

HISTORY UNIT 4





Name: _____ Date: _____

Quiz

Name: _____ Date: _____


Vocabulary Sort


Match the vocabulary words to the definitions.

Plantation 	settler who inhabits a colony
Colonists 	group of the first British colonies along the Atlantic coast
Settlement 	a place where colonists established a community
Thirteen Colonies 	an estate where crops are cultivated by labor

Write a paragraph summarizing this unit. Use each of the vocabulary words.

There were 13 Colonies along Atlantic coast. Colonists established a community called Settlement.

Plantation


Colonists




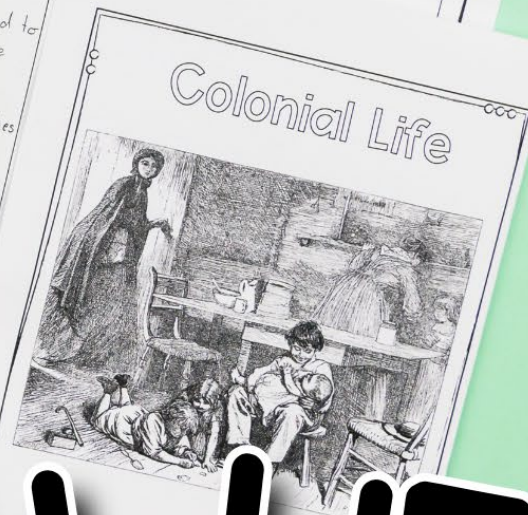
Name: _____ Date: _____

KWL: Colonial Life

Before beginning this unit, discuss what you already know about this topic. What you hope to learn? At the end of the unit, fill in what you learned. Was your or knowledge correct?

K. you know about how colonists lived?	W. What do you want to learn about the colonists and what life was like for them?	L. What did you learn about the colonists' way of life?
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COLONIAL LIFE



Videos, Lessons & Worksheets





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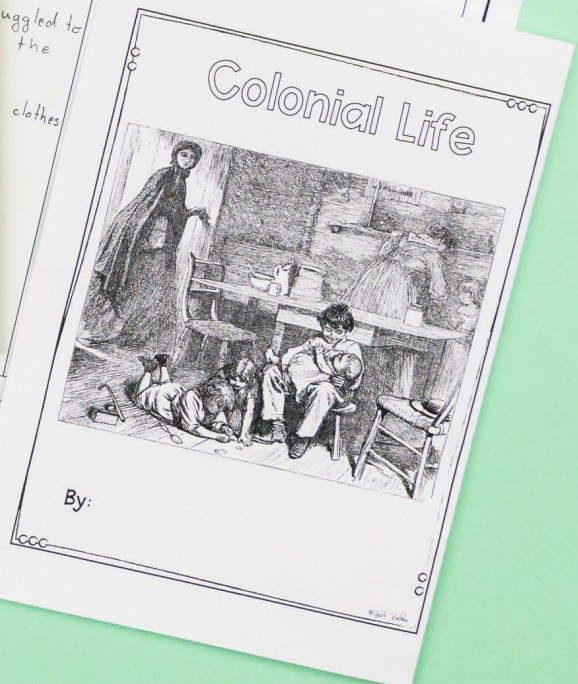
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Google Slides Presentation can be converted to PowerPoint too!

Colonists



Key Vocabulary

Colonists



settler who inhabits a colony

Thirteen Colonies



group of the first British colonies along the Atlantic coast

Settlement



a place where colonists established a community

Plantation



an estate where crops are cultivated
buy labor

Settlement



Plantation



Original Videos









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Plantation	Colonists	Settlement	Thirteen Colonies
			

settlement who inhabits a colony

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Write a paragraph summarizing this unit

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Name: _____ Date: _____

Quiz

Fill in the blanks with the words from the word bank. Some words may be used more than once.

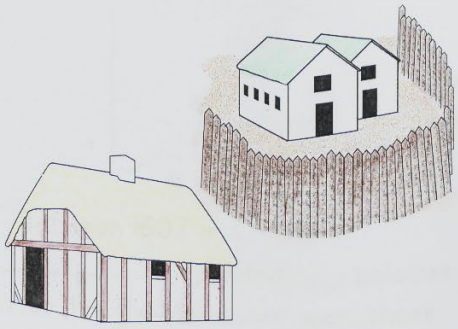
thirteen colonies plantation colonists settlement

The colonists were a group of British people who first came to America to start a settlement. The thirteen colonies were a group of colonies that Great Britain settled along the Atlantic Coast. At first, it is difficult for the colonists. As time went on, some gained wealth and started plantations.

Use the Venn Diagram comparing and contrasting life in early colonial America and life in later colonial America.

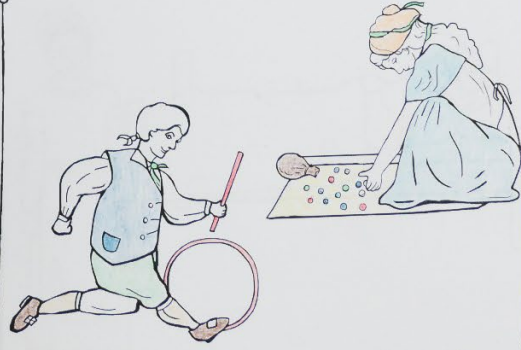
Early Colonial America		Late Colonial America

Homes



Early farm homes were one or two rooms with dirt floors. The houses had thatched roofs. There was a fireplace and some furniture.

Colonial Children



Colonial children played much less than children today. They worked hard to help their families. When they had time to play, they played hide-and-seek, ran races, or played with dolls.

Career Spotlight

Name: _____
Date: _____

Historical Reenactor

Historical reenactors are entertainers who are history enthusiasts. They recreate parts of historical events or time periods.



Would you want to be a historical reenactor?
Why or why not?

Yes, I would
and it is a great
experience.

If you were a historical reenactor,
what time period would you
represent?

Read the Reenactor's Story.
Pretend you are a historical reenactor.

Career Spotlight

Name: _____
Date: _____

Historical Reenactor

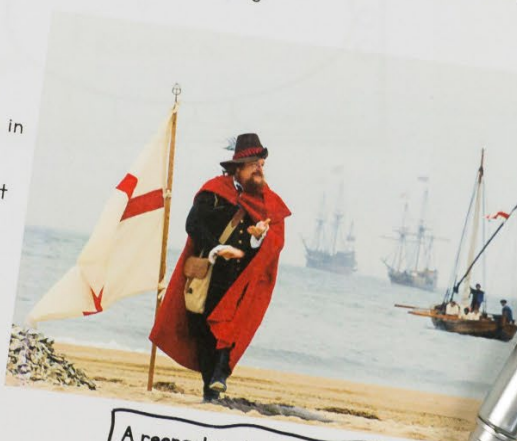
Historical reenactors are entertainers who are history enthusiasts. They recreate parts of historical events or time periods. Historical reenactors often wear costumes from the time period they are reenacting.

Many reenactors participate as a hobby. These people may be any age or background. Children even participate! Reenactors may also be historians. They have researched the time period, uniform, props, and events that likely occurred. Historical reenactors may reenact any major event or war throughout history.

Living history is a type of performance that brings history to life for the public. These reenactors do not follow a script. The actors have researched the era. They recreate the time period or event for education. Living history is often used in certain museums and historical sites. Colonial living history can be seen at Plimoth Patuxent Plantation and Colonial Williamsburg.

Battle reenactment is when historic battles are planned out. Actors make the same actions that were taken in the original battles. These battles are often played out at the original battle site.

Historical reenactors help the public understand the past. By watching a reenactment, people can learn about history in an engaging way. It can help us connect with the past.



A reenactor playing John Smith claiming a beach for Jamestown

Unit Instructions

Time Commitment

This unit includes 11 days of lessons. It should take about thirty minutes for each social studies lesson.

This resource includes a Google Slides presentation. The presentation can easily be converted to PowerPoint. This presentation is meant to be used as a whole class presentation, rather than a student activity.



Click here to access the Google Slides Presentation.
Please Note: This presentation should be used in "Present" mode.

The information provided in this unit is research-based. It was carefully created to be historically accurate and represent the Indigenous groups the way they wish to be represented. Graphics and photos were carefully selected to be historically accurate. Please work with your students to teach them that, while there are similarities between many nations, there are also unique differences. Stereotypes about Native Americans are harmful.

Unit 3: Colonization in North America

Preparation:

- Print the vocabulary cards, student books, and worksheets before beginning. Each student will need their own copy of the book and worksheets.
- Prepare your technology to present the PowerPoint presentation and view videos.

Day 1:

Tell students that this unit is about daily life in Colonial America. We will be learning about how the early colonists lived and how their way of life changed over time. Show students the vocabulary cards to introduce key vocabulary words. Distribute the K.W.L. chart. Have students share what they know about the colonist's arrival. Discuss what students are wondering or want to know. Tell students that at the end of this lesson, you will fill in what you learned.

Day 2:

Distribute the *Colonial Life* book. Tell students that you will be going through a presentation together, and along the way, students will find clues to fill in their books.

Begin the presentation. Review the key vocabulary, and review through slide 8 (Homes). While you go through the presentation, students should fill in their books. Give them time to color the pictures, as well.

Day 2: Review the vocabulary. Complete the presentation slides 9-18 (Colonial Children).

Day 3: Review the vocabulary. Complete the presentation slides 19-23 (The End of Colonial Times).

Day 4: Complete vocabulary review sheet. Allow students time to complete their books.

Day 5-8: (Optional Read Aloud Activities) Read aloud the books *Samuel Eaton's Day*, *Sarah Morton's Day*, and *Tapenum's Day* while completing the comparing chart. I recommend you do one book and column per day. On Day 8, have students write a response comparing and contrasting the children's days.

Day 9-10: Introduce the career spotlight: historical reenactor. Read the passage and watch a clip of the video showing a historical reenactor in Colonial Williamsburg (you do not need to show the entire video). Break students into groups. Have students read the script and practice being historical reenactors. Groups may present to the class.

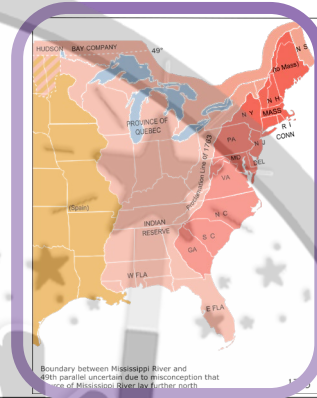
Day 11: Give students the lesson quiz. Finally, work as a class to fill in the "L" portion of the K.W.L. Be sure to discuss any misconceptions students had about colonists.

Vocabulary

Colonists



Thirteen Colonies



Settlement



Plantation



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Colonial Life



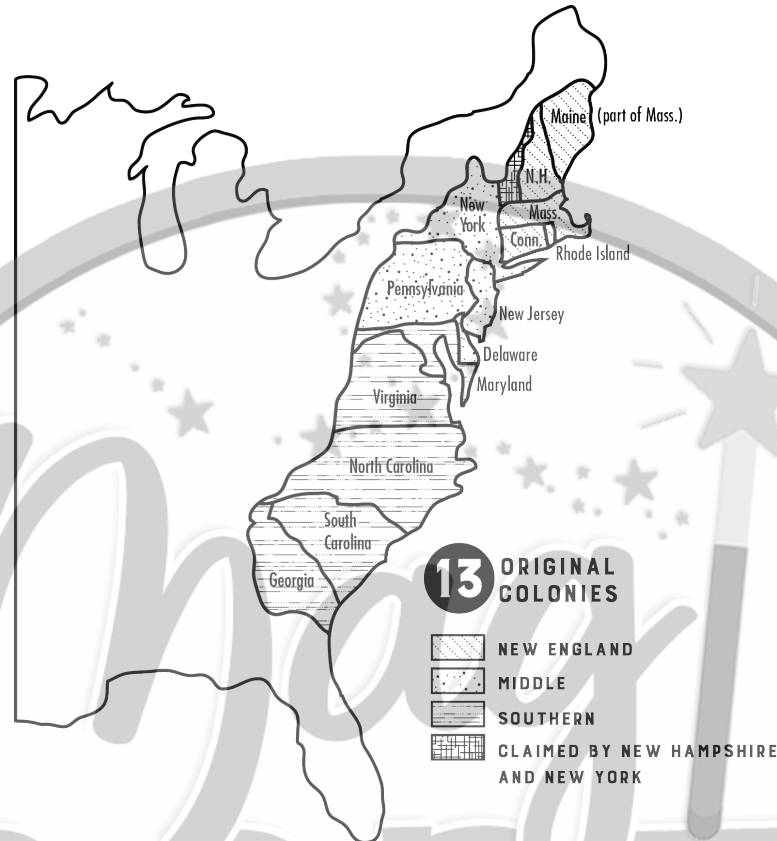
By:

Who Were Colonists?



The _____ were people who settled in America during the colonist era. They founded _____. Colonists came to America for different reasons. Some came for _____ freedom. Some came for wealth and power.

The Thirteen Colonies



Between 1607 and 1732,

_____ founded _____ colonies.

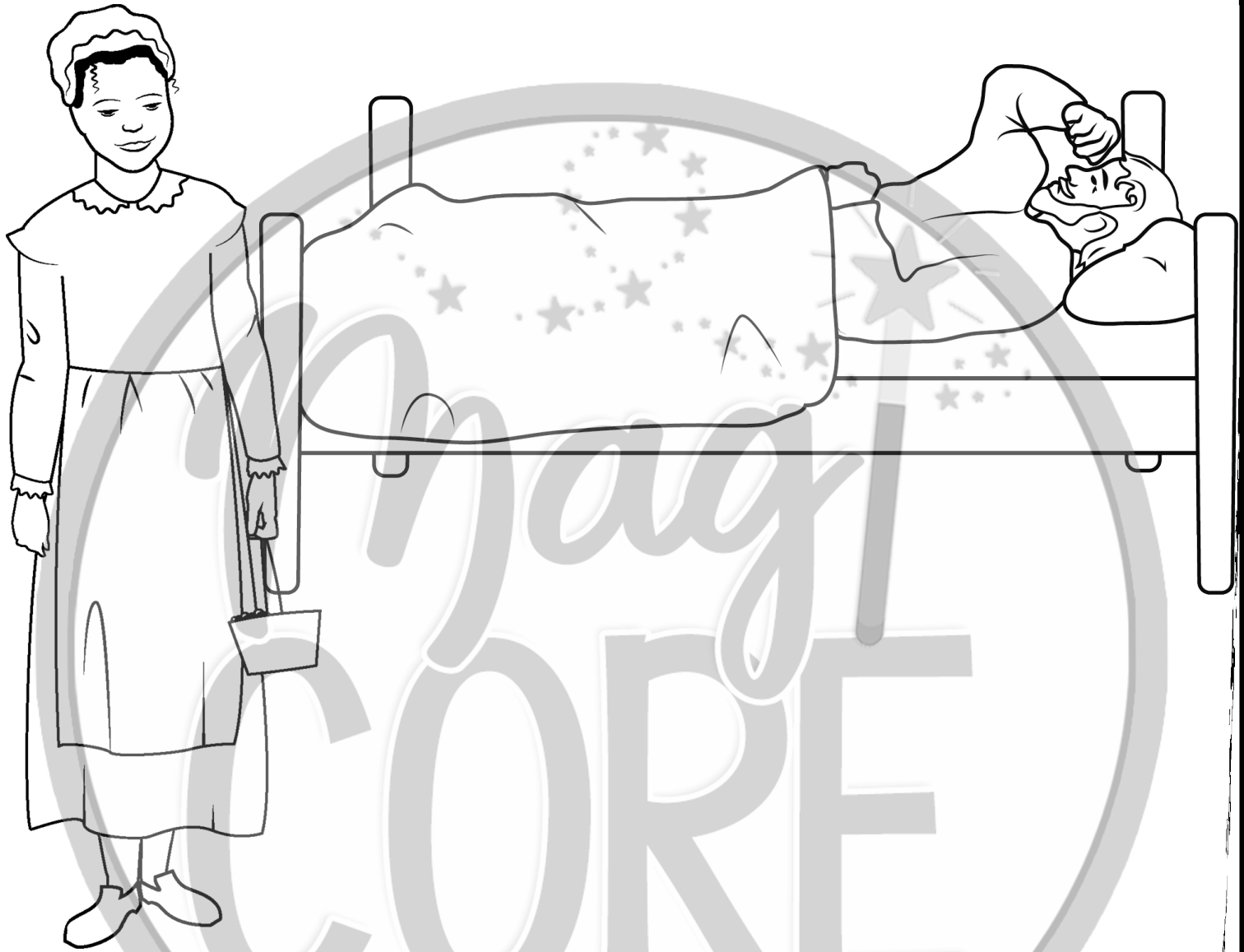
After the Revolutionary war, these colonies gained independence and formed the _____.

During this time, the population grew.

There were changes for settlers.

Native Americans were _____.

Life in Early Colonial America



Life in Colonial America was
----- Colonists had to work
hard to ----- They depended on
local Indigenous people to grow
----- They often got sick.

Name: _____ Date: _____

Read Aloud: Colonial Life

Read the books *Samuel Eaton's Day*, *Sarah Morton's Day*, and *Tapenum's Day*.
Complete the chart to compare their daily lives.

	Samuel Eaton	Sarah Morton	Tapenum
Group of People			
Dress			
Chores			
Food			
Education & Play			

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A reenactor playing John Smith claiming a beach for Jamestown

A Satisfied Customer

Setting: Brockston's Blacksmithing Shop, Plimoth Colony, 1630.

Cast of Characters: Narrator, William, William's father, Rebecca, Rebecca's mother

Narrator: It is a crisp afternoon in the colony of Plimoth. William and his father are hard at work at their shop, Brockston's Blacksmithing Shop.

William's father: Heat those iron bars in the forge, William. (arranges hammers near an anvil) We'll work on making the horseshoes next.

William: Yes, Father. (dons gloves and uses metal tongs to put iron bars in the forge)

Narrator: William repairs an axe. His father bangs a new hammer's head onto a wooden handle. The shop is filled with the clink of iron. They wait for the bars to heat. Rebecca and her mother enter the small, hot shop.

William's father: Good day to you, ladies.

Rebecca's mother: Good day. Are our horseshoes ready? The farrier is waiting to put them on our horse.

Rebecca: Our new horse's name is Rodger. He's the most beautiful horse in the world. (does a little twirl in the shop)

William's father: (smiles) Is he now?

William: (puffs out his chest) He'll look even better with our shoes on his hooves.

Rebecca's mother: (raises her eyebrows hopefully) Does that mean the shoes are done?

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Good to Go



Not O.K.

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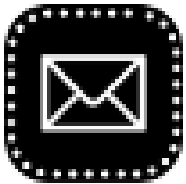
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Julie@magicorelearning.com

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