

The 13 Colonies

Lesson 1

Big Idea

What factors contributed to the establishment of the 13 colonies?

Standards

Texas Essential Knowledge and Skills, Social Studies

- Grade 8 (2)(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies
- Grade 8 (12)(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history
- Grade 8 (11)(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries

English Language Proficiency Standards

- (1)(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment
- (4)(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

Lesson Topic

Colonial regions: New England colonies

Objectives

Content

Students will learn how the geography of the New England colonies affected the economy of the region and the lives of African slaves.

Language

Students will do the following:

- Listen to their partner and share their ideas during “turn and talk” vocabulary activities
- Write in their notebooks the meaning and synonyms for the vocabulary words
- Listen to and read the passage and write question responses in their notebooks
- In a review and assessment activity, discuss and write responses in the space provided

Key Vocabulary

Social Studies Content

- Navigation Acts
- smuggling
- subsistence farming
- triangular trade

General Academic Content

- affect
- interpret
- perspective

| Materials | Preparation |
|--|---|
| <ul style="list-style-type: none"> • Student notebooks • Computer station and document camera • Texts: <ul style="list-style-type: none"> • “Creating America: A History of the United States” • From the textbook: <ul style="list-style-type: none"> • “The Farms and Towns of New England” (p. 94; include map) • “Harvesting the Sea” (p. 95, paragraphs 1 and 4) • “Atlantic Trade” (pp. 95–96; include graphic) • Learning log handout • Vocabulary cards • Videos (from “America: The Story of Us”): <ul style="list-style-type: none"> • “13 Colonies” (1:32) www.youtube.com/watch?v=qiMCXWMvRjC • “Colonial Triangular Trade/Slave Trade” (1:26) www.youtube.com/watch?v=R1BYZRn4Lgc | <ul style="list-style-type: none"> • Post the standards and objectives for this lesson. • Write the New England colonies on the board: Rhode Island, Massachusetts, Connecticut, and New Hampshire. |

Motivation (Engagement and Links)

5 minutes

Provide an overview and background information for today’s lesson.

As we have discussed in previous lessons, the English set up settlements in Jamestown, Virginia, and Plymouth, Massachusetts. At first, these settlements struggled to survive. Eventually, these settlements and others grew into the 13 colonies.

Today, we will discuss how the geography of the New England colonies (Connecticut, Rhode Island, Massachusetts, and New Hampshire) affected the economy of the region.

We will also learn how Atlantic triangular trade affected the lives of African slaves.

Presentation

25 minutes

Vocabulary

(10 minutes)

- Introduce today’s vocabulary and have students discuss the turn and talk items in pairs and/or with the whole group.
- Have students write vocabulary terms and synonyms in their notebooks.

Video

(5 minutes)

Introduce the videos: “13 Colonies” and “Colonial Triangular Trade/Slave Trade.”

As you watch the videos, ask yourself the following questions: “What different immigrant groups settled in the 13 colonies?” “What were the three colonial regions?” and “Why were the American colonies economically important to Great Britain?”

Teacher-Led Reading**(10 minutes)**

“The Farms and Towns of New England,” “Harvesting the Sea,” and “Atlantic Trade”

- State the big idea.
- Read the following questions (also on the learning log), which students will focus on during the reading:
 - How did the geography of New England affect the kind of farming practiced there?
 - What were New England’s two most valuable natural resources?
 - What is an example of triangular trade?
 - What was the purpose of the Navigation Acts?
- Model thinking aloud to monitor comprehension while reading (e.g., ask questions, reread, use context clues).
- As you read, demonstrate how to generate different types of questions (e.g., What? Why? How?) and have students respond to these questions.

Practice**5 minutes**

After reading, have student pairs discuss the target vocabulary words and write in their notebooks responses to the questions on the learning log.

When students finish, begin a whole-group discussion of the questions while helping students to focus on the big idea and target vocabulary.

Review and Assessment**10 minutes**

- Introduce the activity.

Today, we learned about the New England colonies. We discussed how geography affected New England’s economy. We learned how Great Britain attempted to control the American colonies by passing the Navigation Acts. And we learned about the slave trade.

Considering what you have read and discussed today, with your partner, talk about what it would have been like to endure the crossing of the Atlantic in the Middle Passage.

In your graphic organizer, write a short journal entry from the perspective of an African slave describing triangular trade.

- Have students write their responses in their graphic organizers.
- Have students share their answers in a whole-class discussion.

Lesson 1 Learning Log

Comprehension

| | |
|----------------------|---|
| Big Idea | What factors contributed to the establishment of the 13 colonies? |
| Key People | |
| Key Places | Rhode Island, Massachusetts, Connecticut, New Hampshire |
| Key Events | |
| Big Questions | 1. How did the geography of New England affect the kind of farming practiced there? |
| | 2. What were New England's two most valuable natural resources? |
| | 3. What is an example of triangular trade? |
| | 4. What was the purpose of the Navigation Acts? |

Navigation Acts

(Actos de navegación)

A set of laws, enacted in 1651, that restricted foreign shipping between England and its colonies



Synonym

trade laws

Example Use

Under the **Navigation Acts**, trade with the colonies could be conducted only in English or colonial ships.

The only people allowed to trade with the colonies during the time of the **Navigation Acts** were British citizens.

Turn and Talk

How did the **Navigation Acts** affect the colonies?

smuggling

(comercio de contrabando)

The act of illegally and secretly moving something from one country to another country



Synonym

trafficking

Example Use

Smuggling caused the British to lose money from taxes on imports.

Small submarines have recently been used to **smuggle** drugs across the Caribbean Sea to the United States.

Turn and Talk

Why did **smuggling** increase during the age of British trade with the colonies?

What is a person called who engages in **smuggling**?

Are there situations when **smuggling** is necessary and justified?

subsistence farming

(agricultura de subsistencia)

Farming that provides enough crops for the farmer's family to live on but not enough to sell



Synonym

self-sufficient farming

Example Use

Colonial New England farmers practiced **subsistence farming**, using their families for labor.

Modern **subsistence farmers** eat what they grow and do not need to buy their food from outside sources.

Turn and Talk

In the 17th century, many of the farmers who lived away from a river or port were **subsistence farmers**. Why do you think they did not sell their crops for profit?

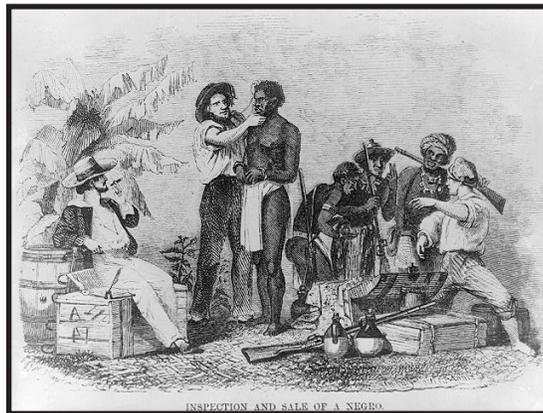
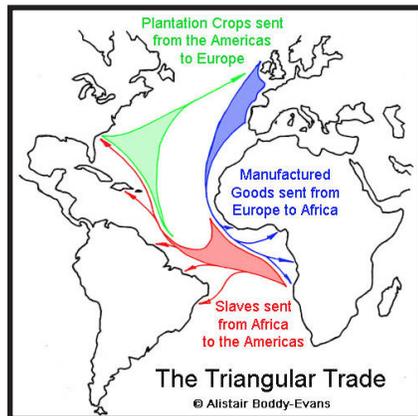
Would you rather be a **subsistence farmer** or a farmer on a large farm? Explain your reasoning.

trans-Atlantic slave trade

[triangular trade]

(trata de esclavos transatlántica)

The trade of slaves from Africa across the Atlantic Ocean during the 16th through 19th centuries



Synonym

human trafficking (modern)

Example Use

During the time of the **trans-Atlantic slave trade**, African rulers would receive goods from Europe in return for slaves to be shipped to the New World.

Most of the Africans transported in the **trans-Atlantic slave trade** were taken to the Caribbean, Brazil, or Spanish America, rather than to North America.

Turn and Talk

Use the terms “labor shortage” and “**trans-Atlantic slave trade**” in the same sentence.

Who benefited the most from the **trans-Atlantic slave trade**?

Why did the colonists perceive a need for the **trans-Atlantic slave trade**? Were there other options?