Introduction
LIFE IN THE COLONIES

Grade Level: 5th grade

Target Group: Content based ESL Class

Subject: Social Studies

The class has students in three different levels: beginning, intermediate, and advance.
Lesson 1
Why did the Settlers come to America

Content Objective: Students will be able to tell what a colony is.

Students will have the opportunity to learn why the first settlers came to America.

Language Objective: Develop vocabulary with the words: plantation, trappers, missionary, settlers, colony.

This is a topic which can be very interestingly related to the personal lives of our ELL students. They all can relate to moving to another country and share their stories. This is the reason the lesson starts with questions about coming to America.
Why did the settlers come to America

Language activity

Beginning and intermediate level

Students will work in small groups to dramatize or say why each group came to America.

Teacher will model statements they could use, such as: I want to find land.

Students will be encouraged to guess which group of settlers is being depicted.

Advance

Each student will choose one of the groups of settlers and write a riddle about the group. For example: We came to America to find land for farming.

Who are we?

Students can read their riddles to the class, and their friends can use the information from the text to find answers.
Why did the Settlers come to America

Content Objective: Students will be able to tell what a colony is.

Students will have the opportunity to learn why the first settlers came to America.

Language Objective: Develop vocabulary with the words: plantation, trappers, missionary, settlers, colony.

Materials: map of America, globe, pictures of settlers.

Activate prior knowledge and build background

Ask students “Why did they live their country and decided to come here?”

“Where did you settle when you first came to America?”

Teacher will record their answers in a chart and display it on the wall throughout the unit.

Before reading

The teacher will introduce the students with the words from the word bank. Every word will be accompanied with a picture.

The teacher will use the globe to show the students places the settlers came from.

In the board will be written these questions:

1. Which group came for freedom of religion?
2. Which group came to teach religion?
3. Which groups came for land?
4. Which group came to find gold?
Teacher will read aloud the simplified text. During reading she will show them the pictures of the settlers and the places they came from using the globe. The students will read together with the teacher the text.

After reading the discussion based on the abovementioned questions will take place. Teacher will ask the students to name the group that did not want to come to America. She will them tell them that these people were brought from Africa showing them the continent in the globe. She then will answer these questions if the students do not have any prior knowledge about slavery: How did they get here?

What did they do in America?

Language activity

Beginning and intermediate level

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Advance

Each student will choose one of the groups of settlers and write a riddle about the group. For example: We came to America to find land for farming. Who are we?

Students can read their riddles to the class, and their friends can use the information from the text to find answers.
Lesson 2
Life In The Colonies

Learning Goals for the lesson:

Language Goal - Students will have the opportunity to learn the language connected with life in the early colonies.

Content goal- Students will have the opportunity to learn what did the colonists need to live and how did they get what they needed when they first came.

To reach the needs of all students I created different activities for the three different levels in my class. The topic is relevant to students and they can relate the difficulties of the early colonies with their own difficulties as newcomers in a new country. Working in groups they can share what they know and learn new information without being threatened of not having any prior knowledge about the early colonies. In the same time they learn through hands on activities (cutting and labeling), and have the opportunity to listen, speak and write in English.
A functional/notional chart of the lesson

Tasks and activities

Students will cut out pictures and label them.
Alphabetize the illustrations in a picture dictionary.

Make sentences using the pattern.
Write what the colonists needed using words from the word bank.

Writing skills

The advanced students will write sentences in a short paragraph.

Listening and Speaking Skills

Students will develop language by sharing what they already know. They will speak and listen to each other when answering the questions.

Vocabulary

Build vocabulary with the key words from the chapter and additional words (Word Bank) that the students are not familiar with.
Word Bank: axe, hammer, nails, plow, seeds, wood.
Life in the Colonies

**Learning Goals:**

**Language Goal** - Students will have the opportunity to learn the language connected with life in the early colonies.

**Content goal** - Students will have the opportunity to learn how did the colonists live when they first came.

**Activate prior knowledge**

Share Personal Experience

Ask students if they have ever gone camping and invite them to share experiences with words or pictures (teacher provides different pictures).

Ask questions:

- What do you do when you camp that is different from you usually do at home?
- Where do you get the things you need?

**Develop language and concepts**

- Display a picture of wilderness scene and explain that this is how the country looked when the first settlers arrived.

- Students will share what they already know.

We will read together the questions:
What did the colonists need to live here?

How did they get what they needed?

If the students do not have any prior knowledge the teacher will ask them to imagine themselves as colonists and to tell what they will do to turn the area into a place where they can live.

-Introduce the words from Word Bank using pictures: axe, hammer, nails, plow, seeds, wood.

Students will tell how the settlers used the items in the Word Bank to build homes and farms.

**Practice and apply**

Beginners will

Cut out pictures of the tools people need to build homes.

Use appropriate words from the Word Bank and other words to label their pictures.

Alphabetize their illustrations into a picture dictionary of tools.

**Intermediate level**

Make sentences using the sentence pattern:

They needed ___________ to ___________________.

Eg: They needed an axe to cut down trees.
Advanced students will
Write about what the European colonists needed to build homes and farms in America.
They will use words from the Word Bank and details in the pictures.

**Review and Assessment**

The teacher will lead a class discussion on what they learned about colonists’ needs.

Help students understand that life was difficult for the first colonists. Tools and supplies were difficult to replace. The colonists had to hunt and plant crops to have food. Families and neighbors had to work together to survive.

In a T-Chart the teacher labels one column, What the Colonists Needed, and the second column, What We Need Today. The teacher records the students’ responses in the first column. Students will record responses on their own T-Charts.
COLONIAL LIFE

1. Pilgrims
2. Thanksgiving
3. town meeting
4. shore
5. bay
6. cape
7. harbor
8. common
9. stockade
10. meetinghouse
11. courthouse
12. inn
13. mill
14. blacksmith
15. apprentice
16. tobacco
How were the following strategies addressed: sheltered strategies, adjusting discourse, enhancing interaction, in this lesson plan?

First I activate prior knowledge, finding out what the students know about this particular topic allows me to supply relevant concepts or vocabulary that the students may be lacking but which will be important for the unit.

The input is presented orally and through written text. In either case, comprehension is facilitated through the use of illustrations, maps and photographs. This kind of scaffolding will enable the students to participate in instruction even when their language is limited (beginners).

Active language use, through speaking and writing will help for both linguistic and cognitive growth. Students are also encouraged to express themselves, to explore their own feelings, experience and ideas.

In order to enhance face-to-face interaction the students work together as a group in cooperative learning. As members of a group students work and talk together, they rely on each other to achieve the end product: A picture dictionary of tools.

In the same time they develop social skills, members use group maintenance skills to keep the process going and task skills to perform what is required.

The academic English input is carefully introduced keeping in mind I + 1. By using comprehensive language I will activate prior knowledge and use pictures that will help students understand some of the new words that they will be introduced in this chapter. Building vocabulary will be a very important part of this lesson and will be focused on the needs of the students.
Lesson 3
Learning Goals for the Lesson

Jamestown the First English Colony

Content Objectives: Students will have the opportunity to learn – What the colonists did to survive

Language Objective:

*Beginning level* will develop vocabulary with the new words: bad water, insect disease.

*Intermediate level* will be able to describe the problems at Jamestown matching parts of the sentence given by the teacher.

*The advance students* will have the opportunity to write a letter about the problems in Jamestown.
Jamestown, the First English Colony

Tasks and activities

Beginners will – Identify Settlers’ Problems

They will draw pictures that depict the problems at Jamestown. They can label the pictures with one or two words, such as bad water, insects, or disease.

Then they will put the pictures on a poster labeled, Problems at Jamestown.

Intermediate level will describe the problems at Jamestown by matching parts of the sentences given by the teacher, and then putting these sentences together.

Advance students will Write a letter

Students will imagine themselves as colonists at Jamestown. They will write letters home to England, telling their family members about some of the problems they are facing in their new home.
Jamestown the First English Colony

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Beginning level will develop vocabulary with the new words: bad water, insect disease.

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The advance students will have the opportunity to write a letter about the problems in Jamestown.

Materials: United States Map, picture of the first English Colony.

Predict problems

Locate Jamestown on a United States map. Tell students that Jamestown was built close to a river and near a swamp. Explain that a swamp land is wet and soft.

Ask students to predict if this was a good place to build a settlement, and give reasons for their answers.

Preview

Picture walk

What buildings do you see?

Why is there a fence around the town?
Teacher reads aloud the text and the students check their predictions.

Was Jamestown in a good location?

What would happen to the colonists in Jamestown if the crops went bad?

Read the text with the students.

**Beginners will** – Identify Settlers’ Problems

They will draw pictures that depict the problems at Jamestown. They can label the pictures with one or two words, such as bad *water, insects,* or *disease.*

Then they will put the pictures on a poster labeled, *Problems at Jamestown.*

**Intermediate level will** describe the problems at Jamestown by matching parts of the sentences given by the teacher, and then putting these sentences together.

**Advance students will** Write a letter

Students will imagine themselves as colonists at Jamestown. They will write letters home to England, telling their family members about some of the problems they are facing in their new home.
Lesson 4
The Thirteen Colonies
The New England Village

Content Objective:

Students will be able to

- locate the thirteen colonies on a map
- describe a New England village

Language Objectives:

Students will learn the names of the thirteen colonies.

Students will learn the words of the community places in a New England village.

Students will be involved in a TPL activity before the actual reading. The teacher will develop mapping concepts, in addition she will work to build in their vocabulary. A simplified text is prepared for beginners and intermediate/advance students.
The Thirteen Colonies

The New England Village

Language activity (mixed levels)

Students will get color-coded cards with the names of the thirteen colonies. The teacher has divided the room in three sections labeled New England, Middle, and Southern. Teacher will call out the name of the colony and have students with that name move to the correct section. At the end of the activity the students will say their section and the name of the colony.

Social studies activity: Colonies on the Map (pairs)

Intermediate Students will locate the colonies on a map. They will be provided with color coded names of the 13 Colonies that

Advance Students will work in pairs to locate all the colonies on a map. Then they will write sentences using the colony names. They can refer to the map to write sentences such as: The Middle Colonies were north of the Southern Colonies.

Students will read their sentences aloud.
The Thirteen Colonies
The New England Village

Content Objective:

Students will be able to

- locate the thirteen colonies on a map
- describe a New England village

Language Objectives: Students will learn the names of the thirteen colonies.

Students will learn the words of the community places in a New England village.

Materials: Map of the Thirteen Colonies, pictures of the New England Village, simplified text.

Review directions

Teacher writes the words northern, southern, eastern, and western on the board. She will lead a TPR activity by calling out each word and having students stand up and face in the appropriate direction. On a large map of the United States, students will point out states in each region. They will also identify the region where they live.

Develop Language and Concepts

Students will use the map key (teacher will help) to locate and name the New England, Middle, and Southern colonies.

Teacher will read aloud the modified text The Thirteen Colonies, and then students will follow.

Students and teacher will point to each colony on the map as its name is read.
Teacher will display a picture of a New England village and ask them to point to different parts of the village as she reads the picture labels. They will discuss what each was used for, and then the teacher will read the text, The New England Colonies, with students.

**Language activity (mixed levels)**

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Students will read their sentences aloud.
The Thirteen English Colonies

The Thirteen Colonies 1750

New England Colonies  Middle Colonies  Southern Colonies.

By 1760, England had 13 colonies in America. More than 1,500,000 people lived there.

The New England Colonies were Massachusetts, New Hampshire, Connecticut, and Rhode Island.

The Middle Colonies were New York, Pennsylvania, New Jersey, and Delaware.
The New England Colonies

Most of the people who settled in the New England Colonies were from England. They lived in villages like the villages in England. They spoke English.

Many villages had a **meeting house**. People used the meeting house as a **church**. People also used the meeting house as a **town hall**. They talked about the village problems there. They made new **laws** there.
The New England Colonies

Who settled the New England Colonies, and why:

The people who settled in the New England Colonies were the Separatist Puritans called Pilgrims. They came over in 1620 and landed at Plymouth. Their ship was called The Mayflower. They settled in what is now Massachusetts. The Puritans came in the seventeenth century and wanted to gain religious freedom for themselves. They settled in New England because they wanted to gain religious freedom, but the religious freedom they sought for was not given to others. New Hampshire, Rhode Island, and Connecticut were founded later by other colonists.

Industries in the New England Colonies:

People in New England grew most of their own food. But their soil was too thin and rocky for them to grow cash crops. They made some of their clothing and produced many of their own supplies. But New Englanders had to buy cloth and tools and almost all of their luxury items from England. New England shiped lumber and furs in return. Later New England found another way to earn money. They started to catch fish. Fish and lumber were basically their main industries. They also sold slaves in the South. New England traders also made money by selling iron, pots, kettles, and tools in other colonies.

About the New England People:

Many people in New England belived in devils, witches, and evil forces. They believed that these things were everywhere. Devils and witches caused thunderstorms, strangling infants in their cradles, making people sick, sinking ships, and ruining crops. People believed that devils won people over and made them witches.

Since the New England soil was too thin and rocky, they thought it was a sign from god for them to work harder. Their parents were strict and they wanted their children to study the Bible. When they were born their parents believed that they were born as devils and it was their job to train them and make them pure. The church of Plymouth Rock was the main place for the Puritans' meetings. The Puritans were called Puritans because they wanted to purify the Church of England.
Lesson 5
Learning Goals for the lesson

The Middle and the Southern Colonies

Content Objectives: Students will have the opportunity to compare and contrast the thirteen colonies by regions

Language Objectives:

Beginning level: Students will complete a word web using words from the text provided by the teacher.

Intermediate level: Students will complete a cloze paragraph.

- Advance students will be able to use a Venn Diagram to compare and contrast

- explain or use a Venn Diagram to compare and contrast
The Middle and the Southern Colonies

Tasks and activities

Language activity (beginners)

Students will complete a word web using words from the text provided by the teacher. They will write these words in the word web.

Intermediate level

Students will complete a cloze paragraph provided by the teacher related to the text on Middle and Southern Colonies.

Advance

Students will complete a Venn Diagram comparing and contrasting New England colonies and Middle Colonies. They can use information from the text The New England Village.

Learning Strategies

Students will explain and/or use a Venn Diagram to compare and contrast.
The Middle and the Southern Colonies

Content Objectives: Students will have the opportunity to:

- compare colonies by regions
- explain or use a Venn Diagram to compare and contrast

Language Objectives:

Beginning level: Students will complete a word web using words from the text provided by the teacher.

Intermediate level: Students will complete a cloze paragraph.

Advance students will be able to use a Venn Diagram to compare and contrast.

Pre-reading activity

Students will find the Middle Colonies on the map. Teacher will tell that they were also called the Bread Colonies.

Teacher will give students three question before reading. When reading the modified text they will focus their attention to find the answers for these questions, (they are now reading for a purpose).

1. Why were the Middle Colonies, also called the bread Colonies?

2. What was the most important crop in the Southern Colonies?

3. Who worked on the plantations?
Teacher will read aloud with students the modified text on Middle and Southern Colonies. During reading students will be encouraged to underline information from the text that they can use to answer their questions.

**Teacher models using a Venn Diagram:**

I can use a Venn Diagram to compare and contrast the colonies. First I label the circles Middle Colonies and southern Colonies. Then I look for ways these areas were alike. I write these facts in the middle. How were they different? I write these facts in each separate circle.

Students will give input to complete this Venn Diagram.

**Language activity (beginners)**

Students will complete a word web using words from the text provided by the teacher. They will write these words in the word web.

**Intermediate level**

Students will complete a cloze paragraph provided by the teacher related to the text on Middle and Southern Colonies.

**Advance**

Students will complete a Venn Diagram comparing and contrasting New England colonies and Middle Colonies. They can use information from the text *The New England Village.*
The Middle Colonies

The Middle Colonies had good land for farming. The major crop was wheat. Farmers sold the wheat in other colonies.

The people in the Middle Colonies came from many different countries in Europe. They had many different religions. They spoke many different languages.
The Middle Colonies

The First Settlers

The Middle Colonies are New York, Pennsylvania, New Jersey, and Delaware. The first settlers came in ships and settled in what is now New York, in 1624. They came to the Middle Colonies because they wanted to make money and to farm. The Dutch bought the island we call Manhattan from the Indians. The Dutch called it New Amsterdam. The Dutch called the Colony New Netherlands. The English came and took the land away from the Dutch. The English called it New York. Pennsylvania was settled by Quakers looking for religious freedom.

Industries

The fertile land and water from the rivers helped the settlers of the Middle Colonies. The crops they grew were vegetable, fruit, and grain. Farmers used the Delaware and the Hudson rivers to move their cash crops to markets in Philadelphia and New York City. The main cash crops were corn and wheat. Pennsylvania grew wheat. New York grew corn. Mills were built to grind the grain into flour. The tradesmen in port cities prepared goods to be shipped overseas. They ate jam, picked fruits, vegetables, and other stuff. They sold vegetables, fruit, and grain to the traders.

Different from Other Colonies

At first the colonists lived on good terms with the native people. Because of treaties signed by William Penn, the settlers in Pennsylvania had 70 years of peace with the Native Americans. This was much better than the Southern Colonies or the New England Colonies.

About the People

The people in the Middle Colonies came from many different countries. This meant that there was a lot of diversity in the kinds of people that lived there. They lived in separate areas, and didn't learn to trust each other.
Farmers in the Southern Colonies grew cotton, rice and tobacco. Tobacco was the most important crop. Farmers sold the tobacco to England.

The Southern Colonies had small farms and large plantations. Many people were needed to run a plantation. Some plantation owners used black slaves to do the work.
The Southern Colonies

The Settlers of Virginia:

The first people who came to Virginia were the English. They founded Jamestown in 1607. Their purpose in coming was that they wanted to find gold and get rich by trading with the Indians. They thought they would get rich quick, and return to England. However, they were not successful. Times were very bad, because many of the first settlers were English Gentlemen, and were not used to working for a living. Finally, John Smith took control, and said that unless someone worked, they couldn't eat. Because the location of Jamestown was poor many settlers died. Much of the land was swampy and helped spread diseases. In 1619, the Virginia company formed a law-making body. It was called the House of Burgesses. This was the first law example of representative government in America.

Industries:

It was John Rolfe who finally found a way for the colonists to be successful. They planted tobacco which made some of the settlers very rich. They also planted rice and had rice plantations in the Southern Colonies. These plantations needed lots of workers. At first many people worked as indentured servants. After a while, there were not enough indentured servants, so they used slaves instead. Some Africans knew how to grow rice, and that was very useful to the Southern Colonists.

Southern Colonies' Difference From Others:

The Southern Colonies were different from others because they didn't care about religious freedom, but came here to get rich instead. Their economy depended on large plantations where a few rich people owned most of the land, and depended on slaves to get the work done.
Bringing technology in the classroom and using other resources in our community.

By the end of the unit students will visit The Connecticut Historical Society Museum. It offers students opportunities to actively explore Connecticut’s diverse and changing history.

Children in Colonial Connecticut is a program that explores the history of Colonial Connecticut by looking at the lives and experiences of children. Students will tour the exhibition and examine artifacts made from a variety of materials, contrasting Native American and European traditions. They will learn about a child’s daily routine including village life, clothing, and daily chores. In the hands-on activity, they will learn how the colonial children were taught to read and write, practice penmanship, and make a “hornbook” to take home.

In an ideal class where the money is not a problem I would have my students visit Mystic Seaport and have them role play in there wearing clothes of that period of time. Students will use the Internet to play interactive games and do different activities that are posted on the web site Colonial Williamsburg. The activities and games are for different levels of English and vary in difficulty.

They will also watch a movie about the life in the thirteen colonies.

Attached you will find materials about the activities mentioned in this website.
Checklists
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<td>5.</td>
<td>Engage: Appropriate Language Proficiency Levels</td>
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<td>5. a. Use questions appropriate for language levels</td>
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<td>6.</td>
<td>Literacy/Academic Development</td>
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<td>6. a. Allow use of L1 for planning and conceptualization</td>
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Sheltered ELL Strategies Checklist

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<td>3c. Pace Teacher’s Speech</td>
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Adapted from the *Sheltered Instruction Observation Protocol* (SIOP)

Training for All Teachers Program • Southern Connecticut State University
Sheltered ELL Strategies Checklist

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Adapted from the Sheltered Instruction Observation Protocol (SIOP)

Training for All Teachers Program – Southern Connecticut State University
### Sheltered ELL Strategies Checklist

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Adapted from the *Sheltered Instruction Observation Protocol (SIOP)*

Training for All Teachers Program • Southern Connecticut State University
Original Lessons
Museum tours and related hands-on activities are thematic and focus on the Connecticut history topics presented in the museum's permanent and changing exhibitions. Tours do not necessarily cover an entire exhibit, but highlight areas appropriate to the age and focus of the class.

CHS Museum programs have been designed to meet the goals and objectives of the Connecticut Mastery Tests, Connecticut Academic Performance Tests, and Connecticut Frameworks (see page 11).

Pre-Kindergarten - Grade 2

Museum tours for this age group are 1 hour in length and include a hands-on project to take home. Focus is placed on multi-sensory learning and a varied pace of activities.

◆ Join the Circus
In our circus program, students use their imagination and creativity while building social skills, communication, and teamwork. They discover that cooperation and planning are necessary to orchestrate a circus performance. Students choose from our collection of costumes and props to create, develop, and star in their own circus performance, then make a circus poster to take home.

Group limit: 20 students or 1 class
Length: 1 hour
Cost: $3.00 per student or $4.00 with Polaroid photo

◆ Native Americans and Natural Resources
This tour introduces students to the lives of Native Americans in early Connecticut and emphasizes how they used natural resources. During the tour, students will examine artifacts, try their hand at grinding corn and making moccasins, and handle furs and a variety of reproduction artifacts. Students will finish their exploration by hearing a Native American story and making a bear claw necklace to take home.

Group limit: 50 students or 2 classes
Length: 1 hour
Cost: $3.00 per student

Grade 3

Grade 3 programs are longer (1½ hours) but also include a varied pace of activities and a hands-on project to take home.

◆ Children in Colonial Connecticut
This tour explores the history of colonial Connecticut by looking at the lives and experiences of children. Students will tour our exhibition and examine artifacts made from a variety of materials, contrasting Native American and European traditions. They will learn about a child’s daily routine including village life, clothing, and daily chores. In the hands-on activity, they will learn how colonial children were taught to read and write, practice penmanship, and make a “hornbook” to take home.

Group limit: 50 students or 2 classes
Length: 1½ hours
Cost: $5.00 per student

◆ It Isn’t Easy Being Clean
(special program, see page 7)

Grades 4 - 5

Programs for this age group are 1½ hours in length, with a 60-minute museum tour and a 30-minute hands-on workshop. Programs introduce the resources of historical research and students are encouraged to examine historical events from different points of view. Most require student reading.

◆ Contact and Conflict
This is one of two colonial history programs for this age group. Students will focus on the 1600s and the first contact between Native Americans and early colonists. Students will examine interaction and conflict between the two groups, from disputes over livestock to the Pequot War. Students will read primary source documents from each side and discuss how contact influenced trade. In the hands-on activity students will create a woven mat in the style of Native American baskets used for trade with the Europeans.

Group limit: 50 students or 2 classes
Length: 1½ hours
Cost: $5.00 per student
The history of the British colonies, like the history of all the United States, is the story of people on the move. People left settled areas along the Atlantic coast and pushed farther inland to claim what they saw as open land. Settlers hoped to make a piece of this frontier land into a farm, where they could build a house and raise a family. They felt that moving to the frontier would give them a chance for a better life.

The Great Wagon Road

In the early 1700s most of the cities, towns, plantations, and farms in the British colonies were located in the Coastal Plain region of the present-day United States. Few colonists had settled in the backcountry, which was the land between the Coastal Plain and the Appalachian Mountains. People called this region the frontier or the backcountry because it was beyond, or “in back of,” the settled area.

The lack of roads and the waterfalls in the rivers along the Fall Line made travel to the backcountry difficult. A fall line is a place where the land drops sharply, causing rivers to form waterfalls. Settlers who went into the backcountry had to carry their boats and supplies around the waterfalls.

By the middle 1700s large numbers of German and Scotch-Irish immigrants had begun moving from Pennsylvania into the backcountry of western Virginia and the Carolinas. To get there, the settlers followed an old Indian trail. As more settlers used the trail, it became wider, until finally wagons could travel on it. This trail became known as the Great Wagon Road.

From Pennsylvania the Great Wagon Road passed through the Shenandoah Valley of Virginia and along the eastern side of the Blue Ridge Mountains. The land there was hilly, and travel on the road was difficult. “[In places] it was so slippery the horses could not keep their footing but fell to their knees,” wrote one traveler. However, the Great Wagon

Key Content Summary

Settlers moving west into areas with many waterfalls along the Shenandoah River faced challenges because they had to carry their boats and supplies around the waterfalls. The settlers followed an old Indian trail that became known as the Great Wagon Road.
from Pennsylvania was a young man named Daniel Boone. Later, Boone would make new roads that took settlers even farther west. Boone’s roads led through the Appalachian Mountains into what are now Kentucky and Tennessee.

**REVIEW** Why was the Great Wagon Road important to the settlement of the backcountry? It provided a route to people who lived farther backcountry with wagonloads of goods.

**Living in the Backcountry**

Most of the people who settled the backcountry, including the Boone family, lived simply. Their homes were no more than log huts with chimneys made of sticks and mud. Most houses had one room with a dirt floor and no windows. Light came through the open door in the daytime and from the fireplace at night. Families burned wood in the fireplace to cook their food and to keep their homes warm.

As time went on, families made their homes more comfortable. Some added windows. Others covered their dirt floors with wooden boards.

At night the adults in a family spread their blankets over piles of dry leaves on the floor. The children slept in the loft, a part of the house between the ceiling and the roof. To get up to the loft, they climbed a ladder, which was often just wooden pegs driven into the wall.

**Visual Analysis**

Learn from Maps Have students examine the map and answer the caption question by 1660.

**Living in the Backcountry**

**Key Content Summary**

People living in the backcountry led simple lives. They worked hard, hunted for their food, farmed, and made most things they needed. Frontier families also had to protect themselves.

Chapter 6 • 205
Across Time and

the class that candles teps: braiding the wick, and dipping or molding x could be made from whale oil, or tallow.

URCE

Woods: Pioneer Life in son, Indiana University


t

not to be had at any rate.”

Life on the frontier was full of dangers. Families had to protect themselves not only from wild animals but also from human ene-
mies. The settlers had to meet these dangers with little or no help from others.

REVIEW How did families living in the backcountry get the food and household goods they needed? They hunted, farmed, and made almost everything they needed.

LEARNING FROM DIAGRAMS Life was hard and often lonely for early settlers in the backcountry. Families had to work together to protect themselves and to provide all the items they might need.

1. Candlemaking
2. Farming
3. Clearing land
4. Shopping wood
5. Used for cooking and warmth
6. Sewing
7. Children’s play
8. Butter churn

CHOOSE

CREATE A SURVIVAL GUIDE Have students work in small groups to create a survival guide for colonists who plan to move to the

guide should include farming hints, dangers, and directions for items colonists will need, such as soap and candles. Students may use books and other reference materials to create survival guides. Display finished guides.)

ILLUSTRATE A SCENE Encourage students to draw or paint a scene based on one of the sections in this lesson. Possible scenes are: traveling along the Great Wagon Road; living in the backcountry; or Indian, French, and English relations in the Ohio River valley. Finished illustrations may be organized into a frontier story line and displayed in the classroom or hallway.


The Ohio River Valley

Key Content

Although the land west of the
Mountains had been claimed by
the British or the French. The French
had been friends to the Indians for
many years. But the British gave the
Indians more of the goods they
wanted at a lower price. In time
the French lost many of their Indian
traders in the Ohio River valley. Even though there were
only a few British colonists who settled west of the
Appalachian Mountains, the British were upset. In order to
protect their lands from the British, they built a line of forts in what is now
western Pennsylvania. It was not long before the bad
to the British and the French turned into a war on
the frontier.

Review: Why did the British and the French
want to settle the Ohio River valley?

Closeness

Have students consider again
the question on page 204.

How do people today meet the challenges of their life?

Have students use what they learned about the settlers of the
Ohio River Valley and the challenges they faced to suggest
how people today meet their challenges.

Lesson 3 Review

Check Understanding

1. Recall the Facts  Why did the French lose many of their Indian trading partners to the British?
2. Remember the Main Idea  In what ways did the settlers meet the challenges of living on the frontier?

Think Critically

3. Think More About It  What skills did the settlers need to survive on the frontier? Which skills do you think they learned from the Indians?

4. Personally Speaking  If you had been a settler in frontier days, do you think you would have enjoyed life in the backcountry? Why or why not?

Show What You Know

Writing Activity  Imagine that you are a settler who has moved to the frontier in the early 1700s. Write a journal entry in which you describe your journey to the backcountry and the building of your new home. Share your journal entry with a classmate.

ACTIVITY BOOK

Reinforce & Extend

Use ACTIVITY BOOK, p. 37.
This movie requires the latest version of the Flash Player.

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URL: http://www.colonialwilliamsburg.com/history/teaching/efc.cfm
GAMES

CHICKEN CHASE
Look out for the protective rooster while you help Matthe catch all his chickens.

Sheep Shuffle
Help Pilar chase all her sheep back into the pen in this wooly adventure. You have to be fast to get the sheep hon in time.

HOTCH POTCH
This game will test your memory and your sanity. Match 1 cards as fast as you can, but watch out for a few surprises.

http://www.history.org/kids/games/
ACTIVITIES

**THE BRICKMAKER BUILD-UP**
First help place each important step in its correct order - then watch the fascinating art of brickmaking in action.

**Name That Founding Father**
Put your knowledge to the test - play the game where you try to identify four famous founding fathers based on clues from history.

**TOOL TROUBLE**
The Blacksmith has misplaced his tools and needs your help to find them.

**HEADS UP FOR THE COLONIST**
Help the colonists find the proper headpiece to wear.

**Colonial Card Creator**
Choose a picture and a message, then print out a card to give to a friend or family member.
The 18th Century Paper Doll Game

Put the clothes on the Paper Doll in the correct order in the game that shows how young girls dressed in the 18th Century.
Things To Do:
Happy 4th of July