

# THE NEW ENGLAND AND MIDDLE COLONIES

**Grade Level or Special Area:** Third Grade

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**Length of Unit:** Six lessons of approximately thirty minutes each

## I. ABSTRACT

In this history/geography unit, students will gain knowledge and understanding of how and why early settlers journeyed to America, as well as why European countries desired to establish colonies in this new land. Students will engage in teacher-guided discussions about the New England and Middle colonies and complete activities to achieve understanding. The unit will be evaluated by administration of an assessment test.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships (*Colorado Model Content Standards for History*, Standard 1).
2. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future (*Colorado Model Content Standards for Geography*, Standard 6).
3. Students will understand how physical geography processes shape the Earth's surface patterns and systems (*Colorado Model Content Standards for History*, Standard 3).

### B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: American History and Geography (pp.72-73)
  - a. The Thirteen Colonies: Life and Times Before the Revolution
    - i. Geography
      - a) The thirteen colonies by region: New England, Middle Atlantic, Southern
      - b) Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
      - c) Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston
    - ii. New England Colonies
      - a) New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
      - b) Gradual development of maritime economy: fishing and shipbuilding
      - c) Massachusetts
        - i) Colonists seeking religious freedom: in England, an official "established" church (The Church of England), which did not allow people to worship as they chose
        - ii) The Pilgrims
          - A) From England to Holland to Massachusetts

- B) 1620: Voyage of the Mayflower
- C) Significance of Mayflower Compact
- D) Plymouth, William Bradford
- E) Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
- iii) The Puritans
  - A) Massachusetts Bay Colony, Governor John Winthrop: “We shall be as a city upon a hill.”
  - B) Emphasis on reading and education, the *New England Primer*
- d) Rhode Island
  - i) Roger Williams: belief in religious toleration
  - ii) Anne Hutchinson
- iii. Middle Atlantic Colonies
  - a) Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
  - b) New York
    - i) Dutch settlements and trading posts in “New Netherland”
    - ii) Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)
    - iii) English take over from the Dutch, and rename the colony New York
  - c) Pennsylvania
    - i) William Penn
    - ii) Society of Friends, “Quakers”
    - iii) Philadelphia

C. Skill Objectives

1. The students will define the vocabulary words *New England, Middle Colonies*.
2. The students will define the vocabulary words: *Pilgrims, Separatists, Mayflower, Church of England, Plymouth, John Carver, Squanto, and Massasoit/Samoset*.
3. The students will define the vocabulary words *Puritans, John Winthrop, Massachusetts Bay Colony, and Boston*.
4. The students will define the vocabulary words *Roger Williams, Anne Hutchinson, and Rhode Island*.
5. The students will define the vocabulary word *Dutch, New Netherland, New Amsterdam, New York, Manhattan Island, Peter Stuyvesant, and Duke of York*
6. The students will define the vocabulary words *William Penn, Quakers, Pennsylvania, and Philadelphia*.
7. The students will demonstrate knowledge of the geography of North America, specifically the Eastern coastal region as it relates to the original 13 colonies, as well as European settlement and colonization through reading and teacher-guided discussion.
8. The students will complete a map labeling the three colonial areas (New England, Middle Colonies, and Southern Colonies), important cities and distinguishing physical attributes.

9. The students will be able to answer comprehension questions after listening to a read aloud from the book *If You Sailed on the Mayflower in 1620*.
10. The students will be able to answer specific questions using facts from their reading about the Puritans and the Massachusetts Bay Colony.
11. The students will be able to answer specific questions using facts from their reading about the Rhode Island Colony.
12. The students will be able to answer specific questions using facts from their reading about the New York Colony.
13. The students will be able to answer specific questions using facts from their reading about the Pennsylvania Colony.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Hirsch, Jr. E.D. *What Your 3<sup>rd</sup> Grader Needs To Know*, pp. 131-156
  2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History and Geography (Third Grade)*, pp. 163-223
- B. For Students
  1. General geographic understanding of the regions of the United States (Core Knowledge Kindergarten-Grade 2)
  2. Knowledge that North America was explored by Europeans starting in the thirteenth century (Core Knowledge Grades 1-2)
  3. Understanding that Native Americans were the first inhabitants of North America (Core Knowledge Kindergarten-Grade 2)
  4. Knowledge of why people want to come to America, a “land of opportunity”(Core Knowledge-Grade 2)

### IV. RESOURCES

- A. *If You Sailed on the Mayflower in 1620*, Ann McGovern (Lesson Two)

### V. LESSONS

#### Lesson One: Introduction to the New England and Middle Colonies (30 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will understand how physical geography processes shape the Earth’s surface patterns and systems.
  2. Lesson Content
    - a. Geography
      - i. The thirteen colonies by region: New England, Middle Atlantic, Southern
      - ii. Differences in climate from north to south
      - iii. Important cities in the development of trade and government: Philadelphia, Boston, and New York
  3. Skill Objective(s)
    - a. The students will define the vocabulary words *New England, Middle Colonies*.
    - b. The students will demonstrate knowledge of the geography of North America, specifically the Eastern coastal region as it relates to the

original 13 colonies, as well as European settlement and colonization through reading and teacher-guided discussion.

- c. The students will complete a map labeling the three colonial areas (New England, Middle Colonies, and Southern Colonies), important cities and distinguishing physical attributes.

B. *Materials*

1. Appendix A, page 1, A, page 2.1 (vocabulary page) and A, page 3 (one copy per student, one transparency for teacher)
2. Appendix B, page 1 (vocabulary page) and B, page 3 (one copy for teacher)
3. Appendix A, page 2.1 and A, page 3 (made into a transparencies)
4. Overhead projector
5. Common classroom supplies; notebook, folder, paper, pencils, crayons, and markers to be used in every lesson hereafter

C. *Key Vocabulary*

1. *New England* is the northeast region of the United States including the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island.
2. *Middle Colonies* are the regions that became known as the Middle Atlantic States, which include Pennsylvania, New York, New Jersey, Delaware, and Maryland.

D. *Procedures/Activities*

1. Spark lesson anticipation by asking, “What were the 13 Colonies?” Allow time for student responses.
2. Tell students, “Today we are going to begin a new unit about New England and the Middle Colonies.”
3. Distribute student New England/Middle Colonies packets (Appendix A, page 1 and A, page 2.1) and direct students to write their names on the cover page.
4. Say to students, “Now we will define words that will help us to better understand what we are learning today.”
5. Supply students with the correct vocabulary definitions located on Appendix B, page 1 by using a transparency of student vocabulary page from Appendix A, page 2.1, #1-2 to write the correct vocabulary definitions on using the overhead projector.
6. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A, page 2.1, #1-2.
7. While students are transferring the definitions, be sure to stress the importance of studying these words for a vocabulary test at the end of the unit.
8. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
9. Direct students to turn back to page A, page 3 in their New England/Middle Colonies packet.
10. Place the transparency of Appendix A, page 3 on the overhead projector.
11. Read aloud the short paragraph.
12. Identify each colony, and city listed on the map.
13. Direct students to demonstrate understanding by pointing to each item as you point to it on the overhead transparency.
14. Next, explain how the colonies are divided into regions. Say, “The colonies are divided into three regions. Each region has something that makes it special and different from the others. You know from our first unit that the Southern

Colonies were known for farming. The New England colonies were better known for fishing and shipbuilding because the land there was rocky and not as good for farming. The Middle Colonies were known for some farming and trading with other countries.”

15. Instruct student to color the states of New England blue, The Middle Colonies red, and the Southern Colonies yellow. They can distinguish the colonial regions by observing the map key.
  16. Allow students ten to fifteen minutes to color the colonies on Appendix A, page 3.
  17. End the lesson by telling students that tomorrow they will learn about the first settlement in New England by the Pilgrims.
- E. *Assessment/Evaluation*
1. While students are coloring the maps, monitor work and check for completion and accuracy.

### **Lesson Two: The Pilgrims (45 minutes)**

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
  - a. New England Colonies
    - i. Massachusetts
      - a) Colonists seeking religious freedom: in England, an official “established” church (The Church of England), which did not allow people to worship as they chose
      - b) The Pilgrims
        - i) From England to Holland to Massachusetts
        - ii) 1620: Voyage of the Mayflower
        - iii) Significance of Mayflower Compact
        - iv) Plymouth, William Bradford
        - v) Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
3. Skill Objective(s)
  - a. The students will define the vocabulary words: *Pilgrims, Separatists, Mayflower, Church of England, Plymouth, John Carver, Squanto, and Massasoit/Samoset.*
  - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
  - c. The students will be able to answer comprehension questions after listening to a read aloud from the book *If You Sailed on the Mayflower in 1620.*

#### B. *Materials*

1. Appendix A, page 2.1 (vocabulary page and A, page 4 (one copy per student)
2. Appendix A, page 2.1 (vocabulary page) made into a transparency
3. Appendix B, page 1 (teacher vocabulary page/answer key)

4. Appendix B, page 3 (teacher answer key)
  5. Overhead projector
  6. One copy of the book *If You Sailed on the Mayflower in 1620* to be used as a teacher read-aloud
- C. *Key Vocabulary*
1. The *Pilgrims* were settlers who came to America in the 1600s in search of religious freedom.
  2. *Separatists* is another name for the Pilgrims.
  3. *Mayflower* was the cargo ship that carried the Pilgrims from England to America in the early 1600s.
  4. The *Church of England* is the church set up by the King of England in which all English people were expected to worship.
  5. *Plymouth* was the settlement of the Pilgrims in the 1600s named after the rock they are said to have landed on when reaching America.
  6. *John Carver* was the first governor of Plymouth who agreed to a peace treaty with the Native Americans that lasted for 54 years.
  7. *Squanto* was a Native American who could speak English and helped the Pilgrims plant crops and hunt.
  8. *Massasoit and Samoset* were two Native Americans who made a peace treaty with the Pilgrims and helped them in their settlement.
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (geography of the 13 colonies).
  2. Tell students, “Today we are going to learn about the Pilgrims.”
  3. Say to students, “Let’s define words that will help us to better understand what we are going to learn today.”
  4. Supply students with the correct vocabulary definitions located in Appendix B, page 1 by using a transparency of student vocabulary page from Appendix A, page 2.1, #3-7 to write the correct vocabulary definitions on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary page Appendix A, page 2.1, #3-7.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Read aloud the book *If You Sailed on the Mayflower in 1620* to the class, stopping to discuss and answer questions as necessary until has been completely read.
  9. Direct students to turn to page A, page 4 in their New England/Middle Colonies packet.
  10. Read the directions aloud to the students.
  11. Allow students 10 minutes to complete Appendix A, page 4.
  12. End the lesson by telling students that tomorrow they will learn about the first settlement that lasted in the Southern Colonies.
- E. *Assessment/Evaluation*
1. Grade students’ writing from Appendix A, page 4 using Appendix B, page 3.

### **Lesson Three: The Puritans and the Massachusetts Bay Colony (30 minutes)**

#### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
  - a. New England Colonies
    - i. The Puritans
      - a) Massachusetts Bay Colony, Governor
      - b) John Winthrop: “We shall be as a city upon a hill.”
      - c) Emphasis on reading and education, the *New England Primer*
3. Skill Objective(s)
  - a. The students will define the vocabulary words *Puritans*, *John Winthrop*, *Massachusetts Bay Colony*, and *Boston*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about the Puritans and the Massachusetts Bay Colony.

#### **B. Materials**

1. Appendix A, page 2.1 (vocabulary page) and A, page 5 (one copy per student)
2. Appendix B, page 1 (teacher vocabulary page/answer key) and B, page 4 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

#### **C. Key Vocabulary**

1. *Puritans* were English settlers who settled the Massachusetts Bay colony.
2. The *Massachusetts Bay Colony* was the colony started by the Puritans.
3. *John Winthrop* was the leader of the Puritans and first governor of the Massachusetts Bay colony.
4. *New England Primer* was the textbook used by Puritan children.
5. *Boston* is the capital of Massachusetts and the largest city in New England

#### **D. Procedures/Activities**

1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the Pilgrims).
2. Tell students, “Today we are going learn about another group who was looking for religious freedom in America, the Puritans.”
3. Say to students, “Now we will define words that will help us to better understand the facts we will learn about the Puritans today.”
4. Supply students with the correct vocabulary definitions located in Appendix B, page 1 by using a transparency of student vocabulary pages from Appendix A, pages 2.1 and 2.2, #11-15 to write the correct vocabulary definitions on using the overhead projector.
5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.1 and 2.2, #11-15.

6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Direct students to turn to Appendix A, page 5 in their New England/Middle Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about the Puritans and the Massachusetts Bay Colony and address questions that the students may have.
  10. Read the directions at the bottom of page A, page 5 aloud to the students. Be sure to tell them that they may review the information about the Puritans at the top of Appendix A, page 5 while they are completing the true/false activity if they need to.
  11. Allow students five minutes to complete the true/false questions from Appendix A, page 5.
  12. End the lesson by telling students that tomorrow they will learn about the Rhode Island colony.
- E. *Assessment/Evaluation*
1. Grade students' independent work from Appendix A, page 5.

**Lesson Four: Rhode Island (30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
  - a. New England Colonies
    - i. Rhode Island
      - a) Roger Williams: belief in religious toleration
      - b) Anne Hutchinson
3. Skill Objective(s)
  - a. The students will define the vocabulary words *Roger Williams*, *Anne Hutchinson*, and *Rhode Island*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about the Rhode Island Colony.

B. *Materials*

1. Appendix A, page 2.1, A, page 2.2 (vocabulary pages) and A, page 6 (one copy per student)
2. Appendix B, page 1, B, page 2 (teacher vocabulary page/answer key) and B, page 5 (one copy for teacher)
3. Colored transparency pens (for teacher)
4. Overhead projector

- C. *Key Vocabulary*
1. *Roger Williams* was the founder of the Rhode Island colony and began idea of separation of church and state.
  2. *Anne Hutchinson* founded the city of Portsmouth for religious freedom in the Rhode Island colony.
  3. *Rhode Island* is the colony founded by Roger Williams for tolerance and acceptance of all religions.
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the Puritans and the Massachusetts Bay colony).
  2. Tell students, “Today we are going learn about the Rhode Island colony.”
  3. Say to students, “Now we will define some words that will help us to better understand what we are going to read about today.”
  4. Supply students with the correct vocabulary definitions located in Appendix B, page 1 and B, page 2 by using transparencies of student vocabulary pages from Appendix A, page 2.1 and A, page 2.2, #16-18 to write the correct vocabulary definitions on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definitions shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.1 and A, page 2.2, #16-18.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meaning of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meanings at this time.
  8. Direct students to turn to Appendix A, page 6 in their New England/Middle Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about Rhode Island and address questions that the students may have.
  10. Read the directions at the bottom of the page aloud to the students. Be sure to tell them that they may review the reading above while they are completing the cloze activity if they need to.
  11. Allow students five minutes to complete Appendix A, page 6.
  12. End the lesson by telling students that tomorrow they will learn about New York.
- E. *Assessment/Evaluation*
1. Grade students’ independent work from Appendix A, page 6.

**Lesson Five: New York (30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
  2. Lesson Content
    - a. Middle Atlantic Colonies
      - i. Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania

- ii. New York
        - a) Dutch settlements and trading posts in “New Netherland”
        - b) Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City) English take over from the Dutch, and rename the colony New York
  - 3. Skill Objective(s)
    - a. The students will define the vocabulary word *Dutch*, *New Netherland*, *New Amsterdam*, *New York*, *Manhattan Island*, *Peter Stuvesant*, and *Duke of York*.
    - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
    - c. The students will be able to answer specific questions using facts from their reading about the New York Colony.
- B. *Materials*
- 1. Appendix A, page 2.2 (vocabulary page), A, page 7, and A, page 8 (one copy per student)
  - 2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 6 answer key (one copy for teacher)
  - 3. Colored transparency pens (for teacher)
  - 4. Overhead projector
- C. *Key Vocabulary*
- 1. The *Dutch* are the people of the Netherlands.
  - 2. *New Netherland* was the Dutch colony in North America near where Albany, New York is today.
  - 3. *New Amsterdam* was the Dutch colony in North America situated on Manhattan Island.
  - 4. *New York* was the new name given to New Amsterdam after the English took over the colony from the Dutch.
  - 5. *Manhattan Island* is the island purchased from Native Americans by the Dutch for \$24.00 to make the colony of New Amsterdam.
  - 6. *Peter Stuvesant* was harsh governor of New Amsterdam.
  - 7. The *Duke of York* was an Englishman who was in charge of taking New Amsterdam from the Dutch and who New York is named for.
- D. *Procedures/Activities*
- 1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the Rhode Island colony).
  - 2. Tell students, “Today we are going learn about the colony of New York.”
  - 3. Say to students, “Now we will define some words that will help us to better understand what we are going to read about today.”
  - 4. Supply students with the correct vocabulary definitions located in Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #19-25 to write the correct vocabulary definition on using the overhead projector.

5. Direct students to transfer the correct vocabulary definition shown on the teacher's transparency onto their student vocabulary pages Appendix A, page 2.2, #19-25.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
  8. Direct students to turn to Appendix A, page 7 in their New England/Middle Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about New York and address questions that the students may have.
  10. Direct students to turn to page A, page 8 in their New England/Middle Colonies packet.
  11. Read the directions aloud to the students. Allow students 10 minutes to complete the word search on Appendix A, page 8.
  12. End the lesson by telling students that tomorrow they will learn about the Pennsylvania colony.
- E. *Assessment/Evaluation*
1. Check student's Appendix A, page 8 for accuracy using the answer key Appendix B, page 6.

**Lesson Six: Pennsylvania, Connecticut, and New Hampshire (30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students will understand how to use knowledge of people, places, and environments to understand the past and present to plan for the future.
2. Lesson Content
  - a. New England Colonies: New Hampshire, Connecticut
    - i. Maritime Economy
  - b. Middle Atlantic Colonies
    - i. Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
    - ii. Pennsylvania
      - a) William Penn
      - b) Society of Friends, "Quakers"
      - c) Philadelphia
3. Skill Objective(s)
  - a. The students will define the vocabulary words *William Penn*, *Quakers*, *Pennsylvania*, and *Philadelphia*, *Connecticut*, *New Hampshire*, *Maritime Economy*.
  - b. The students will demonstrate knowledge of the geography of North America, specifically the eastern coastal region as it relates to the 13 Colonies, as well as European settlement through reading and teacher-guided discussion.
  - c. The students will be able to answer specific questions using facts from their reading about the Pennsylvania Colony.

- B. *Materials*
1. Appendix A, page 2.2 (vocabulary page) and A, page 9 (one copy per student)
  2. Appendix B, page 2 (teacher vocabulary page/answer key) and B, page 7 answer key (one copy for teacher)
  3. Colored transparency pens (for teacher)
  4. Overhead projector
- C. *Key Vocabulary*
1. *William Penn* was a Quaker man who wrote a charter for and started the colony of Pennsylvania.
  2. *Quakers* were people in search of religious freedom who settled the Pennsylvania colony.
  3. *Pennsylvania* is the colony started by William Penn whose name means “Penn’s Woods.”
  4. *Philadelphia* is the largest city in Pennsylvania designed by William Penn whose name means the City of Brotherly Love.
  5. *Connecticut* is one of the New England colonies where colonists and the Native Americans lived together in peace.
  6. *New Hampshire* was one of the New England colonies and was first settled in the 1620s.
  7. *Maritime Economy* is an economy that centers around the coastline and ocean.
- D. *Procedures/Activities*
1. Ask students, “Who remembers what we learned about in our last lesson?” Allow time for student responses. Reinforce appropriate response (the New York colony).
  2. Tell students, “Today we are going learn about the colonies of Pennsylvania, New Hampshire, and Connecticut.”
  3. Say to students, “Now we will define some words that will help us to better understand what we are going to read about today.”
  4. Supply students with the correct vocabulary definitions located in Appendix B, page 2 by using a transparency of student vocabulary pages from Appendix A, page 2.2, #26-32 to write the correct vocabulary definition on using the overhead projector.
  5. Direct students to transfer the correct vocabulary definition shown on the teacher’s transparency onto their student vocabulary pages Appendix A, page 2.2, #26-32.
  6. While students are transferring the definitions, be sure to stress the importance of studying these words for a test at the end of the unit.
  7. Briefly discuss the meanings of the vocabulary definitions with the students by reading them aloud and paraphrasing them if necessary. Be sure to address any questions students have about meaning at this time.
  8. Direct students to turn to Appendix A, page 9 in their New England/Middle Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  9. Stop to briefly discuss the information about Pennsylvania and address questions that the students may have.
  10. Direct students to turn to page A, page 10 in their New England/Middle Colonies packet.
  11. Read the directions aloud to the students. Allow students 10 minutes to complete the questions on Appendix A, page 10.

12. Direct students to turn to Appendix A, page 11 in their New England/Middle Colonies packet. Reading aloud with the class, choosing individual students to read one paragraph each until the page has been completely read.
  13. Stop to briefly discuss the information about Connecticut, New Hampshire, and the Maritime Economy and address questions that the students may have.
  14. End the lesson by telling students that tomorrow they will take a test about the Thirteen Colonies.
- E. *Assessment/Evaluation*
1. Grade student's independent work from Appendix A, page 10 using the answer key Appendix B, page 6.

## VI. CULMINATING ACTIVITY

- A. Colonial Tourist Brochure Activity (two class periods of approximately 30-45 minutes each)
1. Students should be divided into three groups. Assign to each group the New England Colonies, the Middle Colonies or the Southern Colonies. Each group should be given a large sheet of bulletin board paper (3 feet x 9 feet).
  2. Students will research using their New England/Middle Colonies Packets and Southern Colonies packets as well as computer or library resources as necessary to develop a tourist brochure for their region of Colonial America.
  3. Organize the brochure into four parts: the cover, geography of the region (including crops grown), areas of scenic/historical interest, and people of the region
  4. On the second class period, each group will present their brochures to the class.
- B. Colonial Unit Assessment
1. This test will be given to assess knowledge the New England/Middle Colonies unit.
  2. Administer the Student Unit Assessment (Appendix C).

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Student 13 Colonies Packet  
 B. Appendix B: Teacher 13 Colonies Packet/Answer Key/Rubrics  
 C. Appendix C: Student Unit Assessment  
 D. Appendix D: Student Unit Assessment Answer Key  
 E. Appendix E: Culminating Activity Rubric

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13  
Colonies  
New England and the  
Middle Colonies

Name:

---

## Student Vocabulary Definition Sheet

1. New England: \_\_\_\_\_  
\_\_\_\_\_
2. Middle Colonies: \_\_\_\_\_  
\_\_\_\_\_
3. Pilgrims: \_\_\_\_\_  
\_\_\_\_\_
4. Separatists: \_\_\_\_\_  
\_\_\_\_\_
5. *Mayflower*: \_\_\_\_\_  
\_\_\_\_\_
6. Church of England: \_\_\_\_\_  
\_\_\_\_\_
7. Plymouth: \_\_\_\_\_  
\_\_\_\_\_
8. John Carver: \_\_\_\_\_  
\_\_\_\_\_
9. Squanto: \_\_\_\_\_  
\_\_\_\_\_
10. Massasoit and Samoset: \_\_\_\_\_  
\_\_\_\_\_
11. Puritans: \_\_\_\_\_  
\_\_\_\_\_
12. Massachusetts Bay Colony: \_\_\_\_\_  
\_\_\_\_\_
13. John Winthrop: \_\_\_\_\_  
\_\_\_\_\_
14. *New England Primer*: \_\_\_\_\_  
\_\_\_\_\_
15. Boston: \_\_\_\_\_  
\_\_\_\_\_
16. Roger Williams: \_\_\_\_\_  
\_\_\_\_\_
17. Anne Hutchinson: \_\_\_\_\_  
\_\_\_\_\_

**Appendix A, page 2.2**

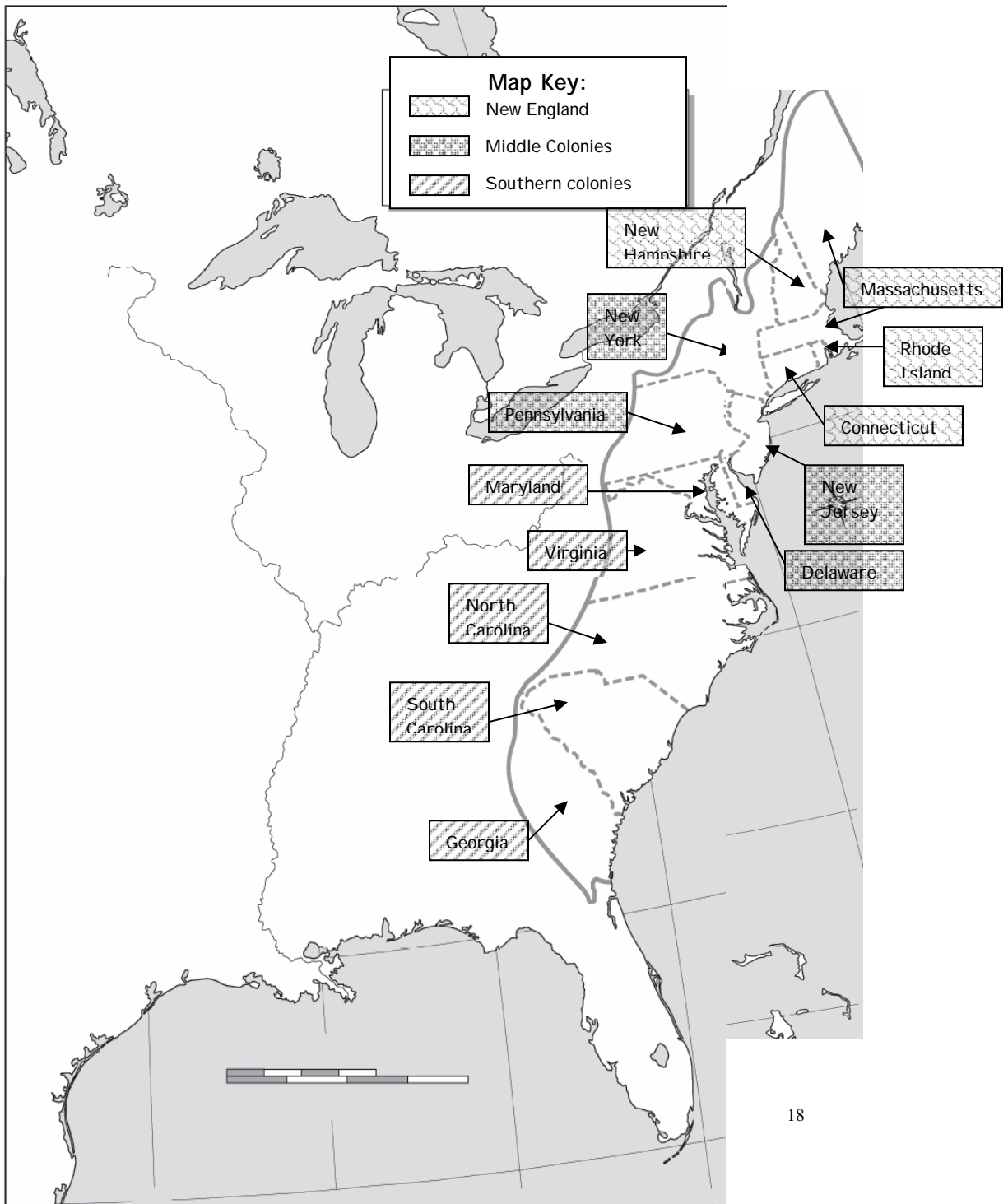
- 18. Rhode Island: \_\_\_\_\_  
\_\_\_\_\_
- 19. Dutch: \_\_\_\_\_  
\_\_\_\_\_
- 20. New Netherland: \_\_\_\_\_  
\_\_\_\_\_
- 21. New Amsterdam: \_\_\_\_\_  
\_\_\_\_\_
- 22. New York: \_\_\_\_\_  
\_\_\_\_\_
- 23. Manhattan Island: \_\_\_\_\_  
\_\_\_\_\_
- 24. Peter Stuvesant: \_\_\_\_\_  
\_\_\_\_\_
- 25. Duke of York: \_\_\_\_\_  
\_\_\_\_\_
- 26. William Penn: \_\_\_\_\_  
\_\_\_\_\_
- 27. Quakers: \_\_\_\_\_  
\_\_\_\_\_
- 28. Pennsylvania: \_\_\_\_\_  
\_\_\_\_\_
- 29. Philadelphia: \_\_\_\_\_  
\_\_\_\_\_
- 30. Connecticut: \_\_\_\_\_  
\_\_\_\_\_
- 31. New Hampshire: \_\_\_\_\_  
\_\_\_\_\_
- 32. Maritime Economy: \_\_\_\_\_  
\_\_\_\_\_

# Student 13 Colonies Packet

## Where are New England and the Middle Colonies?

As you learned in the Southern Colonies unit, the United States began as a group of 13 colonies. In this unit, you will learn about New England and the Middle Colonies. Let's review where these colonies are located.

### THE 13 COLONIES



## Student New England/Middle Colonies Packet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The Pilgrims

**DIRECTIONS:** Circle the best answer to each question from the book, If You Sailed on the Mayflower in 1620.

1. About how many people sailed on the Mayflower in 1620?  
Thirty people            One hundred thirty people            One thousand people
2. What was the trip on the Mayflower like?  
Fast and easy            Dangerous and difficult            Safe and fun
3. What was the name of the first set of laws that the Pilgrims agreed to follow before they left the Mayflower?  
The Law of the Land            The Rules For Pilgrims            The Mayflower Compact
4. Who was the Native American who taught the Pilgrims to grow and find food?  
Squanto            Sacajawea            Pocahontas
5. Who came to the first Thanksgiving?  
Pilgrims only            Native Americans only            Pilgrims and Native Americans

# Student New England/Middle Colonies Packet

## The Puritans and The Massachusetts Bay Colony

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Who were the Puritans?

The Puritans were a group of settlers that left England to find religious freedom, like the Pilgrims. This group believed that God had given them a mission or a reason to go to America. They believed the whole world would be watching them to see if they could succeed or not. The leader of the Puritans was named John Winthrop. After the Puritans came to America, John Winthrop was the governor of the Massachusetts Bay colony for many years.

### How were the Puritans different from the Pilgrims?

Unlike the Pilgrims, who started very small settlement, the Puritans called their trip to America the "Great Migration." The Pilgrims only had about 130 settlers at Plymouth. On the other hand, nearly 25,000 Puritans settled in the Massachusetts Bay colony in just thirty years.

The Puritans thought education was very important. Each child was expected to learn lessons each day from the New England Primer.

The Puritans were also known to be very strict. This means they were expected to follow rules very closely. Anyone who didn't follow the rules was either forced to leave town, whipped or hanged! Even so, many people liked the Puritan way of life.

**DIRECTIONS:** Write the word *True* in the blank if the statement is true.  
Write the word *False* in the blank if the statement is false.

1. \_\_\_\_\_ The Puritans worshipped in the Church of England just like the King.
2. \_\_\_\_\_ John Winthrop was the leader of the Puritans and Governor.
3. \_\_\_\_\_ Like the Pilgrims, only about 130 Puritans settled in America.
4. \_\_\_\_\_ Puritan children did not have to learn lessons.
5. \_\_\_\_\_ The Puritans had very strict rules that they expected everyone to follow.

# Student New England/Middle Colonies Packet

## Rhode Island

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Roger Williams was a Puritan who decided to live in Massachusetts with the other Puritans. He was offered a job in Boston to work as a Puritan minister. The Puritans wanted to be a part of the Church of England, they just didn't want to worship the same way. However, Roger Williams wanted the Puritans to leave the Church of England and not be a part of it anymore. This made the other people of the Puritan church and Governor John Winthrop angry. They told Roger Williams that he couldn't live in Massachusetts anymore.

Roger Williams liked America though, and he wanted to keep working as a minister. So he gave all of his land in the country away to start his own town. He named the town Providence. In his town, people were not punished for the church that they belong to or their religious beliefs. Baptists, Jews, and Quakers were some of the religious groups that settled in Providence.

Providence was the main settlement in the new colony of Rhode Island. More towns were settled around Providence in this new colony.

Anne Hutchinson lived with the other Puritans in the Massachusetts Bay colony. She was like Roger Williams, though, and believed that God inspired her directly, and that she didn't need to listen to the Puritan ministers. Of course, the Puritan leaders and Governor Winthrop didn't like that either, so she was sent out of the colony. Soon, some of her friends helped her set up a new town in Rhode Island. They named it Portsmouth.

Most importantly, the people who lived in Rhode Island all agreed that the church should not rule over the people. The government and the church should be separate. This idea of separation of church and state is still very important to the people of the United States today.

**DIRECTIONS:** Fill in the blanks with the correct facts about Rhode Island.

1. Governor Winthrop told \_\_\_\_\_ that he had to leave because he didn't agree with the other Puritans in Massachusetts Bay colony.
2. \_\_\_\_\_ was the name of the settlement that Williams started and allowed all people from all religions to live there.
3. Another person, \_\_\_\_\_ was forced to leave the Massachusetts Bay colony and started another settlement in Rhode Island named \_\_\_\_\_.

## Student New England/Middle Colonies Packet

### New York

You may remember Henry Hudson, the English explorer who sailed for the Dutch. He explored the Hudson River and the Hudson Bay looking for a shortcut to China. Even though he didn't find the shortcut, he did find land that he claimed for The Netherlands, or the Dutch people.

The Dutch decided that they wanted to make a colony in America like England had. They thought they could make money trading with the Native Americans. They sent a governor and 110 settlers to America and called the colony they claimed New Netherland.

The Dutch settled two places in New Netherland. One was up the Hudson River. It was a fur trading post. It was near where Albany, New York is today. The other settlement was on Manhattan Island. The governor bought the island from the Native Americans for about \$24.00. They named this settlement New Amsterdam, named after a city in the Netherlands.

Pretty soon, the city of New Amsterdam began to grow, and many Dutch people settled there. The Dutch people were generally glad to allow anyone into their city. However, the second governor of New Amsterdam, Peter Stuyvesant, was very harsh. He didn't get along well with the people, and didn't want some people to live in New Amsterdam. He didn't like the Quakers, Jews, and Catholics. Therefore, New Amsterdam did not grow very much while he was the governor.

Meanwhile, in England, the King wanted more colonies. England was also in a war with the Netherlands. He decided that England should take New Amsterdam and make it an English colony. He sent his brother, the Duke of York, to New Amsterdam to take over.

Of course, Governor Stuyvesant did not want to give his colony to the English, so he wanted to fight. However, the people did not want to help him because they didn't like him. The English took over without one shot being fired, and renamed the colony New York, after the Duke of York.

Since the people of New Amsterdam didn't like Governor Stuyvesant anyway, they got along well with the new English government. The English allowed many religions to stay, and the Dutch and English got along very well. The people even allowed the former governor to live there.

New Amsterdam became New York as you have read, and is now one of the largest cities in the world. Where the Dutch used to farm, now sits powerful business buildings.

# Student New England/Middle Colonies Packet New York

Name: \_\_\_\_\_ Date: \_\_\_\_\_

DIRECTIONS: Complete the word search with words about the New York colony.

I P Z L G N M D P Z V T D H F O W X F P  
E Y F G M O O C N U L B W A K R V V C M  
W J Q N B S H R C A L G Y M D P S X T M  
D D N T F D A X N M L H C T U D S Q H L  
U J H N M U H L L S X R E Y G F Q Q E Q  
K Z D M V H M Q G Z Y U E H E H W Y G P  
E T N A S E V Y U T S U V H N A C N E J  
O K Q Q R V Y H Z Z F N T W T L R Z J N  
F M T Z S W C F K M D O E G W E L N L C  
Y A U W K E R A T C P P J N U X N D I X  
O N Z S I Y A K D H W L L E W R M W J Y  
R H C Q W W B L H A M X D A F U K W E C  
K A J N H R J N I Q I J E J T P D N B N  
H T E G N D H J H V J U B T L M P T V H  
T T O R J M A D R E T S M A W E N V T A  
O A T V R G Y U Q I F K N O B Q R W A E  
Z N K K L H H F Q C D L E D G K I S T P  
C V I K J X O Q I N M Q A O K G I K T Q  
B S M O J D O R I J Q M Z M B I P X J S  
P R T O I A N F T R Y C T Y N C S K K E

DUKE OF YORK  
DUTCH  
HUDSON  
MANHATTAN  
NEW AMSTERDAM  
NEW NETHERLAND  
STUYVESANT

## Student New England/Middle Colonies Packet Pennsylvania

Along with the others that wanted to start a colony in America, there was William Penn. William Penn was a Quaker. Quakers were people that belonged to a religious group called the Society of Friends. They did not have leaders or ministers, and anyone could speak out in their type of worship service.

As with the Pilgrims and the Puritans, the Quakers wanted to worship freely, not how the Church of England wanted them to. So William Penn wrote a charter, or contract with England that allowed him to start a colony in America. He was granted the charter, or allowed to start his colony and planned to arrive in 1682. He named it Pennsylvania, which means "Penn's Woods."

William Penn did something that no other person who started a colony had done. Before he left with the Quaker settlers, he wrote a letter to the Native Americans. He told them that he would not mistreat them like the other English settlers had done, but that he would treat them fairly. He hoped to make friends with the Native Americans who would soon be his neighbors.

As with the other settlers of the other colonies, the Quakers had been treated badly in England. Some were put in jail, whipped or had their ears cut off for refusing to obey the Church of England. You can see why they wanted to get out of England.

Through a business deal with Penn's father (because the King owed him a great deal of money), the King granted William Penn's father all of the land that is now Pennsylvania. The King was happy to give the land to Penn because he wanted to be rid of the Quakers in England.

After the settlers landed in Pennsylvania, they began to plan a city. William Penn helped design the city, which was named Philadelphia. It was a very well-planned city. It was also a city in which Penn wanted everyone to live in peace and understanding. So it is fitting that its name, Philadelphia, means the city of brotherly love.

# Student New England/Middle Colonies Packet Pennsylvania

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS:** Circle the best answer to each question.

1. Who wrote a charter to start the Pennsylvania colony in 1682?

James Oglethorpe

The King of England

William Penn

2. What does *Pennsylvania* mean?

Penn's pride

Penn's woods

Penn's people

3. What was the religious group that Penn began Pennsylvania for?

Quakers

Pilgrims

Puritans

4. Who did Penn write a letter to before he and the settlers arrived in Pennsylvania?

The Puritans

Native Americans

The King of England

5. What is does Philadelphia mean?

City of Phillip

City of Brotherly Love

Quaker Town

## Student New England/Middle Colonies Packet Connecticut and New Hampshire

The Native Americans and the settlers in Connecticut got along with one another very well. That was not the way it was in all of the colonies. People who were traveling from Europe to settle in the Massachusetts Bay colony started Connecticut. Before that, there were many Dutch trading posts in Connecticut along the rivers. These trading posts were set up by Dutch settlers who were living in New Amsterdam (New York).

New Hampshire was a part of a grant (gift) from the King of England to John Mason and people wanting to settle new land with him around 1620. It was mainly a fishing and trading settlement. New Hampshire was named after Hampshire county in England.

### Maritime Economy

In the Middle and New England Colonies, some people were farmers, but many people worked as a part of the maritime economy. What is the maritime economy? If someone works as a part of the maritime economy, they would be doing one of the following jobs:

**Shipbuilder**-If you were a shipbuilder, you would work with many men to build the big ships needed by fishermen and merchants to sail on the ocean. You might do many jobs, including sewing sails, making rope, cutting lumber, or making compasses.

**Fisherman**-If you were a fisherman, you would spend your days on the ocean, using nets to catch many kinds of fish. Tuna, crabs, lobster, shrimp and cod are all kinds of fish you might try to catch. You might spend weeks at a time away from your family when you were in a busy fishing season. Sometimes if the weather was bad, fishing could be very dangerous, too.

## Teacher Vocabulary Definition Sheet

1. New England: the northeast region of the United States including the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island
2. Middle Colonies: The region that became known as the Middle Atlantic States which includes Pennsylvania, New York, New Jersey, Delaware, and Maryland
3. Pilgrims: settlers who came to America in the 1600s in search of religious freedom
4. Separatists: another name for the Pilgrims
5. *Mayflower*: the cargo ship that carried the Pilgrims from England to America in the early 1600s
6. Church of England: the church set up by the King of England in which all English people were expected to worship
7. Plymouth: the settlement of the Pilgrims in the 1600s named after the rock they are said to have landed on when reaching America
8. John Carver: the first governor of Plymouth who agreed to a peace treaty with the Native Americans, which lasted for 54 years
9. Squanto: a Native American who could speak English and helped the Pilgrims plant crops and hunt
10. Massasoit and Samoset: Two Native Americans who made a peace treaty with the Pilgrims and helped them in their settlement
11. Puritans: English settlers who settled the Massachusetts Bay colony
12. Massachusetts Bay Colony: The colony started by the Puritans
13. John Winthrop: the leader of the Puritans and first governor of the Massachusetts Bay colony
14. *New England Primer*: the textbook used by Puritan children
15. Boston: the capital of Massachusetts and the largest city in New England
16. Roger Williams: founder of the Rhode Island colony, began idea of separation of church and state

## Appendix B, page 2

17. Anne Hutchinson: founded the city of Portsmouth for religious freedom in the Rhode Island colony
18. Rhode Island: colony founded by Roger Williams for tolerance and acceptance of all religions
19. Dutch: the people of the Netherlands
20. New Netherland: Dutch colony in North America near where Albany, New York is today
21. New Amsterdam: Dutch colony in North America situated on Manhattan Island
22. New York: New name for New Amsterdam after the English took over the colony from the Dutch
23. Manhattan Island: Island purchased from Native Americans by the Dutch for \$24.00 to make the colony of New Amsterdam
24. Peter Stuyvesant: harsh governor of New Amsterdam
25. Duke of York: Englishman who was in charge of taking New Amsterdam from the Dutch and who New York is named for
26. William Penn: Quaker man who wrote a charter for and started the colony of Pennsylvania
27. Quakers: people in search of religious freedom who settled the Pennsylvania colony
28. Pennsylvania: colony started by William Penn whose name means "Penn's Woods"
29. Philadelphia: the largest city in Pennsylvania designed by William Penn whose name means the City of Brotherly Love
30. Connecticut: is one of the New England colonies where colonists and the Native Americans lived together in peace
31. New Hampshire: was one of the New England colonies and was first settled in the 1620s
32. Maritime Economy: is an economy that centers around the coastline and ocean

## Answer Key

Answers are shown in bold print\*

### The Pilgrims

**DIRECTIONS:** Circle the best answer to each question from the book, If You Sailed on the Mayflower in 1620.

1. About how many people sailed on the Mayflower in 1620?  
Thirty people      **One hundred thirty people**      One thousand people
2. What was the trip on the Mayflower like?  
Fast and easy      **Dangerous and difficult**      Safe and fun
3. What was the name of the first set of laws that the Pilgrims agreed to follow before they left the Mayflower?  
The Law of the Land      The Rules For Pilgrims      **The Mayflower Compact**
4. Who was the Native American who taught the Pilgrims to grow and find food?  
**Squanto**      Sacajawea      Pocahontas
5. Who came to the first Thanksgiving?  
Pilgrims only      Native Americans only      **Pilgrims and Native Americans**

## Answer Key

**\*Answers are shown in bold print\***

### The Puritans and the Massachusetts Bay colony

- DIRECTIONS:** Write the word *True* in the blank if the statement is true.  
Write the word *False* in the blank if the statement is false.
1. **False** The Puritans worshipped in the Church of England just like the King.
  2. **True** John Winthrop was the leader of the Puritans and Governor.
  3. **False** Like the Pilgrims, only about 130 Puritans settled in America.
  4. **False** Puritan children did not have to learn lessons.
  5. **True** The Puritans had very strict rules that they expected everyone to follow.

## Answer Key

**\*Answers are shown in bold print\***

### Rhode Island

**DIRECTIONS:** Fill in the blanks with the correct facts about Rhode Island.

1. Governor Winthrop told **Roger Williams** that he had to leave because he didn't agree with the other Puritans in Massachusetts Bay colony.
2. **Rhode Island** was the name of the settlement that Williams started and allowed all people from all religions to live there.
3. Another person, **Anne Hutchinson** was forced to leave the Massachusetts Bay colony and started another settlement in Rhode Island named **Portsmouth**.

Appendix B, page 6

Answer Key

\*Answers are shown in bold and italic print\*

New York

I P Z L G **N M D** P Z V T D H F O W X F P  
E Y F G M **O O C N** U L B W A K R V V C M  
W J Q N B **S H R C A** L G Y M D P S X T M  
**D D N T F D A X N M L H C T U D** S Q H L  
**U** J H N M **U** H L L S X **R E Y G F Q Q E Q**  
**K** Z D M V **H M Q G Z Y U E** H E H W Y G P  
**E T N A S E V Y U T S** U V **H N A C N E J**  
**O** K Q Q R V Y H Z Z F N T W **T** L R Z J N  
**F M T Z S W C F K M D O E G W E** L N L C  
**Y A** U W K E R A T C P P J N U X **N** D I X  
**O N** Z S I Y A K D H W L L E W R M **W** J Y  
**R H C Q W W B L H A M X D A F U K W E** C  
**K A** J N H R J N I Q I J E J T P D N B **N**  
H **T** E G N D H J H V J U B T L M P T V H  
T **T** O R J **M A D R E T S M A W E N** V T A  
O **A** T V R G Y U Q I F K N O B Q R W A E  
Z **N** K K L H H F Q C D L E D G K I S T P  
C V I K J X O Q I N M Q A O K G I K T Q  
B S M O J D O R I J Q M Z M B I P X J S  
P R T O I A N F T R Y C T Y N C S K K E

**DUKE OF YORK**  
**DUTCH**  
**HUDSON**  
**MANHATTAN**  
**NEW AMSTERDAM**  
**NEW NETHERLAND**  
**STUYVESANT**

## Answer Key

**\*Answers are shown in bold print\***

### Pennsylvania

**DIRECTIONS:** Circle the best answer to each question.

1. Who wrote a charter to start the Pennsylvania colony in 1682?

James Oglethorpe

The King of England

**William Penn**

2. What does *Pennsylvania* mean?

Penn's pride

**Penn's woods**

Penn's people

3. What was the religious group that Penn began Pennsylvania for?

**Quakers**

Pilgrims

Puritans

4. Who did Penn write a letter to before he and the settlers arrived in Pennsylvania?

The Puritans

**Native Americans**

The King of England

5. What is does Philadelphia mean?

City of Phillip

**City of Brotherly Love**

Quaker Town

**Appendix C**  
**Student Unit Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the correct answer for each question.

1. What was the trip on the Mayflower like for the Pilgrims?  
ENJOYABLE AND FUN      FAST AND EASY      DANGEROUS AND DIFFICULT
  
2. Who was the Native American that helped the Pilgrims?  
SQUANTO      SACAJAWEA      TUTANKAMEN
  
3. What colony was settled by the Puritans?  
NEW ENGLAND      MASSACHUSETTS      MASSACHUSETTS BAY COLONY
  
4. Roger Williams began \_\_\_\_\_ so that people could be free to worship as they chose.  
RHODE ISLAND      MAINE      MASSACHUSETTS
  
5. The Dutch colony of New Amsterdam later became known as \_\_\_\_\_?  
NEW ENGLAND      NEW YORK      NEW ISLAND
  
6. What does the word *Pennsylvania* mean?  
PENN'S PENCIL      PENN'S PAPER      PENN'S WOODS
  
7. William Penn wrote a letter to \_\_\_\_\_ before coming to America.  
THE OTHER SETTLERS      THE KING      NATIVE AMERICANS
  
8. New Hampshire was named after \_\_\_\_\_ county in England.  
LONDON      HAMPSHIRE      SCOTLAND
  
9. Many Dutch trading posts were found along rivers in which colony?  
CONNECTICUT      RHODE ISLAND      VIRGINIA
  
10. Which jobs would you possibly do if you worked in a maritime economy (circle two)  
FISHERMAN      FARMER      SHIPBUILDER

**Appendix D**  
**Student Unit Assessment Answer Key**

**\*ANSWERS ARE IN BOLD AND UNDERLINED\***

**Directions:** Circle the correct answer for each question.

1. What was the trip on the Mayflower like for the Pilgrims?  
ENJOYABLE AND FUN      FAST AND EASY      **DANGEROUS AND DIFFICULT**
  
2. Who was the Native American that helped the Pilgrims?  
**SQUANTO**      SACAJAWEA      TUTANKAMEN
  
3. What colony was settled by the Puritans?  
NEW ENGLAND      MASSACHUSSETTS      **MASSACHUSSETTS BAY COLONY**
  
4. Roger Williams began \_\_\_\_\_ so that people could be free to worship as they chose.  
**RHODE ISLAND**      MAINE      MASSACHUSSETTS
  
5. The Dutch colony of New Amsterdam later became known as \_\_\_\_\_?  
NEW ENGLAND      **NEW YORK**      NEW ISLAND
  
6. What does the word *Pennsylvania* mean?  
PENN'S PENCIL      PENN'S PAPER      **PENN'S WOODS**
  
7. William Penn wrote a letter to \_\_\_\_\_ before coming to America.  
THE OTHER SETTLERS      THE KING      **NATIVE AMERICANS**
  
8. New Hampshire was named after \_\_\_\_\_ county in England.  
LONDON      **HAMPSHIRE**      SCOTLAND
  
9. Many Dutch trading posts were found along rivers in which colony?  
**CONNECTICUT**      RHODE ISLAND      VIRGINIA
  
10. Which jobs would you possibly do if you worked in a maritime economy (circle two)  
**FISHERMAN**      FARMER      **SHIPBUILDER**

**Appendix E**

**Culminating Activity: Travel Brochure Rubric**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
<b>COVER/ ORGANIZATION</b>	The brochure is extremely easy to read, neat and colorful	The brochure is neat and colorful, however is a bit segmented when read.	The brochure is somewhat sloppy and is "choppy" and /or difficult to read.	The brochure is incomplete or is way to sloppy to read and understand	
<b>GEOGRAPHICAL DETAILS</b>	Student has listed at least four geographical details in the brochure.	Student has listed at least three geographical details in the brochure.	Student has listed at least two geographical details in the brochure.	Student has listed only one geographical detail in the brochure.	
<b>HISTORICAL POINTS OF INTEREST</b>	The student has included at least three historical points of interest.	The student has included at least two historical points of interest.	The student has included at least one historical points of interest.	The student has not included any historical points of interest.	
<b>PEOPLE</b>	The student has described in detail at least two characteristics of the people.	The student has described in detail at least one characteristic of the people.	The student has listed at least one characteristic of the people	The student has not mentioned any information about the people.	
<b>TOTAL SCORE:</b>	<p align="right">Points _____/16</p> <p align="right">Percentage _____%</p> <p align="right">Letter Grade _____</p>				