

The British Caribbean and Colonial America Graduate Project
Lesson Plans

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HIST 530: The British Caribbean and Colonial America

Course: AP United States History (fulfills the 10th grade requirement for Social Studies)

Grade Level: High School Sophomores

Class Size: 30

Unit: Period 2 (1607-1754)

This plan contains lessons for two different units in the AP U.S. History course that I teach: Unit Two: *Colonial America* and another plan for Unit Three: *A New Nation*. These different units are separated by the College Board curriculum standards (Key Concepts and Sub Concepts) for each unit.

College Board (Advanced Placement United States History) Standards:

Key Concept 2.1: *Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.*

Sub Concept I: Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

Sub Concept II: In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

Sub Concept III: Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

Key Concept 2.2: *The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.*

Sub Concept II: Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

Course Context and Overview of Text and Unit Content:

This set of lessons is set within the larger context of the Period 2 Unit for an Advanced Placement United States History course. In the weeks prior to these lessons, students will have

completed their text reading/note taking from Eric Foner's *Give Me Liberty! 3rd Edition* and completed a formative reading quizzes and online discussion for each assigned chapter. Typically, one chapter is assigned per week to be read outside of class to provide context and background knowledge of the period. The chapters that encompass our activities here are:

Chapter 2: The Beginnings of English America (pages 52-89) describes the establishment of the Chesapeake and New England colonies and the societies that emerged from these early attempts to build colonies on the North American mainland.

Chapter 3: Creating Anglo America (pages 92-131) covers the expansion of the British footprint in North America and the development of a British society. It describes the social, economic and political developments and illustrates the growth of different regional/colonial institutions, including the foundations of slavery and its growth.

Additionally, students will complete additional reading assignments during this unit. One of these is an essay by Gary Nash called, *Black People in a White People's Country*, and charts Atlantic labor systems in the colonial period and charts the emergence and development of slavery as an institution in British America.

Unit: Period 2 – The American Colonies to 1754

Topic: The Origins of British North America

Lesson: *Reasons for Colonization*

Materials:

- Richard Hakluyt’s *Reasons for Colonization (1585) excerpts*
- Nancy Shoemaker’s *A Typology of Colonialism*

Learning Objectives:

- Students will be able to describe different modes, motivations and goals for colonization.
- Students will be able to analyze primary sources of information.

Activities:

- 1. Brainstorming and Discussion:** Students, in their small study groups, will brainstorm a list based on the following focus question:
 - Why do nations colonize? Explain.
- 2. Primary Source Analysis:** Pass out copies of *Reasons for Colonization* by Richard Hakluyt. Introduce the reading, author and review our COMET framework for document analysis. Then, have the student’s (in their small groups) analyze the reading by focusing on the following:
 - What was Hakluyt trying to accomplish by writing this?
 - What reason’s does Hakluyt provide for England’s expansion into North America and building an empire?
 - What do each of these reasons tell you about England and the issues it faced?
 - Which reasons do you find most compelling? Which do you find weakest?
- 3. Debrief:** Large group discussion/share out.
- 4. Reading Assignment:** Assign Nancy Shoemaker’s *A Typology of Colonialism*. Reading and annotations are due tomorrow.

Reasons for Colonization

Richard Hakluyt

1585

Richard Hakluyt (ca. 1552-1616), wrote at length about the topic of English colonization and was an especially strong advocate for colonizing North America, in the hopes of establishing northern passages to the Orient. His colonial interests can be seen in his major work, The Principal Navigations, Voyages, Traffics, and Discoveries of the English Nation (1598- 1600).

1. The glory of God by planting of religion among those infidels.
2. The increase of the force of the Christians.
3. The possibility of the enlarging of the dominions of the Queen's Most Excellent Majesty, and consequently of her honour, revenues, and of her power by this enterprise.
4. An ample vent in time to come of the woollen cloths of England, especially those of the coarsest sorts, to the maintenance of our poor, that else starve or become burdensome to the realm; and vent also of sundry our commodities upon the tract of that firm land, and possibly in other regions from the northern side of that main.
5. A great possibility of further discoveries of other regions from the north part of the same land by sea, and of unspeakable honour and benefit that may rise upon the same by the trades to ensue in Japan, China, and Cathay, etc.
6. By return thence, this realm shall receive woad, oil, wines, hops, salt, and most or all the commodities that we receive from the best parts of Europe, and we shall receive the same better cheap than now we receive them, as we may use the matter.
7. Receiving the same thence, the navy, the human strength of this realm, our merchants and their goods, shall not be subject to arrest of ancient enemies and doubtful friends as of late years they have been.
8. If our nation do not make any conquest there but only use traffic and change of commodities, yet, by means the country is not very mighty but divided into petty kingdoms, they shall not dare to offer us any great annoy but such as we may easily revenge with sufficient chastisement to the unarmed people there.
9. Whatsoever commodities we receive by the Steelyard Merchants, or by our own merchants from Eastland, be it flax, hemp, pitch, tar, masts, clapboard, wainscot, or such-like; the like good[s] may we receive from the north and north-east part of that country near unto Cape Breton, in return for our coarse woollen cloths, flannels, and rugs fit for those colder regions.
10. The passage to and fro is through the main ocean sea, so as we are not in danger of any enemy's coast.
11. In the voyage we are not to cross the burnt zone, nor to pass through frozen seas encumbered with ice and fogs, but in temperate climate at all times of the year; and it requireth not, as the East Indies voyage doth, the taking in of water in divers places, by reason that it is to be sailed in five or six weeks; and by the shortness the merchant may yearly make two returns (a factory once being erected there), a matter in trade of great moment.
12. In this trade by the way, in our pass to and fro, we have in tempests and other haps all the ports of Ireland to our aid and no near coast of any enemy.
13. By this ordinary trade we may annoy the enemies to Ireland and succour the Queen's Majesty's friends there, and in time we may from Virginia yield them whatsoever commodity they now receive from the Spaniard; and so the Spaniards shall want the ordinary victual that heretofore they received yearly from thence, and so they shall not continue trade, nor fall so aptly in practice against this government as now by their trade thither they may.
14. We shall, as it is thought, enjoy in this voyage either some small islands to settle on or some one place or other on the firm land to fortify for the safety of our ships, our men, and our goods, the

like whereof we have not in any foreign place of our traffic, in which respect we may be in degree of more safety and more quiet.

15. The great plenty of buff hides and of many other sundry kinds of hides there now presently to be had, the trade of whale and seal fishing and of divers other fishings in the great rivers, great bays, and seas there, shall presently defray the charge in good part or in all of the first enterprise, and so we shall be in better case than our men were in Russia, where many years were spent and great sums of money consumed before gain was found.
16. The great broad rivers of that main that we are to enter into, so many leagues navigable or portable into the mainland, lying so long a tract with so excellent and so fertile a soil on both sides, do seem to promise all things that the life of man cloth require and whatsoever men may wish that are to plant upon the same or to traffic in the same.
17. And whatsoever notable commodity the soil within or without doth yield in so long a tract, that is to be carried out from thence to England, the same rivers so great and deep do yield no small benefit for the sure, safe, easy, and cheap carriage of the same to shipboard, be it of great bulk or of great weight.
18. And in like sort whatsoever commodity of England the inland people there shall need, the same rivers do work the like effect in benefit for the incarriage of the same aptly, easily, and cheaply.
19. If we find the country populous and desirous to expel us and injuriously to offend us, that seek but just and lawful traffic, then, by reason that we are lords of navigation and they not so, we are the better able to defend ourselves by reason of those great rivers and to annoy them in many places.
20. Where there be many petty kings or lords planted on the rivers' sides, and [who] by all likelihood maintain the frontiers of their several territories by wars, we may by the aid of this river join with this king here, or with that king there, at our pleasure, and may so with a few men be revenged of any wrong offered by any of them; or may, if we will proceed with extremity, conquer, fortify, and plant in soils most sweet, most pleasant, most strong, and most fertile, and in the end bring them all in subjection and to civility. . . .

The ends of this voyage are these:

1. To plant Christian religion.
 2. To traffic.
 3. To conquer.
- Or, to do all three.

To plant Christian religion without conquest will be hard. Traffic easily followeth conquest; conquest is not easy. Traffic without conquest seemeth possible and not uneasy. What is to be done is the question.

If the people be content to live naked and to content themselves with few things of mere necessity, then traffic is not. So then in vain seemeth our voyage, unless this nature may be altered, as by conquest and other good means it may be, but not on a sudden. The like whereof appeared in the East Indies, upon the Portugals seating there.

If the people in the inland be clothed, and desire to live in the abundance of all such things as Europe doth, and have at home all the same in plenty, yet we cannot have traffic with them, by means they want not anything that we can yield them.

Admit that they have desire to your commodities, and as yet have either gold, silver, copper, iron, nor sufficient quantity of other present commodity to maintain the yearly trade, what is then to be done?"

Unit: Period 2 – The American Colonies to 1754

Topic: The Origins of British North America

Lesson: *Colonial Typography*

Materials:

- Alan Taylor’s *Colonial America: A Very Short Introduction*. Our text and other resources are thin with regard to the British Caribbean and Taylor provides a well-developed brief history for each of the mainland and Caribbean colonial regions.

Learning Objectives:

- Students will be able to describe and explain the differences of Colonial Typology
- Students will research a specific British Colony.

Activities:

1. Review: Again, in small groups, students will discuss Shoemaker’s reading from yesterday. analyze the reading by focusing on the following:

- What type(s) of colonization was Hakluyt suggesting? Why do you think so?
- What additional types/motivations for colonization did you discover from Shoemaker?

2. Research Introduction: Students, in trios, will each be assigned a European colony on the North American mainland/Caribbean or New Spain/New France. The basis for their research will be from the regional readings from Alan Taylor’s *Colonial America: A Very Short Introduction*.

- | | |
|--|------------------|
| • The Chesapeake (Virginia) | • New France |
| • New England (Massachusetts) | • New Spain |
| • The West Indies (Barbados, Grenada, Jamaica) | • New Netherland |
| • The Carolinas (The Carolinas) | • Pennsylvania |
| | • Georgia |

For additional information, students will use other class and online sources to supplement the Taylor reading. Their research focus will be on typology which will necessitate an examination of economics, religion, government and social structures and their relationship with the native peoples. Students will also need to find an excerpt from one primary document that can be used to help illustrate their colony’s typology.

3. Research: Students will be assigned the reading *for their region* from the Taylor text, due the following class meeting.

Unit: Period 2 – The American Colonies to 1754

Topic: The Origins of British North America

Lesson: *Colonial Typography*

Materials:

- Handouts: Colony Entrance Ticket: Colonial Tweets

Learning Objectives:

- Students will be able to describe and explain the differences of Shoemaker’s colonial typologies.
- Students will research a specific European Colony and “adopt” that colony as a character.

Activities:

1. Activity Introduction: In class, we will go over our online “live” discussion. After an initial description of the format of the online discussion, I will conduct a brief discussion of the key “issues to be considered” that will be the focus of their research.

- *How would Shoemaker classify your colony and why?*
- *What are, according to your “character” (your colony), the most important issues regarding land and its usage?*
- *What was the basis for your people to move here?*
- *How should your colony “handle” the Native peoples presence?*

2. Research and Entrance Tickets “Tweet” work time: Students will have the remaining 70 minutes for preparing for their roles and work on their “Tweets”. The Tweet assignment is one I use often as an “entrance ticket”, a quick check that provides evidence that students are prepared for a larger activity, in this case, a live, online discussion (I’ve included a copy below). I’ve adapted it to the style of a social media post in an attempt to keep the activity quick, informative but relevant to the students (they seem to enjoy and engage with it), even though it is only a small part of the score they receive for the discussion. They are due the by the start the next class period.

Character Entrance Ticket: Colonial Tweets

The Colonies and Social Media

In order to participate in the Colonial online discussion tomorrow, complete the following task by class time tomorrow. Post your work to the Media Gallery titled “Colonial Tweets” in our Period 2 folder on Schoology:

Using your historical role for our *Colonial Discussion* activity, generate a historical tweet in the voice of your “character”... your colony. Your tweet should address one of the central typographical issues that your colony faced and integrate part of your primary document. Those issues/themes are:

- *What are, according to your “character” (your colony), the most important issues regarding land and its usage?*
- *What was the basis for your people to move here?*
- *How should your colony “handle” the Native peoples presence?*

How do I create my tweet?

Go to the following [tweet generator](#). Complete the fields and enter a profile picture of your “character” (your colony), something that represents it well. Just pick one that seems to fit... Then, tweet away. Remember, it should be in your character’s voice or an actual quote from an important individual or founder, but you’re free to add hashtags or other elements that Twitter allows to help readers understand your viewpoints.

Here’s an example from United States history. It’s from Gloria Steinem, a woman’s rights activist during the 60s and 70s. It’s an actual quote and it’s kind of awesome:



Here is the rubric for your assessment:

	4	3	2	0
Message	Text, quotes, hashtags and other elements allow the reader to understand the historical figure in a clear AND subtle/nuanced way. This may include aspects of their personality, events and personal biography.	Text, quotes, hashtags and other elements allow the reader to understand a key aspect of the historical figure	Text is clearly on topic, but oversimplified.	Requirement not met

Unit: Period 2 – The American Colonies to 1754

Topic: The Origins of British North America

Lesson: *European Colonial Developments – Live Online Discussion*

Learning Objectives:

- Key Concept 2.1, Subtopics 1-3

Activities:

- 1. Tweet Review:** On the screen in the front of the room, I will project some the tweets from student from the day before. I may ask some of the students to explain some of the elements of their Tweets to help the rest of the students understand them better and to correct any misunderstandings. The Media Album feature that our E-Learning Management system, Schoology, uses is helpful, easy to use and see the different contributions of the students in a convenient format.
- 2. Introduction:** I will introduce the format of the discussion and remind students that they are to participate “in character”. Additionally, I will distribute our “sentence starter” cards. Each time a student submits a post, it must begin with one of the sentence starters from their cards and then discarded (students must use all their cards before they can get new ones). This is an AVID strategy that has been part of our staff development over the past few years. They help students to build on an idea or to agree/disagree with other students. Some examples of these sentence starters are:
 - “another example is...”
 - “yes, but it’s also true”
 - “if that’s the case then...”
 - As _____ already mentioned...”
 - “That’s true _____, I also think that...”
 - “I don’t think that’s right since...”

Once students log into our “Chat” tool called [Backchannel Chat](#), we will begin the discussion. From here, I will prompt and moderate a live discussion regarding the key themes the students researched.

- 3. Discussion/Chat Time:** Students will continue until the end of the hour. Once it has completed, I will save the discussion as a searchable file that students can use to review for our final assessments.

Unit: Period 2 – The American Colonies to 1754

Topic: The Origins of British North America

Lesson: *Final Assessment*

Learning Objectives:

- Key Concept 2.1, Subtopics 1-3
- AP Historical Thinking Skills: Comparison

Activities:

1. **Short Essay Assessment:** Based on the chat conversation from the previous day, students will complete the following in the AP U.S. History Short Answer essay format. Students will be allowed access to the chat document to assist in the writing of their essays.

Student Name:

Colony/Character:

Complete the following tasks:

1. **Twinning:** Which other colony was most like your colony's typology? Explain your response.
2. **To War!:** What other colony was most unlike yours and your typology? Explain your response.
3. **You Complete Me...:** Which of the other colonies COMPLIMENT yours the best. Explain your rationale and why those traits are complimentary.

Resource List for Lessons and Activities

- AVID, Advancement via Individual Determination, <https://www.avid.org>
- Colbert, David. *Eyewitness to America: 500 Years of American History in the Words Who Saw it Happen*. New York: Random House, 1997
- College Board, <https://www.collegeboard.org>
- Foner, Eric. *Give Me Liberty!: An American History*. New York: W.W. Norton & Company, 2011.
- Hofstadter, Richard and Ver Steeg, Clarence L. *Great Issues in American History: From Settlement to Revolution, 1584-1776*. New York: Random House, 1969.
- Johnson, Michael. *Reading the American Past Vol. 1: To 1877*, 4th ed. Boston: Bedford/St. Martin's
- Kennedy, David M. and Bailey, Thomas A. *The American Spirit*, 11th ed. Boston: Houghton Mifflin Company, 2006.
- Shoemaker, Nancy. "A Typology of Colonialism." *Perspectives in History*, (October, 2015): 28-30.
- Taylor, Alan. *Colonial America: A Very Short Introduction*. Oxford: Oxford University Press, 2013.