



13 Colonies Outline Map Assignment

Please label the following colonies on the map. Then, research the year that they became colonies and put that on the map as well.

New York

Virginia

Pennsylvania

Delaware

Rhode Island

Maryland

Georgia

North Carolina

South Carolina

Massachusetts

Connecticut

New Jersey

New Hampshire

Teachers Key with Year of Colony's Creation

New York - 1624

Virginia - 1607

Pennsylvania - 1682

Delaware - 1631

Rhode Island - 1636

Maryland - 1634

Georgia - 1732

North Carolina - 1663

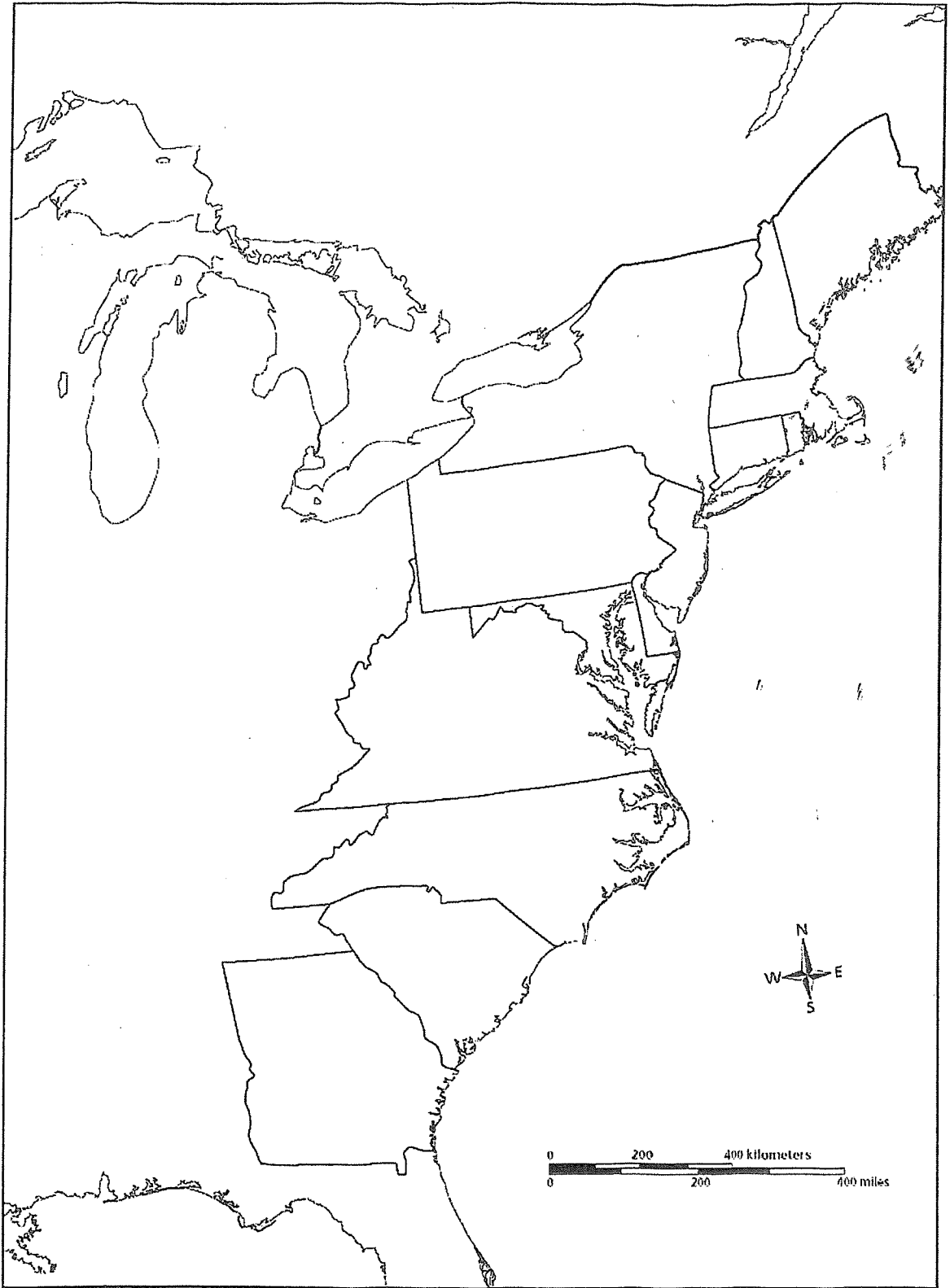
South Carolina - 1670

Massachusetts - 1620

Connecticut - 1633

New Jersey - 1660

New Hampshire - 1623





GET TO KNOW YOUR COLONY ASSIGNMENT

Before you visit the American Village, here are some questions that can help you learn more about the colonies that you will be a part of on your day here. Please read the article on your colony and complete these questions.

Get to Know Your Colony – **Connecticut**

1. Why was Connecticut known as “the provision state” during the American Revolution?
2. Major General Benedict Arnold was from Connecticut. What did he do during the American Revolution that made him famous?
3. Nathan Hale was an American spy who was executed by the British. Before he died, what did he say? (Fill in the blanks)

“I regret that _____.”

4. Who were the signers of the Declaration of Independence from Connecticut? (there were 4)



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Get to Know Your Colony – **Virginia**

1. The primary author of the Declaration of Independence was from Virginia. Who was he?
2. Patrick Henry was a great speaker who spoke out against the British and the King. His most famous quote was.

“ Give _____.”

3. Where in Virginia did the British troops surrender to General Washington?
4. Who were the signers of the Declaration of Independence from Connecticut? (there were 7)



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Get to Know Your Colony – South Carolina

1. How many battles were fought in South Carolina during the American Revolution?
2. Who was the Swamp Fox?
3. What date is known as South Carolina Independence Day? Why?
4. Who were the signers of the Declaration of Independence from South Carolina?
(there were 4)



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Get to Know Your Colony – **Massachusetts**

1. What was Massachusetts' largest city?
2. Resistance to what Act was very strong in the colony of Massachusetts?
3. What early battles of the American Revolution were fought in Massachusetts? (List 3)
4. Who were the signers of the Declaration of Independence from Massachusetts? (there were 5)

Connecticut

Colonists in Connecticut fostered a strong anti-British sentiment even before the war began. The colony had passed several anti-Tory (Loyalist) laws, including being jailed for siding with the King. After Lexington and Concord, many Connecticut soldiers marched to Boston to help oppose the British.

Connecticut became known as the “provision state” during the war as the Continental Army’s provider of food, beef, salt, flour, and military supplies like gunpowder. Throughout the war, Connecticut remained relatively peaceful with no major battles fought there. The British did make several raids on coastal communities and ports including Danbury and New London.

Continental Army leaders of note from Connecticut include Major General Israel Putnam from Brooklyn and Major General Benedict Arnold from Norwich. Coincidentally, Arnold was later part of an attack on New London after he committed treason and became a brigadier general in the British Army later in the war. Soldier Nathan Hale, a Continental army spy originally from Coventry, is remembered for his statement at his execution that he regretted that he only had but one life to give for his country.

The Declaration of Independence was created during the Second Continental Congress. Samuel Huntington, Roger Sherman, William Williams, and Oliver Wolcott represented Connecticut. Roger Sherman also served on the committee to draft the Declaration of Independence.

Virginia

The largest and most populated colony during the mid 1700s was Virginia. In addition to the fighting that took place there throughout the war, many of the nation's Founding Fathers who helped create and guide the United States at its beginning came from Virginia.

Virginian Patrick Henry began speaking out against British laws during his arguments in the 1760s and continued to be a voice of opposition to the British government in Virginia. Henry's "Give me liberty or give me death!" speech in 1775 is one of the most famous calls for colonial freedom.

General George Washington, possibly the most influential and important person in American History, was born in Westmoreland County. Thomas Jefferson, born in Shadwell, wrote the words that are the cornerstone of our nation and served as our third President. Stratford-born Richard Henry Lee delivered the resolution for independence to Philadelphia where it was adopted. James Madison, from Belle Grove, brought much of the format and ideas to the Constitution and served as our fourth President.

Virginia played a large military role in the war as well. British General Cornwallis's army surrendered at Yorktown in 1781, ending the war and gaining the colonies independence. Eventually 35,000 Virginians fought in the American Revolution.

The Declaration of Independence was created during the Second Continental Congress. Carter Braxton, Benjamin Harrison, Francis Lightfoot Lee, Richard Henry Lee, Thomas Nelson, Jr., and George Wythe represented Virginia. Thomas Jefferson served on the committee to draft the Declaration of Independence and was its primary author.

South Carolina

More than 200 battles were fought in South Carolina during the Revolutionary War, starting with the British attempt to seize Charlestown in 1776. Charlestown (now Charleston) was a major port city and the largest city in the southern colonies.

The June 1776 Battle of Fort Moultrie resulted in the successful defense of Charlestown, convincing more South Carolinians to join the patriots' cause. The Continental Army kept the British out of Charlestown until 1780. The city remained under British control until they finally evacuated on December 14, 1782, a date still known as "South Carolina Independence Day".

The Battle of Camden in 1780 was a victory for British General Cornwallis, and a horrible defeat for Continental Army General Horatio Gates. After the loss, Gates was removed from command and replaced by General Nathaneal Greene. In 1781, the Continental Army's victory at the Battle of Cowpens helped push the British out of South Carolina and into North Carolina and Virginia.

Other notable colonial South Carolinians include Lieutenant Colonel John Laurens, a strong opponent of slavery who tried to recruit slaves to fight in the Continental Army and gain their freedom. Francis Marion, known as the Swamp Fox, was known for his irregular methods of warfare (now known as guerrilla warfare) and used those tactics while his militia fought with the regular army at the Battle of Eutaw Springs.

The Declaration of Independence was created during the Second Continental Congress. Thomas Heyward, Jr, Thomas Lynch, Jr, Arthur Middleton, and Edward Rutledge represented South Carolina.

Massachusetts

In the 18th Century, Massachusetts was known as the Province of Massachusetts Bay. It was the seat of the British Government in the colonies. Although Boston, its largest city, became the ideological heart of the American Revolution, the rest of Massachusetts was just as rebellious in their actions.

Resistance to the Stamp Act was strong throughout the colony. The colonists' boycotts, hiding military supplies, and refusing British representatives in their courts were among the acts of resistance that led to the Coercive (Intolerable) Acts being issued as punishment for the actions of Massachusetts.

With the Boston Massacre in 1770, resistance turned into armed conflict and eventually led to the early battles of the American Revolution: Lexington and Concord and Bunker Hill in 1775. More than 20 battles were fought in Massachusetts. In almost every year of the war, the Continental Army consisted of a majority of the colony's residents as 16,449 soldiers from Massachusetts fought in the American Revolution.

The Declaration of Independence was created during the Second Continental Congress. John Adams, Samuel Adams, Elbridge Gerry, John Hancock, and Robert Treat Paine represented Massachusetts. John Adams was on the committee to draft the Declaration and later served as the first Vice President and second President of the new United States.



The American Village: Independence! Program Lesson Plans

Lesson Title: Threatened Rights: A Simulation in Causes Leading to the American Revolution

This lesson provides firsthand experience to students in a simulation that leads students to the same breaking point at the American colonists of the 18th century. It encourages students to take action and create solutions to the situation.

Objectives:

In this lesson, students will:

Gain an understanding of the events leading up to the American Revolution.

Gain insight into how the American colonists must have felt and why they behaved the way they did in response to the actions taken by the British before 1776.

Materials and Resources:

Background information – Various acts taken by Britain from 1650 – 1776.

Examples: Navigation Acts; Writs of Assistance; Stamp Act, Quartering Act, and Intolerable Act

“List of Complaints against the King of England” adapted from The Declaration of Independence Web site:

<http://www.historyforkids.org/learn/northamerica/after1500/government/declaration.htm>

Memo to Parents: Changes in School Handbooks (This may be changed to fit different age groups and situations.)

Student/Colonist Graphic Organizer



Strategy:

1. New school regulations are delivered and read to the class by a school administrator or co-worker.
2. Students react and write a list of solutions/actions in response to the new rules. Stress that it is a time to think about what they want to do about it, not just complain about the unfairness of the new rules.
3. List these ideas on the board or overhead.
4. Ask how many students are willing to obey the “new rules?” Some students may be willing to do so (Loyalists vs. Patriots).
5. Have students write a letter to the superintendent or principal explaining why they think the rules are unfair or unjust, and /or the steps they plan to follow in response to the to the “new rules.”
6. When the students have completed their letters, take them up and write the following question on the board: Do you think you can now understand how the American Colonists must have felt prior to the Revolutionary War? Let them know that this has all been a learning simulation.
7. Students will compare the acts put on the American colonists with the rules they were given in the simulation.
8. Students will discuss reasons the colonists fought for their liberties in the Revolutionary War.
9. Divide students into small groups. Assign each group a rule and act. Complete the graphic organizer – School Rule/British Rule/Reactions.
10. Have each group report and compare how their “rule” and the British “acts” were alike.
11. Teacher may stimulate the discussion by asking the following:
 - What angered you most about the “new rules?”
 - Why do you think some of the Colonists went along with the British Acts?
 - Why were some of you willing to follow the new school “fake rules?”
 - What kinds of things do people do when they feel they are being treated unfairly?
 - Why do you think Britain felt their laws were “fair?”
 - Even though the Colonists were breaking the laws, why didn’t they consider it a serious violation? (civil disobedience)
 - Can you think of any boycotts going on today?
 - Do you know of any areas of the world today where people are rebelling against their governments? What are their reasons?

Assessment:

Formal & Informal

- Students’ expository writing will be assessed using the **Writing Assessment Rubric**.

- Students will compare the acts put on the American colonists with the rules they were given in the simulation.
- Students will discuss reasons the colonists fought for their liberties in the Revolutionary War.

Lesson Extension:

- Open class discussion regarding revolutions/protests; actions people take when they feel things are not fair; rights of people; responsibilities of governments; civil disobedience, etc.

Letter and Form courtesy of Martha Bakula. Used with permission.

Memo

To: Parents of

From:

Date:

Re: Changes in School Handbooks effective

1. Because on increases in absences this winter and to stress the importance of consistent school attendance, students will be required to pay a fine of **one dollar** for each absence from school. This fine will be expected upon return of the student to school.
2. Due to increased theft in schools, desks will be **searched at any time** by principals, assistant principals, or teachers, without prior warning to the student. This includes searches of clothing, purses, gym bags and lockers, storage tubs, or back packs.
3. Due to the general lack of participation in school lunch programs and financial losses as a result of a cutback in federal funds, all lunches to be eaten in the school must be purchased from the school lunch program beginning _____. **No one** will be allowed to consume lunches brought from home.
4. In order to bring in further school revenues, all school supplies must be bought from the school store beginning on the Monday after Spring Break. Teachers will require that all study materials including paper, pencils, folders, binders, or any other classroom items will be bought from this store. If the school does not have a school supply store then one will be established immediately. A label with _____ School's stamp on it will be placed on all supplies so that the teacher/ monitors will be able to easily identify these approved items. **Unauthorized materials will be confiscated.**
5. The student councils in each school will be expected to assist in carrying out these new regulations without question.

Sign and Return

I have read the above regulations and understand that failure to sign, showing my agreement to comply, may result in my child losing school credit.

Parent Signature _____

Student Signature _____

School Rule

British Rule

Student Reaction

Colonial Reaction

How Are They the Same?

Dear _____

I think that the new rules are totally unacceptable, intolerable, and unthinkable! The rules were extremely unexpected. I think that kids should get to be creative and expressive in what they eat, what utensils that they use, and what they wear. Plus, how would you like it if I accused you of taking something and looked through all of your personal belongings without even giving you a thought?!? Furthermore if you were sick with a deadly disease for a week, would you like to pay your money for just a week of absences? I think that if we (school students) should have to suffer, you and your friends should too! These are way, too really mean way, too disgustingly formed rules! My class and I are extremely

willing
to compromise

frustrated with these so-called rules. I do not see every much cause in these disagreeable rules. I would mind having a thorough check routinely, but otherwise I say: "It is sure not going to happen with me!" Also you are definitely not going to make it happen!

My class and I are contacting other schools to get them to get involved. None of us mind getting expelled or suspended. We might even get our mothers to check us out for lunch!

Sincerely,

Dear

I am outraged by these new rules! These rules are very intolerable and unconstitutional. I think these are not fair because the lunchroom food is disgusting, how about you come down here and try the lunchroom food. Plus you shouldn't make people pay if they're sick because they can't help if they're sick.

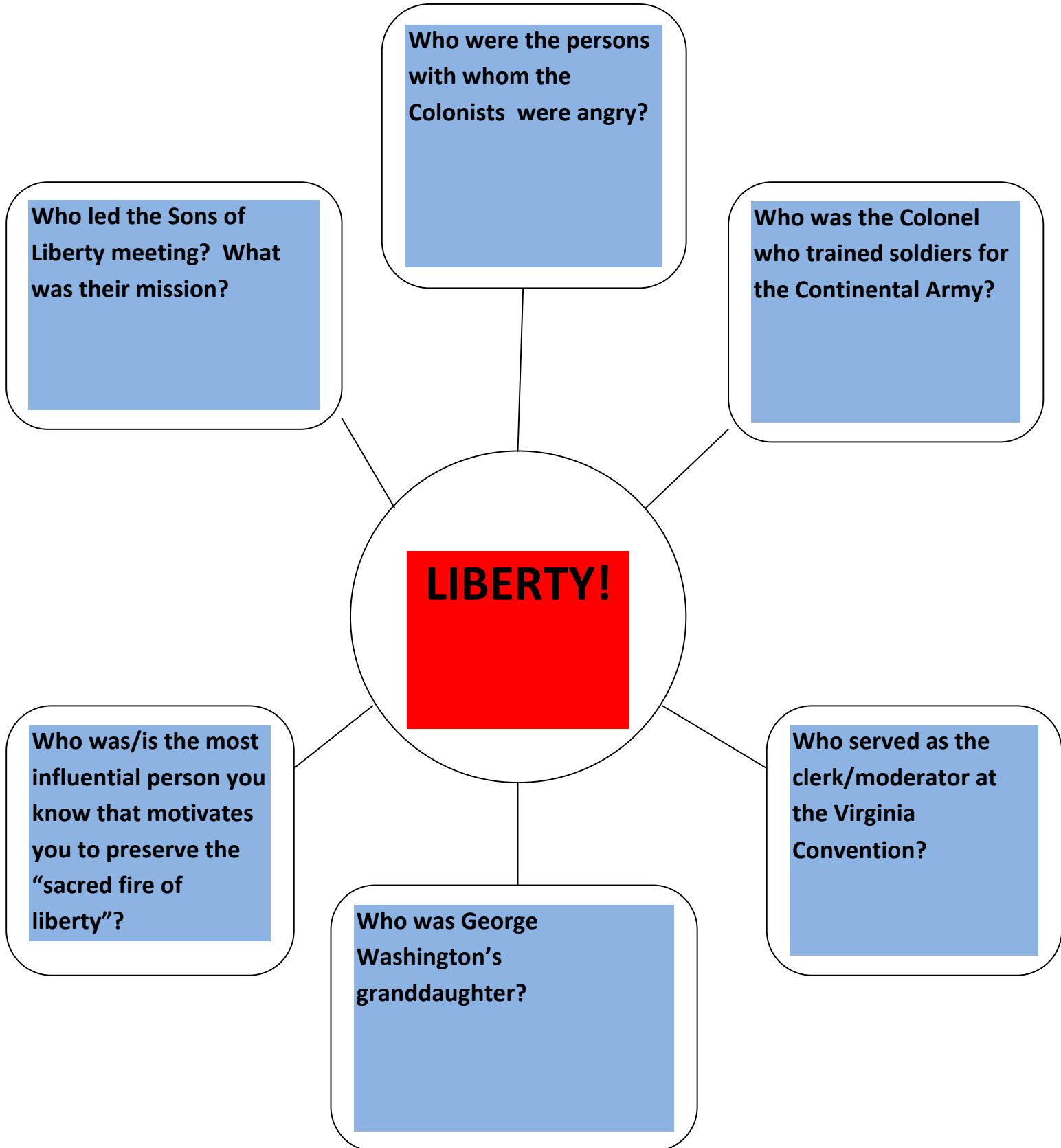
I also think that we should be able to buy supplies anywhere I want. Finally, I don't see any reason to search clothing, book-bags, etc, etc.

Here is what I am going to do about this. First I am going to boycott the school lunch.

Second of all I am going to buy my supplies anywhere I want. Third of all I will come to school whether I am sick or not. Finally I would like you to consider if you were a kid would you agree to do this.

Your Dearest Enemy,

Who's Who in Liberty and Self-Government





**Writing Assessment
Evaluation Rubric**

Student _____

Score = _____ / 15

CATEGORY		3	2	1	0	SCORE
A	Personalization and Emotional Content	Many statements personalized; strong emotional content.	Some personalization and emotional content.	Limited personalizing, lacks emotional content.	No statements are personalized.	
B	Understanding Of Setting and Situation	Strong awareness of setting and situation.	General awareness of setting and situation.	Awareness of setting unclear.	Not relevant to setting or situation.	
C	Number of Facts	At least <u>three</u> accurate facts about the topic.	Contains <u>two</u> accurate facts about the topic.	Contains <u>one</u> accurate fact about the topic	Contains <u>no</u> accurate facts about the topic.	
D	Personal Position and Why On issue(s) of American independence	Personal position on issue(s) <u>stated</u> . Reasoning shows high level thinking and thorough understanding.	Personal position on issue(s) <u>stated</u> . Reason is stated but not in depth.	Personal position on issue(s) <u>stated</u> . <u>Reason is not given</u> or does not match position.	Personal position on issue(s) <u>not stated</u> .	
E	Risks and Sacrifices Made for American independence	<u>More than two</u> clear examples of risk or sacrifice.	<u>Two</u> examples of risk or sacrifice.	<u>One</u> example of a risk or sacrifice.	Example of risk or sacrifice <u>not given or unclear</u> .	

Meaning of Terms:

A Personalizing – Specific to the innkeeper scenario, personal feelings

B Setting/Situation – Events in Boston and the colonies

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Name _____

Date _____

For each statement below, write in the letter beside the person's name or place that it matches.

Matching People

- _____ 1. Made the statement "Give me liberty or give me death!" and also helped create the Virginia Convention's "Resolves for Independence"
- _____ 2. Took notes during the Constitutional Convention and is also called the "Father of the Constitution"
- _____ 3. The General in the American Revolution who later was elected President of the Constitutional Convention
- _____ 4. The black man who was killed along with other colonists when British soldiers fired shots on them during the "Boston Massacre"
- _____ 5. A delegate to the Constitutional Convention who compared the United States to a "rising sun"

PEOPLE

- A. George Washington
- B. James Madison
- C. Benjamin Franklin
- D. Crispus Attucks
- E. Patrick Henry

Matching Places

- _____ 6. The first shots of The American Revolution were fired here on April 19, 1775
- _____ 7. The 1775 capital of Virginia where the Virginia Convention adopted the "Resolves for Independence"
- _____ 8. City where a "Tea Party" was held to protest British taxes
- _____ 9. The city where the Declaration of Independence was adopted in 1776, and where the Constitutional Convention met in 1787
- _____ 10. The place where the British General Cornwallis surrendered to American forces

PLACES

- A. Concord & Lexington
- B. Philadelphia
- C. Williamsburg
- D. Yorktown
- E. Boston

Multiple Choice – Choose the best answer

- _____ 11. Which of the following were not taxed as part of the Stamp Act?
 - A. Playing cards
 - B. Marriage licenses
 - C. Sugar and molasses
- _____ 12. Why is the word united so important in the name of our country, the United States of America?
 - A. So we will not have any disagreements
 - B. Because people in our country always get along together
 - C. Because states are stronger together than each state by itself

- _____ 13. Which document describes how our government works?
 A. The Constitution of the United States
 B. The Declaration of Independence
 C. The Articles of Confederation
- _____ 14. Which of the following does not describe a major principle of how our government works?
 A. The people are the source of all political power.
 B. Government is divided into three branches to check and balance power.
 C. The President is the source of all political power.
- _____ 15. The Constitution divides power among which three branches?
 A. FBI, Military, CIA
 B. Legislative, Executive, and Judicial
 C. States, Counties, Cities
- _____ 16. Generally the right to vote in colonial times was restricted to which groups?
 A. People given permission to vote by the King
 B. White males who were 21 years old and owned property
 C. Members of the Continental Congress
- _____ 17. Which document set forth the principles on which the American Revolution was fought?
 A. The Mayflower Compact
 B. The Declaration of Independence
 C. The Articles of Confederation
- _____ 18. Which document begins with the words “We the People?”
 A. The Articles of Confederation
 B. The Magna Carta
 C. The United States Constitution

Matching the Duties – Match the part or branch of our government to its main power.

- _____ 19. The United States Congress
- _____ 20. The Supreme Court
- _____ 21. The President of the United States.

POWERS

- A. The power to carry out or execute the laws
 B. The power to legislate or create laws
 C. The power to interpret or review laws

Participating in Government

- _____ 22. Why does our American system of self-government depend on citizens to take part in it?
 A. To protect our liberties
 B. So that we elect leaders who will do what the people want
 C. So there will be no taxation without representation
 D. All of the above

23. List three ways Americans can participate in self-government.