing to complete the Colonies Characteristic worksheet (teacher should stop video at intervals to check for understanding). Have students exchange and discuss answers. Check for understanding.
  8. Finally, provide students with the Colonial America 1776 Map <https://www.eduplace.com/ss/maps/pdf/us1776.pdf> template. Instruct students that, using what they have learned previously in the lesson, they will be making a map showing the economic, geographic and community characteristics of the 13 colonies. Their map must have names and regions of the colonies along with a KEY to demonstrate the characteristics listed on their worksheet. Have students compare maps to check for understanding. Ask for volunteers to show off their maps to the class.

Extensions:

- Have students choose one of the colonies to further research its history and characteristics.
- Have students research a colony from reliable website such as *13 Colonies Interactive Profile Map* <https://mrnussbaum.com/13-colonies-interactive-profile-map> or *Colonial Settlement, 1600s-1763* <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/index.html> and write a summary to share with the class.

## Colonies Characteristic Worksheet

Directions: Studying primary source prints, list economic, geographic and community characteristics of the three colonial regions.

	Economic Characteristics	Geographic Characteristics	Community Characteristics
<b>Northern Colonies</b>			
<b>Middle Colonies</b>			
<b>Southern Colonies</b>			