Setting Up a New Colony Mini Project

Course and level: 8th grade Social Studies (NC & US history)

Learning Goals: How does the geography of a region affect the social, political, and economy of the colony being founded there? How do influences from different settlement groups affect the development of a colony?

Objectives:
- 8.G.1.1: Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in the US.
- 8.G.1.2: Understand the human & physical characteristics of regions in the US.
- 8.C.1.1: Explain how influences from Africa, Europe, and the Americas impacted the US.
- 8.C.1.2: Summarize the contributions of particular groups to the development of the US.
- 8.H.3.1: Explain how migration & immigration contributed to the development of the US during colonization.

Teacher materials and resources:
- Alice Start Worlds
- Computers with Alice loaded
- Explanation of Mini-Project

Student materials and resources:
- SS Notebooks
- Pen/Pencil
- Chromebooks

Procedure

<table>
<thead>
<tr>
<th>Instructional sequence</th>
<th>Expected student response</th>
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<tr>
<td>1. <strong>Activator</strong></td>
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<td>13 Colonies Regional Differences Review:</td>
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<td>Students will listen to the 13 Colonies Sing a Long youtube video and pick out the differences among the 3 colonial regions that they notice in the song and any they remember from their notes from the previous day.</td>
<td>Students will listen to the 13 Colonies Sing a Long youtube video. Students will jot down the differences among the regions that they hear in the song and any others that stand out in their memories based on their notes from the previous day. Students will also review the connections between resources mentioned &amp; economy of regions.</td>
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<td>2. <strong>Lesson Development:</strong></td>
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<td>Introduce Mini-Project:</td>
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<td>Explain to students that the purpose of the mini-project is to take the starter worlds that they were assigned during the exploration unit to explore and now create their country’s new colony (use knowledge gained in the study of early settlements &amp; 13 colonies to help). They must send colonists to settle this new world. They will decide what the economy will be based on the natural resources and geography of their new world. They will decide which groups of people from their country will go to this new world and what kind of government they will be allowed to set up (self governing charters, royal governors, joint-stock companies). Go over expectations of what they will turn in:</td>
<td>-Students will follow along reading the project description and make note of the project deadline in their calendar/agenda/device. (Students will have 2.5 weeks to complete the project.) -Students will note the timeline with mini-deadlines for completing the project on time…noting when they should have their economy decided; settler groups decided; government decided; and Alice world built/document proofread and finalized. -Students will ask any clarifying questions that they need to ask in order to get started on the project. -Students will make sure they have their information on their starter worlds from the exploration period and their notes on the settlement/colonial period. -Students will partner up with someone who has a similar starter world for this project.</td>
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<td>-In Alice: They need to build cities/farms/small towns to reflect economy (using signs/produce, etc) and settler groups (use different people and have a way of explaining some of the culture people bring).</td>
<td>-In Canvas: They need to explain how their resources &amp; geography led to the economy they chose for their new colony. They need to explain why they are sending the groups to settle and how that will affect the development of their colony’s economy. They will also need to explain what kind of government they will be setting up in their new colony (from the perspective of the country sending this colony).</td>
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### Procedure (cont.)

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| **2. Lesson Development (cont.)**  
*Time to Start Project:*  
Students will work in groups of 2-3 on their colonies together. Students will review the resources available to them in their worlds and the geography then evaluate how they can be used to make money and what kind of people would be helpful/be willing to send to develop the resources.  
For Teacher Reference:  
Alice Starter World 1=New England Colonies  
Alice Starter World 2=Middle Colonies  
Alice Starter World 3=Southern Colonies |  
**2. Lesson Development (cont.):**  
*Time to Start Project:*  
Students will look at the geography of their starter world and their natural resources available and list them in a T-chart. On the other side of their chart, they will come up with how the resources can be used to make money or will hinder making money and how the geography might help or hinder them from making money.  
Students will circle the top 5 resources and ways of making money that they are most interested in using for their colony. Students will brainstorm the types of people they want to send to the colony or might need to help develop the resources they want to use for their economy. |
| **3. Homework:**  
Students will work for 20 minutes on their project tonight. |  
**3. Homework:**  
Students will work on their economy/settler groups for 20 minutes. |

### Teacher Reflective comments:
After teaching the lesson, evaluate your teaching. Highlight your strengths and describe areas you want to improve in the lesson.