

Why Were Colonial Americans Drawn to Certain Regions of the Country?

By Abby Webb

Description: Students will examine various primary sources to determine why colonists were drawn to a particular region of the country.

Subject: English Language Arts, Social Science

Duration: 45 min

Grade Levels: 4-8

Standards:

IL-1.C.3a > Use information to form, explain and support questions and predictions.

IL-1.C.3c > Compare, contrast and evaluate ideas and information from various sources and genres.

IL-3.B.3a > Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.

IL-3.C.2a > Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

IL-4.A STANDARD: Listen effectively in formal and informal situations.

IL-4.B.2b > Use speaking skills and procedures to participate in group discussions.

IL-16.A.2c > Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

IL-17.A.2a > Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.

IL-17.A.3a > Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).

Resources:

Life in Colonial America Video

Life in Colonial America. Rainbow Educational Media, 1999. (This is a series of three videos and the first one can be used as a supplement to this lesson.)

[Tinker, Tailor, Farmer, Sailor Website](#)

This website (part of the Library of Congress website) contains numerous links on the LOC website for students to use for their Colonial research. It is split up into New England, Mid Atlantic, and Southern Colonies.

Objectives:

The student will:

- analyze, interpret, and conduct research with online primary sources and support findings with writing
- examine regional differences in Colonial America by completing a Regional Analysis worksheet
- determine reasons for location to a particular region via class discussion
- identify how colonists adapted to their environments
- work cooperatively with group members to analyze Primary Sources

Activities:

1. Class Discussion (10-15 minutes)

-begin by asking students, *How does environment affect where a person lives?*

-Discuss with students how people adapt to the environment of a particular location or relocate to suit their needs/wants. For example, people who live in the midwest are more likely to be farmers. Most actors move to California and New York. Why?

-If you wanted to become a movie star, where would you live?

-If you wanted to be a lobster fisherman, what region of the country

would suit your needs?

-Where would a dairy farmer most likely live?

2. At the end of this class discussion, give each student a copy of the Lesson Outline and rubric to serve as a guide throughout the activity (<http://memory.loc.gov/learn/lessons/01/tinker/LessonWksht.pdf>).

3. Group Research & Analysis (20-30 minutes)

Divide students into 6 groups; 2- New England Colonies Region, 2- Middle Colonies Region, 2- Southern Colonies Region. Give each group a Guide to Examining and Analyzing Primary Sources

(<http://memory.loc.gov/learn/lessons/01/tinker/examguide.pdf>).

4. Inform students that each group is responsible for analyzing three primary sources from their group of links and filling out the Regional Analysis Worksheet

(<http://memory.loc.gov/learn/lessons/01/tinker/reganalysis.pdf>).

Assessments:

Students must have:

-accurate and thoughtfully completed the Regional Analysis worksheet

-completed the writing assignment (Analyzing Primary Sources); evaluated according to rubric standards

-participated in group discussion