

## SAMPLE INSTRUCTIONAL TASK (Grade 5)

### Overview (approximately 1 class period)

1. Provide students with a copy of the [Colonial North America](#) map and three colored pencils.
2. Project the “[Colonies Map](#)” and ask students to create a map key and color code the three colonial regions.

SOUTHERN COLONIES	MIDDLE COLONIES	NEW ENGLAND COLONIES
<ul style="list-style-type: none"><li>● Georgia</li><li>● South Carolina</li><li>● North Carolina</li><li>● Virginia</li><li>● Maryland</li></ul>	<ul style="list-style-type: none"><li>● Delaware</li><li>● Pennsylvania</li><li>● New Jersey</li><li>● New York</li></ul>	<ul style="list-style-type: none"><li>● Connecticut</li><li>● Rhode Island</li><li>● Massachusetts</li><li>● New Hampshire</li></ul>

3. Direct students to review their [map of the Americas](#) and compare the map to their map of [Colonial North America](#) to establish the context of where the thirteen colonies were established and what other civilizations were there prior to their establishment.
4. Briefly discuss the geography of the landscape on the Eastern coast of the United States. Direct students to recall from unit three why British colonists settled where they did (e.g., access to trade routes, water, fertile soil).
5. Say: “The purpose of this ask is to explore what made these thirteen British colonies successful. Given the [characteristics of civilizations](#) we’ve been studying, what should explore about the colonies?”
6. Then explain that the focus of the next few tasks will be on the government, religion, economy, and trade of the British colonies and how each contributed to the colonies becoming permanent settlements/civilizations.

### Colonial Government (approximately 3 class periods)

7. Provide students with a copy of “[The Colonial Experience](#).”
8. Read aloud the text while students follow along.
9. Ask students the following questions to check for understanding:
  - a. What documents established the government of each British colony?
  - b. In which colonial settlement did the Virginia House of Burgesses begin?
  - c. We learned about the Pilgrims in unit three. According to this article, what was unique about the first government of the Pilgrims? In what ways does this foreshadow what we know eventually happens to the colonies?
  - d. Considering travel and communication in the 1600s and 1700s, how did the location of the British colonies in relation to Great Britain impact how they were actually governed?
10. Reread aloud the second paragraph of the text.
11. Ask students to identify the parts of a typical British colonial government (i.e., charter, king of England, British Parliament, governor, colonial legislature, council, assembly).
12. Divide the class into pairs and direct each pair to draw an initial diagram of the structure of a typical British colonial government. As needed, provide students with a blank structural frame for them to fill in.
13. Provide students with a copy of “[2f. The House of Burgesses](#)” from USHistory.org.
14. Direct them to read the text with their partner.
15. Then project section ii of the [Charter of Delaware](#).
16. Ask students to explain the purpose of a charter and then explain that you are going to read from the *Charter of Delaware*.
17. Read aloud section ii of the [Charter of Delaware](#).

18. Ask students the following questions to check for understanding:
- What is the composition of the Assembly?
  - What is the job of the Assembly?
  - Who is in charge of the Assembly?
  - What grants the Assembly their power and privileges?
19. Provide students with a copy of the [comparing governments handout](#) and ask them to complete the handout with their partner.
20. Conduct a discussion comparing the colonial government with our modern-day government. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources or outside knowledge to support their answers. Possible questions:
- How is each government similar and different?
  - In what ways might the colonial government have influenced our modern-day government?
  - How does having a structured government support the success of the British colonies?

### Adapted Excerpt from “The Colonial Experience”<sup>1</sup>

The American colonies grew and flourished under British supervision, but the great expanse of the Atlantic Ocean created a safe distance for American colonists to develop skills to govern themselves. Despite its efforts to control American trade, England could not possibly oversee the entire American coastline. Colonial merchants soon learned to operate outside British law. Finally, those who escaped religious persecution in England demanded the freedom to worship according to their faiths.

#### Colonial Governments

Each of the thirteen colonies had some kind of written agreement between the colony and the king of England or Parliament (British legislature). Given the distance between England and the colonies, though, most colonies developed representative democratic governments to rule their territories. The typical governmental structure started with a governor appointed by the king. The governor had almost complete authority. Each governor appointed a COUNCIL of individuals from the colony who served in the governor’s absence and acted as the supreme court for the colony when needed. Both the governors and their councils followed the rules and orders of the king and Parliament. The COLONIAL LEGISLATURE or ASSEMBLY, was elected by property holding males. The legislatures controlled the salary of the governor and often used this influence to keep the governors in line with colonial wishes. The first colonial legislature was the VIRGINIA HOUSE OF BURGESSES, established in 1619.

When the first PILGRIMS voyaged to the New World, a bizarre twist of fate created a spirit of self-government. These Pilgrims of the *Mayflower* were bound for Virginia in 1620, but they got lost and instead landed at PLYMOUTH in present-day Massachusetts. Since Plymouth did not lie within the boundaries of the Virginia colony, the Pilgrims had no official charter to govern them. So they drafted the MAYFLOWER COMPACT, which in essence declared that they would rule themselves. Although Massachusetts eventually became a royal colony, the Pilgrims at Plymouth set a powerful precedent of making their own rules that later reflected itself in the town meetings that were held across colonial New England.

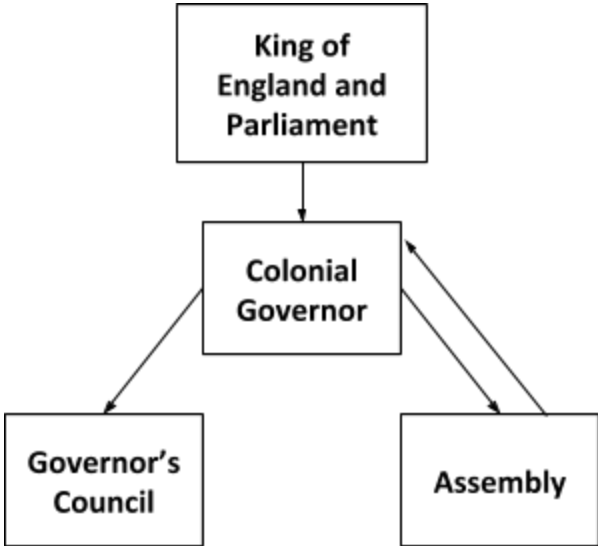


John Winthrop was the governor of the Massachusetts Bay Colony, one of the eight colonies governed by royal charter in the colonial period.

<sup>1</sup> This work by The Independence Hall Association is licensed under a [Creative Commons Attribution 4.0 International License](#). The original work is available at <http://www.ushistory.org/gov/2a.asp>.

## Comparing Governments

Draw and label the structure of each government.

Typical British Colonial Government	United States Government
 <pre>graph TD; A[King of England and Parliament] --&gt; B[Colonial Governor]; B --&gt; C[Governor's Council]; B &lt;--&gt; D[Assembly];</pre> <p>The diagram illustrates the hierarchy of a typical British colonial government. At the top is a box labeled 'King of England and Parliament'. An arrow points down from this box to a box labeled 'Colonial Governor'. From the 'Colonial Governor' box, two arrows point down to two separate boxes: 'Governor's Council' on the left and 'Assembly' on the right. Additionally, there are two arrows between the 'Colonial Governor' box and the 'Assembly' box, one pointing in each direction, indicating a reciprocal relationship.</p>	
<p>Identify how each part of the government gets their role.</p> <p>The governor was appointed by the king. The governor appointed the council. The assembly members were chosen by the colonists.</p>	<p>Identify how each part of the government gets their role.</p>
<p>Describe the duties of each part of the government.</p> <p>The governor carried out the king's orders. The governor managed trade and had final approval of laws. The council also carried out the king's orders (when the governor was absent) and, when needed, the council was the high court. The assembly paid the governor, collected taxes, and made laws.</p>	<p>Describe the duties of each part of the government.</p>